

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> grades
<b>Lesson Title:</b>	Synonyms and Linking to Predicate Nouns
<b>Focus:</b>	Vocabulary (Synonyms), Clarifying, and Linking Verbs and Predicate Nouns

**Materials:**

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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://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;">students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Speed Reading:</b> 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;"><b>Vocabulary</b></p> <p><b>Synonym Review</b> Synonyms are words that mean the same or nearly the same thing. Selecting a synonym with just the right meaning will make a difference in students' speaking and writing.</p> <p><b>Synonyms</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into trios.</li> <li>2. Give each pair a set of Synonym Cards.</li> <li>3. Shuffle the cards and deal out equal numbers to each player.</li> <li>4. Player 1 asks another player for a synonym for (and then states the word).</li> <li>5. Player 1 then uses the word in a sentence.</li> <li>6. Player 2 either gives up the word or he/she passes.</li> <li>7. Player 2 then repeats, asking player 3.</li> <li>8. Player 3 then repeats, asking player 1.</li> <li>9. When all cards are matched game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (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;"><b>Activity</b></p> <p><b>Clarifying:</b> <b>Individual Show-Off:</b> 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 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>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;"><b>Conventions</b></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><b>Linking Verbs and Predicate Nouns</b></p> <p>A linking verb is a verb that does not show action. It is a verb that joins or links something in the predicate to the subject of the sentence. A linking verb does not have an action verb after it. There can also be a noun that follows linking verb. This noun will also tell something more about the subject of the sentence.</p> <p>Demonstrate several examples of this:          That girl was my sister. (was is the linking verb and sister is the predicate noun)          The solar panel is a money saver. (is is the linking verb, and money-saver is the predicate noun.)</p> <p><b>Linking to Predicate Nouns #2</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a sentence card.</li> <li>3. Students work together to find the linking verb in each sentence and then the predicate noun.</li> </ol> <p>When the sentences on the card have been reviewed, pair should write three sentences of their own that follow the pattern of linking verb + predicate noun.</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 understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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### 4<sup>th</sup>-5<sup>th</sup> Grade Synonyms

hairless	bald	lost	misplaced
buttoned	fastened	clean	fresh
child	tot	fast	quick
scream	yell	cook	heat
cut	take apart	fat	obese
bare	uncovered	tied	knotted
dirty	soiled	dog	canine
heavy	weighty	vacation	time off

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wash	cleanse	bark	arf!
talk	chat	bend	swerve
complete	finish	stripe	streak
ajar	open	parcel	package
return	give back	sneakers	shoes
quilt	blanket	music	tunes
continue	keep going	stop	halt

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Linking to Predicate Nouns #2

- He tiger is a large cat.
- The boy at first base is my brother.
- Sherry is the skateboard rider.
- I am happy.
- A ruler is an important math tool.
- Mercury is the planet closest to the sun.
- Saturn has rings around it.
- Judy is the first place winner in the art show.
- The moon is in orbit around the Earth.
- A diamond is in the box.
- The thread will be a tablecloth.
- The doctors are near the desk.
- He will be a spider for Halloween.
- Neptune is light years away from Earth.
- Chocolate is her favorite flavor.

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<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Synonym Review and Linking to Predicate Nouns
<b>Focus:</b>	Vocabulary (Synonyms), Predicting, and Linking Verbs and Predicate Nouns

**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).
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#### 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.

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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>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> 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;"><b>Vocabulary</b></p> <p><b>Synonym Review</b> Synonyms are words that mean the same or nearly the same thing. Selecting a synonym with just the right meaning will make a difference in students' speaking and writing.</p> <p><b>Synonyms</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Synonym Cards.</li> <li>3. Shuffle the cards and place the first 16 in a 4 by 4 grid face down.</li> <li>4. Player 1 draws 2 cards and if they are synonyms for one another they collect the cards and use one of the words in a sentence. Player replaces the two cards with two other cards from the deck.</li> <li>5. Player 2 then repeats.</li> <li>6. When all cards are matched game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (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;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>One-Minute Predictions:</b> 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.</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;"><b>Conventions</b></p> <p><b>Linking Verbs and Predicate Nouns</b></p>	<p>Often, this activity will be centered on a game to</p>



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<p>A linking verb is a verb that does not show action. It is a verb that joins or links something in the predicate to the subject of the sentence. There can also be a noun that follows linking verb. This noun will also tell something more about the subject of the sentence. Demonstrate several examples of this:          That girl was my sister. (was is the linking verb and sister is the predicate noun)          The solar panel is a money saver: (is is the linking verb, and money-saver is the predicate noun).</p> <p><b>Linking to Predicate Nouns #1</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a sentence card.</li> <li>3. Students work together to find the linking verb in each sentence and then the predicate noun.</li> <li>4. When the sentences on the card have been reviewed, pair should write three sentences of their own that follow the pattern of linking verb + predicate noun.</li> </ol>	<p>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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b>          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>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>
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buttoned	fastened	clean	fresh
child	tot	fast	quick
scream	yell	cook	heat
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bare	uncovered	tied	knotted
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wash	cleanse	bark	arf!
talk	chat	bend	swerve
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quilt	blanket	music	tunes
continue	keep going	stop	halt

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### 4<sup>th</sup>-5<sup>th</sup> Grade Linking to Predicate Nouns #1

- The zebra mussel is a bivalve.
- That girl in the third row is my friend.
- Mr. Martin is a 5<sup>th</sup> grade teacher.
- I am a talented singer.
- A solar calculator is a perfect math tool.
- Jupiter is the largest planet.
- Venus is the second planet from the sun.
- Pluto is the planet that is furthest from Earth.
- The first trumpet is Natalie Jones.
- Earth's sun is actually a star.
- That lumpy stone is coal.
- Those three women are the surgeons for the hospital.
- This yarn will be an afghan soon.
- That large spider is a tarantula.
- John is afraid of elevators.

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Predicting, Fluency, Agreement Subject and Verb
<b>Focus:</b>	Vocabulary (Homographs), Predicting, and Subject-Verb Agreement

**Materials:**

Activities at end of lesson plan

White board and pen/crayon

### Opening

#### State the objective

The purpose of these lessons are to:

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<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> 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;"><b>Vocabulary</b></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><b>Homographs</b> Homographs are words that are spelled the same way but are pronounced differently and mean something different. An example would be read and read. One time you pronounce it as if you are reading something right now, the other is pronounced to indicate that the reading took place in the past. Share homographs—record and record (the first is to keep a record, the second is to make a tape of your voice.)</p> <p><b>Homographs</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Homograph Cards.</li> <li>3. Shuffle the cards and place them in between the two players.</li> <li>4. Player 1 draws a card, reads the sentence and tells how to pronounce the word to fit in that sentence.</li> </ol> <p>If Player 2 agrees, Player 1 gets a point and Player 2 resumes play. If Player 2 disagrees, then they must find a neutral peer and ask him/her to decide.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (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;"><b>Activity</b></p> <p><b>Predicting</b> <b>Three Words:</b> share with students the topic for the day. Ask students to think about what</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>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. 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;"><b>Conventions</b></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><b>Subject-Verb Agreement</b></p> <p>Subjects and verbs must agree. When a subject is one, it is singular. This singular subject needs to be matched to a singular verb. When the subject is more than one, it is plural and should be matched to a plural verb. Here is an example: My friend is going to the zoo. (friend is singular and is singular). My friends are going to the zoo. (friends is plural and are is plural). John jumps high (John is singular and jumps is singular) We jump high (we is plural and jump is plural).</p> <p>When sentences are straightforward (without a compound subject or predicate or without prepositional phrase) it is easier to decide whether the subject is singular or plural. Today we will practice with simple sentences. Tomorrow we will add the challenge of prepositional phrases, etc.</p> <p><b>Do We Agree? #1</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Do We Agree? Cards and a game board.</li> <li>3. Shuffle the cards and place them to the right of the game board.</li> <li>4. Player 1 draws a sentence card and determines if the subject and verb agree. If yes, player places the card in the agree column, if player says no, they put it in the disagree column.</li> <li>5. If player 2 agrees, then he/she take his/her turn. If not, he/she can challenge and explain why.</li> <li>6. Once a challenge is settled, Player 2 takes his/her turn.</li> <li>7. Game is over when all cards have been completed.</li> </ol>	<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

#### Review

Say:

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

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### Debrief

3-2-1

- 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.

### 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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### 4<sup>th</sup>-5<sup>th</sup> Grade—Homograph Cards

John will <u>record</u> that song.	Sales set a <u>record</u> the day after Thanksgiving.	She straightened the <u>bow</u> in her hair.	The actor took a <u>bow</u> after the play.
What is your <u>address</u> ?	How did you <u>address</u> the judge?	Jill held her teddy bear <u>close</u> .	Don't forget to <u>close</u> the door.
He plays the <u>bass</u> guitar with the band	He caught a <u>bass</u> in the lake.	He was a <u>rebel</u> because he just couldn't cooperate.	In 1860 Virginia decided to <u>rebel</u> .
The room was dirty and <u>dingy</u> .	That small boat is called a <u>dingy</u> .	The <u>sewer</u> drain was at the corner.	She loved to work with fabric, she was a <u>sewer</u> .
Please <u>read</u> the story aloud now.	He <u>read</u> the book yesterday.	He will <u>present</u> his project to the group.	Did you get a <u>present</u> for your birthday?

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<p>He enjoys the cactus in the <u>desert</u>.</p>	<p>The soldier did not <u>desert</u> his friends.</p>	<p>You may move forward and <u>resume</u> your walk.</p>	<p>He turned in his <u>résumé</u>.</p>
<p>The <u>dove</u> will "coo" when it is content.</p>	<p>He <u>dove</u> into the swimming pool.</p>	<p>Who will <u>lead</u> the activity?</p>	<p>The pencil needs a sharp <u>lead</u>.</p>
<p>Will you <u>polish</u> your fingernails?</p>	<p>Have you ever eaten a <u>Polish</u> dog?</p>	<p>He is the <u>subject</u> of the investigation.</p>	<p>Don't <u>subject</u> me to your anger!</p>
<p>She always has an <u>excuse</u> about her clothes.</p>	<p>Mom will <u>excuse</u> you from the table.</p>	<p>She was so sad that a <u>tear</u> slid down her cheek.</p>	<p>Don't <u>tear</u> that paper!</p>
<p>I was able to win the <u>contest</u>.</p>	<p>He disagrees and will <u>contest</u> your opinion.</p>	<p>He was sad about the loss so he <u>moped</u> around.</p>	<p>I will ride my <u>moped</u> to the store.</p>

## Consult 4 Kids Lesson Plans

<p>Did he <u>refuse</u> to go to the dinner?</p>	<p>The garbage truck picked up the <u>refuse</u>.</p>	<p>Did you <u>suspect</u> the surprise party?</p>	<p>He was a <u>suspect</u> in the robbery.</p>
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## Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Do We Agree? Game Board

AGREE	DISAGREE

## Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Do We Agree? #1

Thirty-five students are hiking Grand Canyon.	Sixteen students is hiking in Yosemite.	Jorge's mother is afraid.	Jorge's mother are afraid.
The wind scatter seeds.	The wind scatters seeds.	Boats floats a long distance.	Boats float a long distance.
Seeds travel in many ways.	Seeds travels in many ways.	Sometimes seeds falls in the water.	Sometimes seeds fall in the water.
Animals gathers seeds to eat.	Animals gather seeds to eat.	Squirrels digs holes to bury seeds.	Squirrels dig holes to bury seeds.
Cardinals likes to eat seeds.	Cardinals like to eat seeds.	Dogs carry seeds in their fur	Dogs carries seeds in their fur.

## Consult 4 Kids Lesson Plans

<p>People plant seeds to grow new plants.</p>	<p>People plants seeds to grow new plants.</p>	<p>A fire is built in marked areas.</p>	<p>A fire are built in marked areas.</p>
<p>Jorge took a lot of water with him.</p>	<p>Jorge tooks a lot of water with him.</p>	<p>We ship out tomorrow on the boat.</p>	<p>We ships out tomorrow on the boat.</p>
<p>I jump on the trampoline every afternoon.</p>	<p>I jumps on the trampoline every afternoon.</p>	<p>The driver parks the car.</p>	<p>The driver park the car.</p>
<p>The breeze fill the air.</p>	<p>The breeze fills the air.</p>	<p>Andrew travel overseas.</p>	<p>Andrew travels overseas.</p>
<p>Aaron uses his boat every day.</p>	<p>Aaron use his boat every day.</p>	<p>Dave drive expertly on the track.</p>	<p>Dave drives expertly on the tack.</p>

## Consult 4 Kids Lesson Plans

<p>Jack and Jill goes up the hill.</p>	<p>Jack and Jill go up the hill.</p>	<p>Mark and John is coming home.</p>	<p>Mark and John are coming home.</p>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Predicting and Meaning Match
<b>Focus:</b>	Vocabulary (Homophones), Predicting, and Prepositions

**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:

- 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.

#### 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.

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://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

<p>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Fluency Test</b>—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;"><b>Vocabulary</b></p> <p><b>Homophones</b> Homophones are words that sound alike but are spelled differently and have different meanings. Other than the words we worked with yesterday, there are other homophone pairs. Today we will look at other homophones such as bury and berry.</p> <p><b>Homophone Meaning Match</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Place meaning cards in the middle of the board, face down.</li> <li>2. Player draws one card.</li> <li>3. Player determines which word matches the definition that he/she drew.</li> <li>4. Player places token on the word.</li> <li>5. Other players can challenge.</li> <li>6. Game is over when all words are covered.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (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;"><b>Activity</b></p> <p><b>Predicting</b> <b>Find the Evidence:</b> 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. 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>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Prepositions</b> A preposition is a word or group of words that shows a relationship between two words in</p>	<p>Often, this activity will be</p>

## Consult 4 Kids Lesson Plans

<p>the sentence. It can tell where something is, where something is going, when something happens, or the relationship between a noun or pronoun and another word.</p> <p><b>Common prepositions</b> include: aboard, about, above, across, after, against, along, alongside, among, around, as, at, before, behind, below, beneath, beside, besides, between, beyond, but, despite, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, round, since, through, throughout, till, to, towards, under, underneath, until, up, upon, with, within, without (Make a list of these for students to refer to).</p> <p><b>Prepositions</b></p> <p><b>Directions</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a 12" x 18" piece of paper.</li> <li>3. Demonstrate for students how to divide the white board into 4 columns (this can be done on paper).</li> <li>4. Label the columns: "Tells where something is", "Tells where something is going", "Tells when something happens", and "Tells the relationship between a noun or pronoun and another word".</li> <li>5. Ask student to look at the single prepositions on the chart and place each in one of the 4 categories.</li> <li>6. Example: aboard would be placed in the column "where something is". Have pairs compare lists with another pair and correct any differences.</li> </ol>	<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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today.</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work.</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

# Consult 4 Kids Lesson Plans

## 4<sup>th</sup>-5<sup>th</sup> Grade Homograph Meaning Match

berry	bury	heal	heel	hear	here
in	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 20px; text-align: center;"> <h3>Homophone Meaning Match</h3> </div>				led
inn					mail
meet					meat
knot					male
not					lead
great	grate	know	no		

## Consult 4 Kids Lesson Plans

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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Word Families ould and ought
<b>Focus:</b>	Vocabulary (Word Family—ould, ought), Summarizing, and Prepositional Phrase as Adverbs

**Materials:**

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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://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

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> 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;"><b>Vocabulary</b></p> <p><b>Word Families—ould-ought</b></p> <p>A word family is a group of words that rhyme and have the same final spellings. Example: ran, can, fan, bran, tan; or words that are more challenging to spell—eight, freight, weight (Note: these words end in eight not ight)</p> <p>Today we are going to look at words that end in “ould” and “ought”. Divide students into pairs and have them brainstorm as many words as they can that end in “ould” that sounds like “ought”. Words will include: could, would, should, bought, brought, fought, ought, sought, thought</p> <p>Once you have brainstormed the list of words have students work in pairs to write a paragraph using as many “ould” and “ought” words as possible. Example: I <b>should</b> have <b>bought</b> red raspberry punch and <b>brought</b> it to the party. Instead I <b>thought</b> I <b>ought</b> to bring banana nut bread.</p> <p>Have pairs share their paragraph with the class. When they read a word that contains “ould” or “ought, the class should whisper, “Yahoo!”</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (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;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>10 or Less:</b> 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;"><b>Conventions</b></p>	<p>Often, this activity will be</p>

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<p><b>Adverb Prepositional Phrases</b>          An adverb prepositional phrase will modify a verb. It tells how, where, when, or what. The preposition may be the same as in an adjective prepositional phrase, but the word that it is modifying or telling more about, is the verb.</p> <p><b>Which One?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a game board and set of Which One Cards.</li> <li>3. Place Cards shuffled and face down to the right of the game board.</li> <li>4. Player 1 draws a card, identifies the prepositional phrase and determines if the phrase tells how, where, when or what.</li> <li>5. Card is then placed in the appropriate column.</li> <li>6. Player 2 continues.</li> <li>7. Game is over when all sentences have been placed.</li> </ol>	<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. Ah</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>DIGA</b></p> <p><b>D:</b> Describe one of the ELA activities that we did today</p> <p><b>I:</b> Interpret that activity to your own experience and your own school work</p> <p><b>G:</b> Generalize how the information you learned today will help you in school tomorrow and in your life</p> <p><b>A:</b> Make a commitment to apply the learning within the next 48 hours.</p>
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4<sup>th</sup>-5<sup>th</sup> Grade Which One? Game Board

HOW	WHERE	WHEN	WHAT

4<sup>th</sup>-5<sup>th</sup> Grade Which One? Cards



## Consult 4 Kids Lesson Plans

The beaver swam to his underwater door.	Alex flosses between his teeth.	The coals are hot; you can put your hot dog on the grill.	The sails billowed during the boat ride.
The bear crawled in his den and went to sleep.	Joni sat nearby as the air show continued.	Dolphins live underneath the ocean.	When the rain started, we went inside the house.
The crowd clapped as the band passed by the review stand.	My puppy leaned against my leg.	Please put the napkin underneath the plate.	Ricky walked along the edge of the beach.
The snow fell gently down to the ground.	The ship sank below the ocean.	Fred made the feed for his cow.	The will leave for the park.
We will go outside of the building.	Sally shared her poem with the class.	He ate celery for a snack.	He set the rake against the garage.
We left after the program.	Jill swam to the deep end.	They are not moving in until tomorrow.	Jorge walked to the corner market.
The dog growled with great menace.	The lady laughed without humor.	Frank rolled down the hill.	He went for a walk after his lunch.

## Consult 4 Kids Lesson Plans

<b>Components:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Subject Verb Agreement
<b>Focus:</b>	Vocabulary (Homographs), Clarifying, and Subject-Verb Agreement

**Materials:**

Activities at the end of the 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).
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7. Students should stay on the same passage level for 4-6 weeks and then transition

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## Consult 4 Kids Lesson Plans

<p style="text-align: center;">students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Independent Timed Reading:</b> 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;"><b>Vocabulary</b></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><b>Homographs</b> Homographs are words that are spelled the same way but are pronounced differently and mean something different. An example would be read and read. One time you pronounce it as if you are reading something right now, the other is pronounced to indicate that the reading took place in the past. Share homographs—record and record (the first is to keep a record, the second is to make a tape of your voice.)</p> <p><b>Homographs</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Homograph Cards.</li> <li>3. Shuffle the cards and place them in between the two players.</li> <li>4. Player 1 draws a card, reads the sentence and tells how to pronounce the word to fit in that sentence.</li> <li>5. If Player 2 agrees, Player 1 gets a point and Player 2 resumes play. If Player 2 disagrees, then they must find a neutral peer and ask him/her to decide.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (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>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>
<b>Activity</b>	

## Consult 4 Kids Lesson Plans

<p><b>Clarifying:</b>  <b>Silly Questions:</b> 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 style="text-align: center;"><b>Conventions</b></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><b>Subject-Verb Agreement</b>          Subjects and verbs must agree. When a subject is one, it is singular. This singular subject needs to be matched to a singular verb. When the subject is more than one, it is plural and should be matched to a plural verb.          When sentences are straightforward it is easier to decide whether the subject is singular or plural. However, not all sentences are simple. For example, A can of peaches fall or falls to the floor. If you think that the subject of the sentence is "can", then this is singular and the verb is singular, "falls"; but if you think that the subject is peaches, then this is plural and the verb would be fall. "Of peaches" is a prepositional phrase that is acting as an adjective for the word "can", it is describing what kind of "can". "Can" is the subject, so the correct sentence is "A can of peaches falls to the floor." This is a singular subject and a singular verb. Look at a few more examples with the students. You can look at the cards if you need to.</p> <p><b>Do We Agree? #2</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Do We Agree? Cards and a game board.</li> <li>3. Shuffle the cards and place them to the right of the game board.</li> <li>4. Player 1 draws a sentence card and determines if the subject and verb agree. If yes, player places the card in the agree column, if player says no, they put it in the disagree column.</li> <li>5. If player 2 agrees, then he/she take his/her turn. If not, he/she can challenge and explain why.</li> <li>6. Once a challenge is settled, Player 2 takes his/her turn.</li> <li>7. Game is over when all cards have been completed.</li> </ol>	<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>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### DIGA

**D:** Describe one of the ELA activities that we did today.

**I:** Interpret that activity to your own experience and your own school work.

**G:** Generalize how the information you learned today will help you in school tomorrow and in your life.

**A:** Make a commitment to apply the learning within the next 48 hours.

#### 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

### 4<sup>th</sup>-5<sup>th</sup> Grade—Homograph Cards

John will <u>record</u> that song.	Sales set a <u>record</u> the day after Thanksgiving.	She straightened the <u>bow</u> in her hair.	The actor took a <u>bow</u> after the play.
What is your <u>address</u> ?	How did you <u>address</u> the judge?	Jill held her teddy bear <u>close</u> .	Don't forget to <u>close</u> the door.
He plays the <u>bass</u> guitar with the band	He caught a <u>bass</u> in the lake.	He was a <u>rebel</u> because he just couldn't cooperate.	In 1860 Virginia decided to <u>rebel</u> .
The room was dirty and <u>dingy</u> .	That small boat is called a <u>dingy</u> .	The <u>sewer</u> drain was at the corner.	She loved to work with fabric, she was a <u>sewer</u> .
Please <u>read</u> the story aloud now.	He <u>read</u> the book yesterday.	He will <u>present</u> his project to the group.	Did you get a <u>present</u> for your birthday?

## Consult 4 Kids Lesson Plans

<p>He enjoys the cactus in the <u>desert</u>.</p>	<p>The soldier did not <u>desert</u> his friends.</p>	<p>You may move forward and <u>resume</u> your walk.</p>	<p>He turned in his <u>résumé</u>.</p>
<p>The <u>dove</u> will "coo" when it is content.</p>	<p>He <u>dove</u> into the swimming pool.</p>	<p>Who will <u>lead</u> the activity?</p>	<p>The pencil needs a sharp <u>lead</u>.</p>
<p>Will you <u>polish</u> your fingernails?</p>	<p>Have you ever eaten a <u>Polish</u> dog?</p>	<p>He is the <u>subject</u> of the investigation.</p>	<p>Don't <u>subject</u> me to your anger!</p>
<p>She always has an <u>excuse</u> about her clothes.</p>	<p>Mom will <u>excuse</u> you from the table.</p>	<p>She was so sad that a <u>tear</u> slid down her cheek.</p>	<p>Don't <u>tear</u> that paper!</p>
<p>I was able to win the <u>contest</u>.</p>	<p>He disagrees and will <u>contest</u> your opinion.</p>	<p>He was sad about the loss so he <u>moped</u> around.</p>	<p>I will ride my <u>moped</u> to the store.</p>

## Consult 4 Kids Lesson Plans

<p>Did he <u>refuse</u> to go to the dinner?</p>	<p>The garbage truck picked up the <u>refuse</u>.</p>	<p>Did you <u>suspect</u> the surprise party?</p>	<p>He was a <u>suspect</u> in the robbery.</p>
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# Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Do We Agree? Game Board

AGREE	DISAGREE

## Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Do We Agree? #2

The buttons on her sweater is wooden.	The buttons on her sweater are wooden.	The dog with many spots growl at everyone.	The dog with many spots growls at everyone.
The girl with braces brush her teeth.	The girl with braces brushes her teeth.	The street outside the mall need plowing.	The street outside the mall needs plowing.
The couch with stripes is comfortable.	The couch with stripes are comfortable.	A bucket of berries cost \$4.00.	A bucket of berries costs \$4.00.
The pack of pencils is inexpensive.	The pack of pencils are inexpensive.	The sweater in the display fit me.	The sweater in the display fits me.
Many marbles in that game is matching.	Many marbles in that game are matching.	The pictures of the zoo trip is developed.	The pictures of the zoo trip are developed.

## Consult 4 Kids Lesson Plans

<p>The guinea pig with black spots need a good home.</p>	<p>The guinea pig with black spots needs a good home.</p>	<p>The videos on the bottom shelf need to be returned.</p>	<p>The videos on the bottom shelf needs to be returned.</p>
<p>That banana with dark spots is rotten.</p>	<p>That banana with dark spots are rotten.</p>	<p>The dogs with the collar is friendly.</p>	<p>The dogs with the collar are friendly.</p>
<p>The people throughout the area want the road.</p>	<p>The people throughout the area wants the road.</p>	<p>Students throughout the school want a longer lunch.</p>	<p>Students throughout the school wants a longer lunch.</p>
<p>The girl with chicken pox have lunch.</p>	<p>The girl with chicken pox has lunch.</p>	<p>The horse with the saddle runs fast.</p>	<p>The horse with the saddle run fast.</p>
<p>The radish in the salad taste spicy.</p>	<p>The radish in the salad tastes spicy.</p>	<p>The tomatoes on the sandwich is soft.</p>	<p>The tomatoes on the sandwich are soft.</p>

## Consult 4 Kids Lesson Plans

<p>The pancakes on the plate is cold.</p>	<p>The pancakes on the plate are cold.</p>	<p>The boys near the slide helps pick up trash.</p>	<p>The boys near the slide help pick up trash.</p>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Paired Reading and ight
<b>Focus:</b>	Vocabulary (Word Family—ight), Questioning, and Prepositional Phrases as Adjectives

**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).
- 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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://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

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> 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;"><b>Vocabulary</b></p> <p><b>Word Families—ight</b></p> <p>A word family is a group of words that rhyme and have the same final spellings. Example: ran, can, fan, bran, tan; or words that are more challenging to spell—eight, freight, weight (Note: these words end in eight not ight).</p> <p>Today we are going to look at words that end in the pattern "ight" Divide students into pairs and have them brainstorm as many words as they can that end in "ight" that sounds like "ite". Words include: bright, fight, flight, fright, knight, light, might, night, plight, right sight, slight, tight.</p> <p>Once you have brainstormed the list of words have students work in pairs to write a paragraph using as many "ight" words as possible. Example: Last <b>night</b> we saw a <b>bright light</b> in the sky. At first we were <b>frightened</b> by the <b>sight</b>. Have pairs share their paragraph with the class. When they read a word that contains "ight", the class should snap fingers.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (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;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>I Wonder:</b> 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;"><b>Conventions</b></p> <p><b>Adjective Prepositional Phrases</b></p> <p>Write the following prepositional phrases on the board and ask students to circle the preposition and underline the object of the preposition.</p> <p style="padding-left: 40px;">around the <u>corral</u></p> <p style="padding-left: 40px;">on the <u>wall</u></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>             behind the <u>door</u>              of <u>jam</u>              with a paper <u>towel</u>              of <u>ice cream</u>              around the <u>edge</u>              of the <u>pond</u>              between the <u>doors</u> </p> <p>In the activity today, students will read a sentence and identify the preposition, the object of the preposition, and the noun that the prepositional phrase modifies.</p> <p><b>Tell About Nouns</b></p> <p><b><u>Directions:</u></b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Tell About Nouns cards and a white board.</li> <li>3. Player 1 draws a card and identifies the preposition, identifies the object of the preposition, identifies the noun.</li> <li>4. Player 1 will receive 1 point for each correct response (up to 3 points).</li> <li>5. Player 2 repeats.</li> <li>6. Game is over when first player reaches 15 points.</li> </ol>	<p>understanding of these key elements.</p>
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today's lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

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### 4<sup>th</sup>-5<sup>th</sup> Grade Tell About Nouns

<p>The candle on the piano is cinnamon scented.</p>	<p>Use that container of fertilizer to feed the plants.</p>	<p>The books from the library must be returned today.</p>	<p>Anna likes pancakes with butter and syrup.</p>
<p>That radish in the salad is very spicy.</p>	<p>The girl near the slide helped me pick up trash.</p>	<p>The horse with the red saddle blanket won the prize.</p>	<p>Students throughout the school want a longer lunch period.</p>
<p>The girl with chicken pox ate lunch yesterday.</p>	<p>Julie ordered marble cake with raspberry filling.</p>	<p>Dad shoveled the end of the driveway.</p>	<p>The red scarf around my neck was a gift.</p>
<p>Our class will clean up the mess around the soccer field.</p>	<p>We are renting a cottage near the dock.</p>	<p>The box of books is behind the door.</p>	<p>The girl with brown hair won the race.</p>
<p>The nest in the tree is fragile.</p>	<p>The runner in the green shorts fell down.</p>	<p>The chicken under the awning is named El Pollo.</p>	<p>The rainbow in the sky is beautiful.</p>



## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Homophone Meanings
<b>Focus:</b>	Vocabulary (Homographs), Clarifying, and Compound Prepositions

**Materials:**

Homograph 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.

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://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

7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**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).

### Vocabulary

#### Homophones

Homophones are words that sound alike but are spelled differently and have different meanings. Other than the words we worked with yesterday, there are other homophone pairs. Today we will look at other homophones such as bury and berry.

#### Homophone Meaning Match

##### Directions:

1. Place sentence cards in the middle of the board, face down.
2. Player draws one card.
3. Player determines which word matches the definition that he/she drew.
4. Player places token on the word.
5. Other players can challenge.
6. Game is over when all words are covered.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

**Predicting** (what do you think will happen next—not a guess but based on evidence in the text).

**Clarifying** (understanding the meaning of each of the words—remember that many English words have multiple meanings).

**Questioning** (asking right there, interpretive, and applying questions so you can utilize the information).

**Summarizing** (listing the key bullet points of what you've read—not retelling detail by detail).

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).

### Activity

#### Clarifying:

**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.

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.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Conventions</b></p> <p><b>Compound Prepositions</b>          Compound prepositions are multiple prepositions used together to demonstrate the relationship between words in the sentence. Commonly used compound prepositions include: according to, ahead of, along with, as for, away from, because of, by way of, due to, except for, in addition to, in back of, in case of, in front of, in regard to, in spite of, instead of, out of, up to, with the exception of. (Place these words on a chart)          Discuss each of the compound prepositions, giving examples of how these are used in sentences</p> <p><b>Say What?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Compound Preposition Cards.</li> <li>3. Play 1 draws a card and uses the compound preposition in a sentence.</li> <li>4. If correct, he/she keeps the card.</li> <li>5. Player 2 repeats the process.</li> <li>6. If sentence is incorrect, the card is placed back in the deck.</li> <li>7. Play is over when all cards are taken.</li> </ol>	<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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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b>          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>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

# Consult 4 Kids Lesson Plans

## 4<sup>th</sup>-5<sup>th</sup> Grade Homograph Meaning Match

berry	bury	heal	heel	hear	here
in	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 20px; text-align: center;"> <h3>Homophones Meaning Match</h3> </div>				led
inn					mail
meet					meat
knot					male
not					lead
	great	grate	know	no	

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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

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4<sup>th</sup>-5<sup>th</sup> Grade Say What?

according to	ahead of	along with	as for
away from	because of	by way of	due to
except for	in addition to	in back of	in case of
in front of	in regard to	in spite of	instead of

## Consult 4 Kids Lesson Plans

out of	up to	with the exception of	
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Somebody Wanted Antonym Review
<b>Focus:</b>	Vocabulary (Antonyms), Summarizing, and Linking Verbs and Predicate Adjectives

**Materials:**

Activity at the end of the 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.

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### Content (the “Meat”)

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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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://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

<p style="text-align: center;">students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Chunk Reading:</b> This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:  <u>“Once upon a time</u> there was a prince who wanted to marry a princess; <u>but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	
<p style="text-align: center;"><b>Vocabulary</b></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><b>Antonym Review</b></p> <p>Antonyms are words that mean the opposite of another word. Not all words have opposites, but the ones that do, should be understood. Review several examples with students.</p> <p><b>Antonyms</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Antonym Cards.</li> <li>3. Shuffle the cards and place the first 16 in a 4 by 4 grid face down.</li> <li>4. Player 1 draws 2 cards and if they are antonyms for one another they collect the cards and use one of the words in a sentence. Player replaces the two cards with two other cards from the deck.</li> <li>5. Player 2 then repeats.</li> <li>6. When all cards are matched game is over.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (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;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square:</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

<p>Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;"><b>Conventions</b></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><b>Linking Verbs and Predicate Adjectives</b></p> <p>A linking verb does not show action. A linking verb links or joins something in the predicate to the subject of the sentence. A linking verb does not have an action verb after it. A predicate adjective that follow the linking verb tells something about the subject.</p> <p>Demonstrate several examples of this:          Ants are disgusting. (are is the linking verb, disgusting is the adverb) Jorge is loud (is is the linking verb, loud is the adjective.)</p> <p><b>Linking to Predicate Adjectives #1</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a sentence card.</li> <li>3. Students work together to find the linking verb in each sentence and then the predicate adjective.</li> <li>4. When the sentences on the card have been reviewed, pair should write three sentences of their own that follow the pattern of linking verb + predicate adjective.</li> </ol>	<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>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b></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>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

## Consult 4 Kids Lesson Plans

 4<sup>th</sup>-5<sup>th</sup> Grade Antonym Review

up	down	fat	thin
black	white	fast	slow
fingers	toes	head	toes
ill	well	pass	grab
rich	poor	polite	rude
loud	soft	tall	short
wet	dry	sweet	sour
arm	leg	blind	sighted

## Consult 4 Kids Lesson Plans

good	bad	inside	outside
boy	girl	Mr.	Mrs.
late	early	morning	evening
find	lost	top	bottom
under	over	play	work
empty	full	baby	adult
floor	ceiling	beautiful	ugly

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup>-5<sup>th</sup> Grade Linking to Predicate Adjectives #2

- Cockroaches are yucky!
- Hot dogs are yummy.
- The sidewalk is cluttered.
- Julie is graceful.
- My sunburn is painful.
- The golf ball dent is deep.
- The bag of candy is full.
- He is happy.
- Mr. Sheldon is funny.
- Night will be dark.
- The movie was enjoyable.
- The cruise ship is huge.
- The girl is sleepy.
- The raccoon is stealthy.
- Mother is shy.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Do We Agree?
<b>Focus:</b>	Vocabulary (Homographs), Predicting, and Subject-Verb Agreement

**Materials:**

Activities at end of lesson plan

White board and pen/crayon

### 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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://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

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Musical Shares:</b> 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;"><b>Vocabulary</b></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><b>Homographs</b> Homographs are words that are spelled the same way but are pronounced differently and mean something different. An example would be read and read. One time you pronounce it as if you are reading something right now, the other is pronounced to indicate that the reading took place in the past. Share homographs—record and record (the first is to keep a record, the second is to make a tape of your voice.)</p> <p><b>Homographs</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Homograph Cards.</li> <li>3. Shuffle the cards and place them in between the two players.</li> <li>4. Player 1 draws a card, reads the sentence and tells how to pronounce the word to fit in that sentence.</li> </ol> <p>If Player 2 agrees, Player 1 gets a point and Player 2 resumes play. If Player 2 disagrees, then they must find a neutral peer and ask him/her to decide.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (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;"><b>Activity</b></p> <p><b>Predicting</b> <b>Three Words:</b> share with students the topic for the day. Ask students to think about what</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

<p>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. 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;"><b>Conventions</b></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><b>Subject-Verb Agreement</b></p> <p>Subjects and verbs must agree. When a subject is one, it is singular. This singular subject needs to be matched to a singular verb. When the subject is more than one, it is plural and should be matched to a plural verb. Here is an example: My friend is going to the zoo. (friend is singular and is singular). My friends are going to the zoo. (friends is plural and are is plural). John jumps high (John is singular and jumps is singular) We jump high (we is plural and jump is plural).</p> <p>When sentences are straightforward (without a compound subject or predicate or without prepositional phrase) it is easier to decide whether the subject is singular or plural. Today we will practice with simple sentences. Tomorrow we will add the challenge of prepositional phrases, etc.</p> <p><b>Do We Agree? #1</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Do We Agree? Cards and a game board.</li> <li>3. Shuffle the cards and place them to the right of the game board.</li> <li>4. Player 1 draws a sentence card and determines if the subject and verb agree. If yes, player places the card in the agree column, if player says no, they put it in the disagree column.</li> <li>5. If player 2 agrees, then he/she take his/her turn. If not, he/she can challenge and explain why.</li> <li>6. Once a challenge is settled, Player 2 takes his/her turn.</li> <li>7. Game is over when all cards have been completed.</li> </ol>	<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

#### Review

Say:

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



## Consult 4 Kids Lesson Plans

### Debrief

3-2-1

- 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.

### 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

### 4<sup>th</sup>-5<sup>th</sup> Grade—Homograph Cards

John will <u>record</u> that song.	Sales set a <u>record</u> the day after Thanksgiving.	She straightened the <u>bow</u> in her hair.	The actor took a <u>bow</u> after the play.
What is your <u>address</u> ?	How did you <u>address</u> the judge?	Jill held her teddy bear <u>close</u> .	Don't forget to <u>close</u> the door.
He plays the <u>bass</u> guitar with the band	He caught a <u>bass</u> in the lake.	He was a <u>rebel</u> because he just couldn't cooperate.	In 1860 Virginia decided to <u>rebel</u> .
The room was dirty and <u>dingy</u> .	That small boat is called a <u>dingy</u> .	The <u>sewer</u> drain was at the corner.	She loved to work with fabric, she was a <u>sewer</u> .
Please <u>read</u> the story aloud now.	He <u>read</u> the book yesterday.	He will <u>present</u> his project to the group.	Did you get a <u>present</u> for your birthday?

## Consult 4 Kids Lesson Plans

<p>He enjoys the cactus in the <u>desert</u>.</p>	<p>The soldier did not <u>desert</u> his friends.</p>	<p>You may move forward and <u>resume</u> your walk.</p>	<p>He turned in his <u>résumé</u>.</p>
<p>The <u>dove</u> will "coo" when it is content.</p>	<p>He <u>dove</u> into the swimming pool.</p>	<p>Who will <u>lead</u> the activity?</p>	<p>The pencil needs a sharp <u>lead</u>.</p>
<p>Will you <u>polish</u> your fingernails?</p>	<p>Have you ever eaten a <u>Polish</u> dog?</p>	<p>He is the <u>subject</u> of the investigation.</p>	<p>Don't <u>subject</u> me to your anger!</p>
<p>She always has an <u>excuse</u> about her clothes.</p>	<p>Mom will <u>excuse</u> you from the table.</p>	<p>She was so sad that a <u>tear</u> slid down her cheek.</p>	<p>Don't <u>tear</u> that paper!</p>
<p>I was able to win the <u>contest</u>.</p>	<p>He disagrees and will <u>contest</u> your opinion.</p>	<p>He was sad about the loss so he <u>moped</u> around.</p>	<p>I will ride my <u>moped</u> to the store.</p>

## Consult 4 Kids Lesson Plans

<p>Did he <u>refuse</u> to go to the dinner?</p>	<p>The garbage truck picked up the <u>refuse</u>.</p>	<p>Did you <u>suspect</u> the surprise party?</p>	<p>He was a <u>suspect</u> in the robbery.</p>
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## Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Do We Agree? Game Board

AGREE	DISAGREE

## Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> Grade Do We Agree? #1

Thirty-five students are hiking Grand Canyon.	Sixteen students is hiking in Yosemite.	Jorge's mother is afraid.	Jorge's mother are afraid.
The wind scatter seeds.	The wind scatters seeds.	Boats floats a long distance.	Boats float a long distance.
Seeds travel in many ways.	Seeds travels in many ways.	Sometimes seeds falls in the water.	Sometimes seeds fall in the water.
Animals gathers seeds to eat.	Animals gather seeds to eat.	Squirrels digs holes to bury seeds.	Squirrels dig holes to bury seeds.
Cardinals likes to eat seeds.	Cardinals like to eat seeds.	Dogs carry seeds in their fur	Dogs carries seeds in their fur.

## Consult 4 Kids Lesson Plans

<p>People plant seeds to grow new plants.</p>	<p>People plants seeds to grow new plants.</p>	<p>A fire is built in marked areas.</p>	<p>A fire are built in marked areas.</p>
<p>Jorge took a lot of water with him.</p>	<p>Jorge tooks a lot of water with him.</p>	<p>We ship out tomorrow on the boat.</p>	<p>We ships out tomorrow on the boat.</p>
<p>I jump on the trampoline every afternoon.</p>	<p>I jumps on the trampoline every afternoon.</p>	<p>The driver parks the car.</p>	<p>The driver park the car.</p>
<p>The breeze fill the air.</p>	<p>The breeze fills the air.</p>	<p>Andrew travel overseas.</p>	<p>Andrew travels overseas.</p>
<p>Aaron uses his boat every day.</p>	<p>Aaron use his boat every day.</p>	<p>Dave drive expertly on the track.</p>	<p>Dave drives expertly on the tack.</p>

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<p>Jack and Jill goes up the hill.</p>	<p>Jack and Jill go up the hill.</p>	<p>Mark and John is coming home.</p>	<p>Mark and John are coming home.</p>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Fluency Review and More
<b>Focus:</b>	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](http://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

<p><b>Fluency Activity of the Day</b></p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;"><b>Vocabulary</b></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>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> <li>Homophones</li> <li>"ight" Words</li> <li>"ould" and "ought" Words</li> <li>Synonyms</li> <li>Antonyms</li> <li>Homographs</li> </ul>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (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;"><b>Activity</b></p> <p><b>Q and S</b></p> <p><b>Question and Connection #2:</b> 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;"><b>Conventions</b></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 check in with kids to</p>

## Consult 4 Kids Lesson Plans

<p>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> <li><b>Prepositions</b></li> <li><b>Say What?</b></li> <li><b>Tell About Nouns</b></li> <li><b>Which One?</b></li> <li><b>Linking to Predicate Nouns</b></li> <li><b>Linking to Predicate Adjectives</b></li> <li><b>Do We Agree?</b></li> </ul>	<p>determine if they have and understanding of these key elements.</p>
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### 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!)