

Consult 4 Kids Lesson Plans

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| Component: | English Language Arts |
| Grade Level: | 4 th – 5 th Grades |
| Lesson Title: | One Minute Predictions and Structural Patterns |
| Focus: | Vocabulary, Predicting, and Comparative Adjectives |

Materials:

Chart Paper

Activity at end of lesson plan

White boards, pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the “Meat”)

Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students

***Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

www.readinga-z.com (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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| <p style="text-align: center;">to the next level.</p> <p>Fluency Activity of the Day</p> <p>Partner Share: Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p> | |
| <p style="text-align: center;">Vocabulary</p> <p>A structural pattern is a way of organizing sentences, paragraphs, or entire documents. One structure is compare and contrast. In this structure you would expect to find out how things are alike and how they are different. Another structural pattern is cause and effect. In this pattern there is almost and if—then statement. For example, if it rains, the sidewalk will be wet. The cause is the rain and the effect is a wet sidewalk. A third structural pattern is one that uses order, such as first, second, finally, and so on. In this activity, students will determine which structural pattern the sentence represents.</p> <p>Structural Patterns</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Read each sentence. 2. Decide if it is an example of compare and contrast, cause and effect, or sequential order. 3. Place it in the correct column. 4. Be prepared to explain your reasoning. | |
| <p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Predicting</p> <p>One-Minute Predictions: Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p> | <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> |

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| Conventions | |
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| <p>Comparative Adjectives</p> <p>An adjective is a word that describes a noun. Example: The gentle breeze blew. The word gentle is an adjective describing the noun breeze. Comparative adjectives compare two things. If the adjective has 3 or more syllables in it, the comparison is made by placing the word “more” in front of the adjective. If the adjective has one or two syllables, the comparison is made by adding the letters -er to the end of the adjective. If the one or two syllable word ends in a “y”, you drop the “y” and add -ier. Examples: <i>indifferent –more indifferent</i> <i>old—older</i> <i>happy—happier</i></p> <p>Comparative Adjectives</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Which One—More, -er, or -ier? game board and a set of cards. 3. Player 1 draws a word card and places it under the correct heading. 4. Player 2 repeats the same. 5. Game is over when all cards are placed in the correct category. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

| Closing | |
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| Review | |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? | |
| Debrief | |
| <p>LBNT</p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p> | |

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| <p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!) |
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Structural Patterns 4th – 5th

**Compare and
Contrast**

Cause and Effect

Sequential Order

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| <p>I believe that the yellow iris is more beautiful than the purple one.</p> | <p>The California State government is a replica of the United States government.</p> | <p>Unlike her younger brother, she is very tall and thin.</p> |
| <p>It is safer to go to Sacramento on I-5, but 99 is closer.</p> | <p>Even though people think that basketball is not a contact sport, I can assure you that it is.</p> | <p>VanGough and Monét were both Impressionist painters.</p> |
| <p>Both Apple and IBM have a growing computer market in China.</p> | <p>The Cartoon Network can be found on Channel 501, but Disney cartoons can be found on channel 503.</p> | <p>Many people in France speak English, but only a handful of Americans speak French.</p> |
| <p>The directions say to add the water and then add the eggs.</p> | <p>We packed our clothes on Friday, but we left on Saturday morning.</p> | <p>In order for a caterpillar to turn into a butterfly, it must first spin a cocoon or form a chrysalis.</p> |
| <p>Before she could purchase a new house, she needed to see if the bank would loan her money.</p> | <p>The star hitter will have to wait for his turn to bat, there are three people in front of him.</p> | <p>After she had her sixteenth birthday, her parents bought her a car.</p> |
| <p>After their trip to Washington, the family was moving to California.</p> | <p>After he fertilized the flower beds, the gardener planted the rose bushes.</p> | <p>First the infant rolled, then crawled, and finally walked.</p> |

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As a result of purchasing the winning LOTTO ticket, the family bought a new house.

She moved to Alaska because she was tired of living in the hot climate.

He sneezed and blew his nose because he was allergic to the grass.

She earned her college degree so that she could get a job designing clothes.

As a result of 9-11, the security at the airport is very strict.

The driver swerved to miss the cat that had darted out between two cars.

When the vinegar was added to the baking soda, a chemical reaction occurred.

After falling off of the horse three times, the rider refused to get back onto the animal.

She was proud of the trophy she had won for spelling all of the words correctly in the contest.

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Comparative Adjectives 4th – 5th Grade Game Board

| -er | -ier | more |
|------------|-------------|-------------|
| | | |

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Comparative Adjective Cards

| | | | |
|--------------------|---------------|----------------|-----------------|
| superficial | dirty | hungry | magical |
| thirsty | grumpy | natural | virtuous |
| embarrassed | steep | tall | heavy |
| large | big | blue | long |
| old | happy | fast | happy |
| ugly | bald | rough | white |

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| healthy | choosy | short | wild |
| ferocious | chunky | pretty | clear |
| quiet | brave | unbelievable | protective |

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| Component: | English Language Arts |
| Grade Level: | 4 th – 5 th Grades |
| Lesson Title: | Proper Nouns and Fluency |
| Focus: | Vocabulary, Predicting, and Proper Nouns |

Materials:

Fluency passages or students current reading
 White boards, pens or crayons
 Activities at the end of lesson plan

Opening

State the objective

The purpose of these lessons are to:

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- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the “Meat”)

Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words.

Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students

***Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

www.readinga-z.com (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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| <p>to the next level.</p> <p>Fluency Activity of the Day</p> <p>Fluency Test—Read 1 minute count number of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student’s vocabulary notebook and have them write the total words read on the chart.</p> | |
| <p style="text-align: center;">Vocabulary</p> <p>Idioms are expressions that when are taken literally would make no sense at all. For example, “It is raining cats and dogs” doesn’t really mean that cats and dogs are falling from the sky, but it does mean that the rain is coming down really hard and really fast. When someone uses an idiom that you do not understand, it is very difficult to get the point of what they are saying. In this activity, students will match the idiom with the meaning.</p> <p>Figurative Language Directions:</p> <ol style="list-style-type: none"> 1. Place the definition cards face down. 2. Player draws a definition card and has 30 seconds to locate the correct idiom. 3. If player matches the definition and the idiom correctly, then he/she rolls the die and moves that many spaces. 4. If player does not match the definition and the idiom correctly, then he/she loses his/her turn. 5. Play continues until one person completes the course. 6. Cards may be reshuffled for play to continue. | |
| <p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Predicting</p> <p>Find the Evidence: On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, “There is a sad and lonely duck,” the evidence might be, “The duck always walked alone.”</p> | <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> |

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| <p style="text-align: center;">Conventions</p> <p>Proper Nouns A proper noun is the name of a particular person, place or thing. Proper nouns begin with a capital letter (just like a person's name). In this activity you will review a number of nouns, some of them will be proper nouns and some will be common nouns. To make it interesting, all words will begin with a capital letter like they would at the beginning of a sentence.</p> <p>Proper Nouns Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a game board and a deck of Noun Cards. 3. Place game board in between the players. 4. Player one draws the top card and determines whether the word is a common noun or a proper noun and then places the word in the correct column. 5. Player 2 repeats the process. 6. Game is over when all cards have been categorized correctly. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |
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| Closing |
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p> |

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| <p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!) |
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| catch a cold | circular file | see eye to eye | afraid of his own shadow |
| cost an arm and a leg | backseat driver | clear the air | got cold feet |
| come clean | crack a book | dead to the world | turned a deaf ear |
| down in the dumps | eyes popped out | lost her marbles | burn his bridges |
| forever and a day | know the ropes | out of the woods | green thumb |

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| become ill with a cold | trash can | agree | too frightened to act |
| expensive | bossy | back out, will not do | tell the truth |
| study | asleep | won't listen to | depressed |
| surprised | crazy, not making sense | sever ties with | always |
| understand what to do | will be okay | great gardener | talk about the problem |

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Proper Nouns-4th – 5th

| Common Noun | Proper Noun |
|--------------------|--------------------|
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Proper Nouns 4th – 5th

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| boy | store | milk |
| uncle | cafeteria | neighbor |
| desert | summer | boy |
| car | designer | family |
| restaurant | appliances | manufacturer |
| school | principal | truck |
| brothers | skateboards | park |
| recipe | event | volcano |
| Brandon | Ronald Reagan Library | Corvette |
| Southwest Air | Mr. Smith | Mrs. Franks |
| Delano | Massachusetts | McDonalds |
| Hunger Games | Van Gogh | Emerson High |
| Legos | Felix | Nike |
| Brazil | WalMart | Lord of the Rings |
| Griffith Park | Center Street | Chess |

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| <p>Dr. Martin</p> | <p>Angelina Jolie</p> | <p>President Obama</p> |
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Consult 4 Kids Lesson Plans

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| Component: | English Language Arts |
| Grade Level: | 4 th – 5 th Grades |
| Lesson Title: | I Wonder and Main Idea |
| Focus: | Vocabulary, Questioning, and Possessive Nouns |

Materials:

Activity at end of lesson plan
 White Boards, crayons and/or pens
 Chart paper

Opening

State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
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Content (the “Meat”)

Fluency

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6. Celebrate success.
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***Activity → Teachable Moment(s) throughout**

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| <p>to the next level.</p> <p>Fluency Activity of the Day</p> <p>Paired Readings: Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p> | |
| <p style="text-align: center;">Vocabulary</p> <p>The main idea lets us know the topic of what we are talking about. Usually there is one main idea and then there are 3-4 statements that back that statement up. In this activity, the student will read the paragraph and then try to capture the main idea in as few words as possible. For example, the main idea of the 3 bears is intruder eats, breaks, sleeps—captured—this would be a total of 5 words. In this game I would get to move 1 space.</p> <p>Main Idea Directions:</p> <ol style="list-style-type: none"> 1. Draw a card. 2. Read the sentence on the card. 3. Summarize the main idea of the sentence. 4. Score according to the rules in the center of the game board. | |
| <p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Questioning:</p> <p>I Wonder: Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p> | <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> |
| <p style="text-align: center;">Conventions</p> | <p>Often, this activity will be</p> |

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| <p>Possessive Nouns A possessive noun shows ownership. The noun can be a common or a proper noun. The ownership is demonstrated by the use of an apostrophe and an “s” unless the noun ends in the letter “s”. If the noun ends in an “s”, then you only add an apostrophe. Example: beach’s sand; Tess’ sand</p> <p>Possessive Nouns Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a game board with possessive and non-possessive common and proper noun and a deck of sentence cards. 3. Player 1 draws a sentence card, reads it aloud, and selects the correct noun to complete the sentence, covering the choice. 4. Player 2 repeats the process. 5. Game is over when all of the nouns are covered. | <p>centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |
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| Closing |
|---|
| <p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| <p style="text-align: center;">Debrief</p> <p>3-2-1</p> <ul style="list-style-type: none"> • Share 3 things you like about today’s lesson. • Share 2 questions you have that were not answered. • Share 1 thing that you will use tomorrow that you practiced today. |

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| <p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!) |
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Consult 4 Kids Lesson Plans

Main Idea 4th – 5th

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| | | | | | | | | |
| | <p style="text-align: center;">Main Idea Read each sentence. Main idea in 1-2 words: 3 spaces Main idea in 3-4 words: 2 spaces Main idea in 5-6 words: 1 space</p> | | | | | | | |
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| | | | | | | | | |
| <p>Start →</p> | | | | | | | | |

Consult 4 Kids Lesson Plans

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| <p>The United Kingdom is made up of England, Wales, Scotland, and Northern Ireland, and is ruled by Queen Elizabeth II.</p> | <p>On January 28, 1986, the space shuttle Challenger exploded 73 seconds after lift-off, killing all seven crew members.</p> | <p>In 1867, the United States bought Alaska from Russia for \$7.2 million.</p> | <p>George Washington was chosen to be the first President of the United States after leading the colonists in their war against the British.</p> |
| <p>In June of 1924, Congress approved a law making all Indians citizens of the United States.</p> | <p>During the Civil War, many slaves escaped to the North through the Underground Railway, a series of safe houses in which slaves were hidden.</p> | <p>California was one of the first areas west of Mississippi to be settled because it could be reached by water and because of its gold.</p> | <p>Arizona and New Mexico were once grouped together as the Territory of New Mexico.</p> |
| <p>Coronado and his men explored the southwestern United States when they were looking for the seven cities of gold.</p> | <p>Marco Polo was one of the first Europeans to visit China and returned to Europe with strange spices and exciting stories.</p> | <p>Andrew Jackson, nicknamed, "Old Hickory", led men at the Battle of New Orleans before becoming President of the United States.</p> | <p>The inventor of the telephone, Alexander Graham Bell, was born in Scotland.</p> |
| <p>Born in New Orleans, the great jazz musician Louis Armstrong was called "Satchmo."</p> | <p>Juan Peron's wife, Eva, was such an interesting and powerful person in Argentina that books and plays have been written about her.</p> | <p>The first skyscraper, the Home Insurance Company building, was only 10 stories high.</p> | <p>The Vatican in Rome is a group of buildings in which the pope of the Catholic church lives.</p> |
| <p>The amphitheater called the Coliseum of Rome seated over 40,000 people who came to watch the gladiators fight.</p> | <p>While China, with 1,221,000,000 people, had the largest population in 1997, it is expected that by the year 2100, India will have the greatest number of people—1,631,800,000.</p> | <p>Cuba, the largest island in the West Indies, lies only 90 miles south of Florida and is ruled by the communist leader, Fidel Castro.</p> | <p>Botswana, like Arizona, is mostly desert or near-desert, but this African country is twice the size of Arizona and has only about one-third of the population of Arizona.</p> |

Consult 4 Kids Lesson Plans

Possessive Nouns 4th – 5th Game Board

bank's

**Buckingham
Castle**

shoes

**ABC
Television**

**Greyhound
Busses**

**Huntington
Beach**

fox's

bosses

watch's

pillow's

Bob's

Gus'

Emily's

bowls

Ralph's

pencil's

anchors

desks

Tess'

song

Consult 4 Kids Lesson Plans

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| _____ mother was baking Tess a birthday cake. | The _____ den was hard to see without binoculars. | _____ television was the biggest I had ever seen. |
| _____ last name is Jones. | The _____ lead is very brittle and breaks easily. | _____ car is a red Corvette. |
| The _____ face was bright red with black numbers. | The _____ cover is made out of silk to protect her hair. | _____ business card states that he sells insurance. |
| The _____ sign states that interest rates are low. | The _____ are in the water to hold the boats still. | _____ can only be visited in London. |
| _____ is a great place to play volleyball. | His _____ no longer fit his foot had grown so much. | The _____ of cereal were eaten before the pancakes. |
| The _____ can be seen traveling up and down the highway. | That _____ is his very favorite tune. | _____ broadcasts on Channel 7. |
| The _____ are not going to lay down the bricks. | The _____ are in a straight row. | |

Consult 4 Kids Lesson Plans

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| Component: | English Language Arts |
| Grade Level: | 4 th – 5 th Grades |
| Lesson Title: | Main Idea and Irregular Verbs |
| Focus: | Vocabulary, Summarizing, and Irregular Verbs |

Materials:

Activity at end of lesson plan
 White Boards, pens and/or crayons
 Main Idea game from yesterday

Opening

State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?
 What is the importance of asking questions to strengthen your understanding of what you have read?
 Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the “Meat”)

Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students

***Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

www.readinga-z.com (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

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| <p>to the next level.</p> <p>Fluency Activity of the Day</p> <p>All Read: During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.</p> | |
| <p style="text-align: center;">Vocabulary</p> <p>Students played this game yesterday. Review what the main idea is. Discuss strategies for playing the game effectively. Ask students to play with a different partner today.</p> <p>Main Idea Directions:</p> <ol style="list-style-type: none"> 1. Draw a card. 2. Read the sentence on the card. 3. Summarize the main idea of the sentence. 4. Score according to the rules in the center of the game board. | |
| <p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Summarizing:</p> <p>10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p> | <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> |
| <p style="text-align: center;">Conventions</p> <p>Irregular Verbs</p> <p>A verb is a word that shows action or a state of being. In most verbs, the past tense (showing that the action took place in the past) is made by adding -ed to the end of the verb. Example: finish—finished.</p> <p>In an irregular verb, the past tense is created by changing the form of the word, or in some</p> | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and</p> |

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| <p>cases the word stays exactly the same and the context determines how the word is viewed Examples: I read the book now. I read the book yesterday. I catch the ball now. I caught the ball yesterday.</p> <p>Irregular Verbs Directions:</p> <ol style="list-style-type: none"> 1. Divide the students into pairs. 2. Give each pair a set of Irregular Verb cards. 3. Students make a grid 4 x 4 of cards face down. 4. Player one turns two cards over. If they match (present and past tense of the same verb) player takes the cards and replaces with remaining cards in the deck. If they do not match, player turns the cards face down again. 5. Player two repeats until all cards are paired. | <p>understanding of these key elements.</p> |
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| Closing |
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>DIGA</p> <p>D: Describe one of the ELA activities that we did today</p> <p>I: Interpret that activity to your own experience and your own school work</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p> |
| <p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!) |

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 Irregular Verbs 4th – 5th Grade

| | | | |
|---------------|---------------|--------------|---------------|
| catch | caught | teach | taught |
| drink | drank | build | built |
| freeze | froze | get | got |
| hide | hid | write | wrote |

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| | | | |
|--------------|----------------|--------------|--------------|
| sing | sang | keep | kept |
| eat | ate | set | sat |
| think | thought | sell | sold |
| slide | slid | speak | spoke |

Consult 4 Kids Lesson Plans

| | | | |
|--------------|--------------|--------------|---------------|
| shut | shut | say | said |
| sit | sat | buy | bought |
| drive | drove | go | went |
| give | gave | leave | left |

Consult 4 Kids Lesson Plans

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| Component: | English Language Arts |
| Grade Level: | 4 th – 5 th Grades |
| Lesson Title: | Figurative Language |
| Focus: | Vocabulary, Clarifying, and Collective Nouns |

Materials:

Figurative Language Activity from yesterday

White boards, crayons and/or pens

Convention activity at end of lesson plan

Opening

State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the “Meat”)

Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students

***Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

www.readinga-z.com (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

Consult 4 Kids Lesson Plans

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| <p>to the next level.</p> <p>Fluency Activity of the Day</p> <p>Modeled Reading: Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).</p> | |
| <p style="text-align: center;">Vocabulary</p> <p>Students played this game yesterday. Review what an idiom is. Discuss strategies for playing the game effectively. Ask students to play with a different partner today.</p> <p>Figurative Language</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Place the definition cards face down. 2. Player draws a definition card and has 30 seconds to locate the correct idiom. 3. If player matches the definition and the idiom correctly, then he/she rolls the die and moves that many spaces. 4. If player does not match the definition and the idiom correctly, then he/she loses his/her turn. 5. Play continues until one person completes the course. 6. Cards may be reshuffled for play to continue. | |
| <p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Clarifying:</p> <p>Charades: Choose a student to act out one of the words from the material. When you say “Action”, the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p> | <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> |
| <p style="text-align: center;">Conventions</p> <p>Collective Nouns</p> | <p>Often, this activity will be centered on a game to</p> |

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A collective noun names a group. Groups have members which may be people, animals or things. A collective noun refers to the entire group at one time. The purpose of the activity is to determine which words are collective nouns and to write them on the game board.

Collective Nouns

Directions:

1. Divide students into pairs.
2. Give each pair a Collective Nouns Game Board and Sentence Cards.
3. Game Board goes between the two students, Sentence Cards are shuffled and placed face down next to the game board.
4. Player one reads the sentence card and determines if there is a collective noun in the sentence, and if yes, determines which word is the collective noun.
5. Player then writes the collective noun on the game board.
6. Player 2 then draws a sentence card and repeats the process.
7. Game is over when first player has identified 8 collective nouns.

provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

Closing

Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

Debrief

LBNT

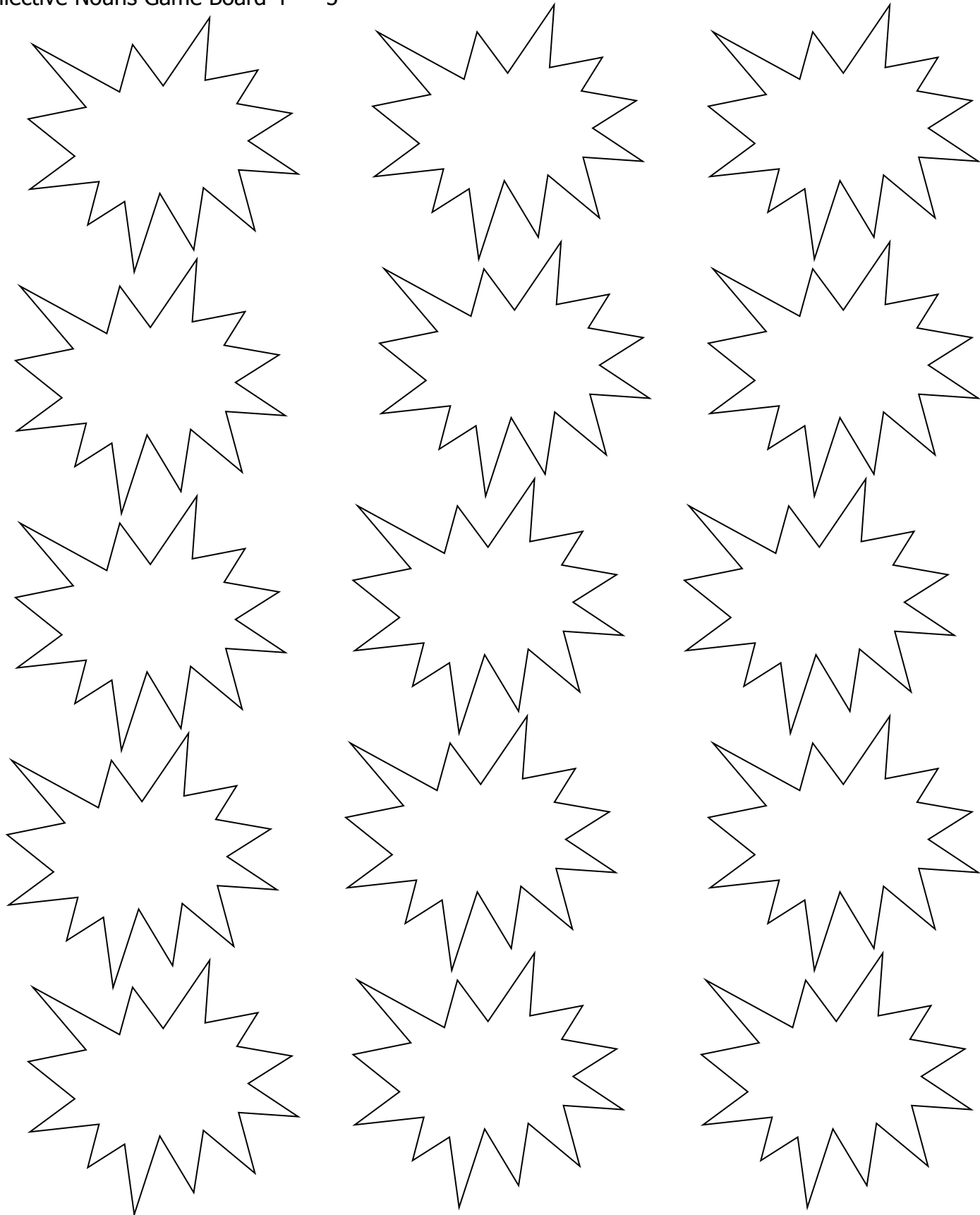
Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best
Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

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Collective Nouns Game Board 4th – 5th



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| <p>The army carefully went through the jungle.</p> | <p>The roll of quarters was worth \$10.00.</p> | <p>The band was marching in the parade in their blue and gold uniforms.</p> |
| <p>The atlas was updated to include three newly formed countries.</p> | <p>The pool of lawyers was waiting to get a case.</p> | <p>The litter of kittens looked just like the mother.</p> |
| <p>The swarm of bees was buzzing around the roof.</p> | <p>The troop of baboons is a big attraction at the zoo.</p> | <p>The flock of geese was flying south for the winter.</p> |
| <p>The school of fish could turn immediately and go the other way.</p> | <p>The board of directors for the school was elected.</p> | <p>Mom purchased a bunch of bananas for our lunches.</p> |
| <p>The cast of the play met us after the final curtain.</p> | <p>The hen's brood was busy following their mother.</p> | <p>The mob of kangaroos could be found in Australia.</p> |
| <p>The pride of lions is alone on the savannah.</p> | <p>The herd of buffalo is traveling through Wyoming.</p> | <p>We saw a pack of wolves near the campsite.</p> |

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| <p>A cloud of gnats swarmed nearby.</p> | <p>The football team was eager to win the game.</p> | <p>The class will graduate in June.</p> |
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Consult 4 Kids Lesson Plans

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| Components: | English Language Arts |
| Grade Level: | 4 th – 5 th Grades |
| Lesson Title: | Silly Questions and Word Origins |
| Focus: | Word Origins, Clarifying, Conventions |

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| <p>Materials:</p> <p>Activities at the end of the lesson plan</p> <p>Word Origins from yesterday</p> |
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Opening

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| <p>State the objective</p> |
| <p>The purpose of these lessons are to:</p> <ul style="list-style-type: none"> • Improve fluency (the ability to read smoothly). • Increase vocabulary (both academic and other words). • Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing). • Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar. |

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| <p>Gain prior knowledge by asking students the following questions</p> |
| <p>What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?</p> <p>What is the importance of asking questions to strengthen your understanding of what you have read?</p> <p>Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?</p> |

Content (the “Meat”)

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| <p>Fluency</p> | <p>*Activity → Teachable Moment(s) throughout</p> |
| <p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p> <p>Repeated Reading Process</p> <ol style="list-style-type: none"> 1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text. 2. Have students read for 1 minute and count the number of words read in the minute. 3. Record the number of words read on a chart. 4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan. 5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded. 6. Celebrate success. 7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level. | <p>Repeated Reading passages can be found at: www.readinga-z.com (This is a subscription fee site). Check with the school day to see if the textbook has these passages (most do). Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).</p> |

Consult 4 Kids Lesson Plans

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| <p>Fluency Activity of the Day</p> <p>Independent Timed Reading: Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls “Stop” and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.</p> | |
| <p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Students played this game yesterday. Review word origins with students. Discuss strategies for playing the game effectively. Ask students to play with a different partner today.</p> <p>Word Origins Directions:</p> <ol style="list-style-type: none"> 1. Place the cards face down in a 4 by 4 grid. 2. First player turns over 2 cards, if they match, then the player takes the two cards. 3. Player 2 takes his/her turn. 4. Game is over when all pairs have been collected. | |
| <p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Clarifying: Silly Questions: Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/question would be, “Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?”</p> | <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> |

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| <p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Superlative Adverbs</p> <p>Superlative adverbs compare more than two things. If the adverb has 3 or more syllables in it or ends in the letters “ly” the comparison is made by placing the word “most” in front of the adverb. If the adverb has one or two syllables and does not end in “ly”, the comparison is made by adding the letters -er to the end of the adverb. If the adverb ends in only “y”, drop the “y” and add -ier</p> <p>Examples: <i>high - highest</i> <i>loudly – most loudly</i></p> <p>Superlative Adverbs</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Game Board and a die. 3. Player 1 rolls the die. If the number is even, the player selects an adverb that would be made superlative by adding “est” to the end of the word. If the die is odd, player selects an adverb that is made superlative by placing the words “most” in front of the adverb. 4. Player 2 completes the process. 5. Game is over when all words are covered. 1. Winner is determined by the player who has the most markers. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |
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| Closing |
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p> |

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| <p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one |
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particular way which was new to them. (Tweak)

4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Superlative Adverbs 4th – 5th Game Board

happily

carefully

slow

quick

helpless

awkward

delicately

slowly

yucky

sadly

sweet

sour

late

frantically

delicious

Consult 4 Kids Lesson Plans

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| Component: | English Language Arts |
| Grade Level: | 4 th – 5 th Grades |
| Lesson Title: | Word Origins and Three Words |
| Focus: | Vocabulary, Predicting, Comparative Adjectives |

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| <p>Materials:</p> <p>Activities at end of lesson plan</p> <p>White board and pen/crayon</p> |
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Opening

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| <p>State the objective</p> |
| <p>The purpose of these lessons are to:</p> <ul style="list-style-type: none"> • Improve fluency (the ability to read smoothly). • Increase vocabulary (both academic and other words). • Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing). • Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar. |

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| <p>Gain prior knowledge by asking students the following questions</p> |
| <p>What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?</p> <p>What is the importance of asking questions to strengthen your understanding of what you have read?</p> <p>Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?</p> |

Content (the “Meat”)

| | |
|---|--|
| <p>Fluency</p> | <p>*Activity → Teachable Moment(s) throughout</p> |
| <p>Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.</p> <p>Repeated Reading Process</p> <ol style="list-style-type: none"> 1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text. 2. Have students read for 1 minute and count the number of words read in the minute. 3. Record the number of words read on a chart. 4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan. 5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded. 6. Celebrate success. 7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level. | <p>Repeated Reading passages can be found at: www.readinga-z.com (This is a subscription fee site). Check with the school day to see if the textbook has these passages (most do). Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).</p> |

Consult 4 Kids Lesson Plans

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| <p>Fluency Activity of the Day</p> <p>Musical Shares: Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice</p> | |
| <p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Sometimes words are coined or made out of several words combined together. For example, the word smog is used to describe air that is both gray/brown in color and often has an unpleasant smell. Smog is a word that is a combination of the two words smoke and fog. Sometimes these combined words are created just for fun. For example, brunch is a word that combines breakfast and lunch and is commonly accepted and used. The word that combines lunch and dinner, “linner” is one that is used just for fun.</p> <p>Word Origins Directions:</p> <ol style="list-style-type: none"> 1. Look at each word in column 1. 2. Look in column 2 for the two words that were combined to make the word in column 1. 3. Write the two words on the line in column 3. | |
| <p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Predicting</p> <p>Three Words: share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well.</p> | <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> |

Consult 4 Kids Lesson Plans

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| <p>The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p> | |
| <p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Comparative Adverbs Comparative adverbs compare two things. If the adverb has 3 or more syllables in it or ends in the letters “ly” the comparison is made by placing the word “more” in front of the adverb. If the adverb has one or two syllables and does not end in “ly”, the comparison is made by adding the letters -er to the end of the adverb. If the adverb ends in only “y”, drop the “y” and add -ier</p> <p>Examples: <i>high - higher</i> <i>loudly – more loudly</i></p> <p>Comparative Adverbs Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Game Board and a die. 3. Player 1 rolls the die. If the number is even, the player selects an adverb that would be made comparative by adding er to the end of the word. If the die is odd, player selects and adverb that is made comparative by placing the words “more” in front of the adverb. 4. Player 2 completes the process. 5. Game is over when all words are covered. 6. Winner is determined by the player who has the most markers. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

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| Closing |
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |

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| Debrief |
| <p>3-2-1</p> <ul style="list-style-type: none"> • Share 3 things you like about today’s lesson. • Share 2 questions you have that were not answered. • Share 1 thing that you will use tomorrow that you practiced today. |

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Comparative Adverbs 4th – 5th Grade**fast****loudly****gracefully****sweet****slowly****softly****hard****rough****quietly****beautifully****jumpy****high****sloppily****happy****rapidly**

Consult 4 Kids Lesson Plans

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| Component: | English Language Arts |
| Grade Level: | 4 th – 5 th Grades |
| Lesson Title: | Superlative Adjectives and Patterns |
| Focus: | Vocabulary, Clarifying, and Superlative Adjectives |

Materials:

Activity from yesterday—Structural Analysis

White board, pens and/or crayons

Activity at end of lesson plan

Opening

State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the “Meat”)

Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

www.readinga-z.com (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

Consult 4 Kids Lesson Plans

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| <p>to the next level.</p> <p>Fluency Activity of the Day</p> <p>Speed Reading: Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said “1” on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.</p> | |
| <p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Students played this game yesterday. Review structural patterns with the students. Discuss strategies for playing the game effectively. Ask students to play with a different partner today.</p> <p>Structural Patterns</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Read each sentence. 2. Decide if it is an example of compare and contrast, cause and effect, or sequential order. 3. Place it in the correct column. 4. Be prepared to explain your reasoning. | |
| <p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Clarifying:</p> <p>Individual Show-Off: Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used</p> | <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> |

Consult 4 Kids Lesson Plans

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| <p>in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p> | |
| <p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Superlative Adjectives</p> <p>A superlative adjective compares more things than 2. If the adjective has 3 or more syllables in it, the superlative is made by placing the word “most” in front of the adjective. If the adjective has one or two syllables, the superlative is made by adding the letters -est to the end of the adjective. If the one or two syllable word ends in a “y”, you drop the “y” and add -iest. Examples: <i>indifferent –most indifferent</i> <i>old—oldest</i> <i>happy—happiest</i></p> <p>Superlative Adjectives</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Which One—Most, -est, or -iest? game board and a set of cards. 3. Player 1 draws a word card and places it under the correct heading. 4. Player 2 repeats the same. 5. Game is over when all cards are placed in the correct category. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

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| Closing |
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>3-2-1</p> <ul style="list-style-type: none"> • Share 3 things you like about today’s lesson. • Share 2 questions you have that were not answered. • Share 1 thing that you will use tomorrow that you practiced today. |
| <p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!) |

Superlative Adjectives 4th – 5th Game Board

| -est | -iest | most |
|-------------|--------------|-------------|
| | | |

Consult 4 Kids Lesson Plans

Superlative Cards

| | | | |
|-------------------|-------------------|--------------------|------------------|
| quiet | small | tasty | organized |
| sharp | rich | poisonous | powerful |
| outrageous | silly | prestigious | glamorous |
| pretty | ramshackle | repellant | rough |
| sick | flattering | safe | chunky |
| ferocious | clear | choosy | wild |

Consult 4 Kids Lesson Plans

| | | | |
|--------------|----------------|----------------|--------------|
| white | healthy | ugly | bald |
| rough | sloppy | slender | funny |
| brave | shallow | mean | sick |

Consult 4 Kids Lesson Plans

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| Component: | English Language Arts |
| Grade Level: | 4 th – 5 th Grades |
| Lesson Title: | Superlatives and Homonyms |
| Focus: | Vocabulary, Questioning, and Comparative and Superlative Adjectives |

Materials:

Activities at end of lesson plan (Homonym Match and Comparative or Superlative)
 White board, pens/crayons OR 3 x 5 cards for Question and Connection Cards

Opening

State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the “Meat”)

Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

***Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

www.readinga-z.com (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

Consult 4 Kids Lesson Plans

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| <p>Fluency Activity of the Day</p> <p>Slow Reading: Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.</p> | |
| <p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Homonyms are words that sound alike when you say them aloud, but are not spelled alike and also do not mean the same thing. For example, two and too are both pronounced “2”, but one of them means the number and the other means also or extreme (too much). In this game, players will read a phrase and determine which of the homonym pairs correctly fills in the blank.</p> <p>Homonym Match</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Place phrase cards in the middle of the board, face down. 2. Player draws one card. 3. Player determines which word matches the phrase that he/she drew. 4. Player places token on the word. 5. Other players can challenge for cause. | |
| <p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Questioning:</p> <p>Question and Connection: Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team’s questions, going back and forth.</p> <p>Example: If students read something about Columbus, the QUESTION card might read:</p> | <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> |

Consult 4 Kids Lesson Plans

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| <p>What were the names of the three ships Columbus sailed with? If the same article was read, a CONNECTION card might read: How does Columbus coming to the new world connect to the Pilgrims coming over 100 years later?</p> | |
| <p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Comparative and Superlative Adjectives</p> <p>The purpose of this activity is to give students practice in selecting the comparative or superlative form of the word in context. Discuss with students the guidelines—comparative 2 things, superlative, more than 2 things.</p> <p>Comparative-Superlative</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Place game board in between students and the sentence cards face down to the side. 2. Player 1 draws a sentence card and determines whether the underlined word should be in the comparative or superlative form, and then places a marker on the game board. 3. Game is over when all sentence cards are used. 4. Winner is determined by the player with the most markers. | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p> |

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| Closing |
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p> |
| <p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!) |

Consult 4 Kids Lesson Plans

Homonym Match 4th – 5th

| | | | | | |
|-------|--|-------|------|------|------|
| berry | bury | heal | heel | hear | here |
| in | <div data-bbox="500 674 1167 911" style="background-color: #e6e6fa; padding: 10px; border: 1px solid black;"> <p>Homonym Meaning Match</p> </div> | | | | led |
| inn | | | | | mail |
| meet | | | | | meat |
| knot | | | | | male |
| not | | | | | lead |
| | great | grate | know | no | |

Consult 4 Kids Lesson Plans

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| wear down or grind off in small pieces | a small juicy fruit with many seeds | come face to face with; come together | put in the earth or a tomb; cover up |
| cure; bring back to health | a word used to refuse or deny; none | adult that can be a father | in this place; now; at this time |
| big; large; much; more than usual | a lodging house for travelers | back part of foot | showed the way; went first |
| animal flesh used for food | get sounds through the ears; listen | tied together, as rope, string, ribbon | letters sent or received |
| a word that says "no"; expressed denial | tell apart from others; have the facts | within; not outside; into | bluish-gray metal; graphite for pencils |

Consult 4 Kids Lesson Plans

Comparative-Superlative Adjectives 4th-5th Grade

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| <p>Who is the <u>rich</u> person in the world?</p> | <p>Which snake is the <u>poisonous</u>?</p> | <p>Judy Jones is the <u>powerful</u> doctor in town.</p> |
| <p>Jizelle wears the <u>outrageous</u> clothes!</p> | <p>The comedian is the <u>silly</u> of all.</p> | <p>Is Angelina Jolie the <u>glamorous</u> actress?</p> |
| <p>She is the <u>pretty</u> of all of the contestants.</p> | <p>That grit of sandpaper is by far the <u>rough</u>.</p> | <p>That airport was named the <u>safe</u>.</p> |
| <p>They all have the flu, but Jody is the <u>sick</u>.</p> | <p>A skunk is the <u>stinky</u> of all animals.</p> | <p>Her pumpkin pie is the <u>tasty</u>.</p> |
| <p>Crows are <u>ugly</u> than sparrows.</p> | <p>Harry Potter is <u>believable</u> than Lord of the Rings.</p> | <p>The cat is <u>quiet</u> than the mouse.</p> |
| <p>The water in June Lake is <u>clear</u> than March Lake.</p> | <p>Who is the <u>brave</u> of the two?</p> | <p>Lori is <u>choosy</u> than Mary.</p> |

Consult 4 Kids Lesson Plans

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| <p>His diet is <u>healthy</u> than hers.</p> | <p>You are <u>pale</u> than a ghost.</p> | <p>Linen is <u>rough</u> than silk.</p> |
| <p>Mary is <u>short</u> than her brother Ned.</p> | <p>Skippy is <u>chunk</u> than Jiff.</p> | <p>The lion is <u>wild</u> than the leopard.</p> |

Consult 4 Kids Lesson Plans

Comparative-Superlative Game Board

Superlative

Comparative

Superlative

Comparative

Comparative

Superlative

Comparative

Superlative

Superlative

Comparative

Superlative

Comparative

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Consult 4 Kids Lesson Plans

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| Component: | English Language Arts |
| Grade Level: | 4 th – 5 th Grades |
| Lesson Title: | Q and S and Review |
| Focus: | Review of Vocabulary and Conventions |

Materials:

Activities from the past 11 days for students to select from, at the end of lessons 1-10

Opening

State the objective

The purpose of these lessons are to:

- Improve fluency (the ability to read smoothly).
- Increase vocabulary (both academic and other words).
- Practice Reciprocal Teaching (predicting, clarifying, questioning, and summarizing).
- Work on being proficient at the conventions of writing which include capitalization, punctuation, spelling, sentence types, and grammar.

Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

What is the importance of asking questions to strengthen your understanding of what you have read?

Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the “Meat”)

Fluency

Repeated Reading is a key strategy that research has found to be incredibly effective in building fluency. Repeated Reading means exactly that—students read and re-read the same passage, practicing not only the unique words but the sight words that make up of 65% of the written words. For reading passages see information in the side note.

Repeated Reading Process

1. Give student a passage to read at his/her appropriate reading level. It would be better to be a passage that is easily read than one that they are struggling with. Remember that they are practicing the sight words and phrases that make up about 65% of the text.
2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

***Activity → Teachable Moment(s) throughout**

Repeated Reading passages can be found at:

www.readinga-z.com (This is a subscription fee site).

Check with the school day to see if the textbook has these passages (most do).

Select a book that is at the child’s reading level and have them select 250-300 words to practice (even if they move on with the story).

Consult 4 Kids Lesson Plans

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| <p>Fluency Activity of the Day</p> <p>Retest student, read for 1 minute compare results with the pre-test.</p> | |
| <p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Choose from the following activities that students have played over the past 10 days. They should select the game that they would like to play. All play should be done in partners.</p> <p>Homonym Match Word Origins Structural Patterns Main Idea Figurative Language—Idioms</p> | |
| <p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library), or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Q and S</p> <p>Question and Connection #2: Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, “Did you know...?” and then adds a piece of information that he/she has learned from the reading. The second student responds either “yes” or “no”, and then asks, “Did you know...?” this continues until each student has asked 3-5 questions.</p> | <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> |
| <p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> | <p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to</p> |

Consult 4 Kids Lesson Plans

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| <p>Choose from the following activities that students have played over the past 10 days. They should select the game that they would like to play. All play should be done in partners.</p> <ul style="list-style-type: none"> Superlative Adverbs Comparative Adverbs Adverbs Superlative/Comparative Adjectives Superlative Adjectives Comparative Adjectives Irregular Verbs Possessive Nouns Collective Nouns Proper Nouns | <p>check in with kids to determine if they have and understanding of these key elements.</p> |
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| Closing |
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| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>LBNT</p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p> |

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| <p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!) |
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