

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Chain of Synonyms
Focus:	Vocabulary (Synonyms) Predicting, and Types of Sentences

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 do you know about synonyms? What are some synonyms for the word "said". How does predicting help you think about the story you are going to read.

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? What do you know about the different types of sentences? What is another word for interrogative? Declarative?

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.

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

Select a book that is at the child's reading level and have them select 250-300 words to practice (even if they move

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<ol style="list-style-type: none"> 5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded. 6. Celebrate success. 7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level. <p>Fluency Activity of the Day</p> <p>Fluency Test—Read 1 minute count number of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.</p>	<p>on with the story).</p>
<p style="text-align: center;">Vocabulary</p> <p>Synonyms: Synonyms are words that mean the same or nearly the same thing. Synonyms are a way of expressing a subtlety of meaning that might not be there with a limited choice of words. For example: a big elephant is not nearly as big as a gigantic one, which is probably smaller than a humongous one. Yet, all of those words mean big. So we will look at chains of words that add increments of meaning, creating a continuum of thought.</p> <p>Chain of Synonyms</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Word Bank Card. 3. Together, students draw a card and brainstorm 4-6 synonyms for the word listed. 4. Together, the pair decides what the chain of words will be, linking the words together in an order or chain that makes sense to them. 5. Have pairs work on at least 5 chains. 6. Bring class together and have students share the Chain of Synonyms that they created. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Predicting</p> <p>Find the Evidence: On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to</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>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 style="text-align: center;">Conventions</p> <p>Types of Sentences: Interrogatives: An interrogative sentence asks a question. It ends with a question mark.</p> <p>Jeopardy: Students may work with a partner Student should write the question for each answer on a small white board and hold up the question for each answer. Demonstrate with students several times. Instruct students to "write the questions for each of the following answers":</p> <ol style="list-style-type: none"> 1. It is an interrogative sentence 2. It is on Friday. 3. They are over there 4. It is over six feet tall. 5. It must have been him. 6. It is hers. 7. It is in the United States. 8. They live in the rain forest. 9. It is less than three pounds. 10. They went to a cookout. 11. Riley like llamas. 12. They ate the two scoop special. 13. He rode the bike for an hour. 14. They were late to the movie. 15. She walked on the beach. 	<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?

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)

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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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4th-5th Grades Word Cards—Synonyms

abandon

clothes

disaster

eager

hub

important

prejudice

problem

serious

special

general

hidden

improve

incomplete

inferior

interrupt

obvious

particular

vague

retreat

superb

suspect

thorough

trust

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Information Including Synonyms For Leaders

abandon: depart, desert, withdraw	clothes: apparel, attire, garments	disaster: calamity, catastrophe, misfortune
eager: avid, enthusiastic, keen	hub: center, middle, nucleus	important: major, principal, significant
prejudice: bias, bigotry, intolerance	problem: dilemma, mystery, riddle	serious: grave, solemn, somber
special: particular, specific, unique	general: broad, wide-ranging, universal	hidden: unseen, concealed, veiled
improve: strengthen, progress, advance	incomplete: unfinished, partial, shortened	inferior: substandard, lower, mediocre
interrupt: barge, in suspend, disrupt	obvious: apparent, evident, clear	particular: certain, meticulous, exacting
vague: unclear, hazy, fuzzy	retreat: recoil, withdraw, leave	superb: outstanding, exemplary, fantastic
suspect: guess, suppose, imagine	thorough: methodical, detailed, comprehensive	trust: believe, confident, reliant

Consult 4 Kids Lesson Plans

Components:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Tongue Twisters
Focus:	Vocabulary (Alliteration), Clarifying, and Commas

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).
- 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?

What is alliteration? Can you give an example of alliteration? When do you use commas?

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 (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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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

Independent Timed Reading: Have students work in pairs and use a three minute egg timer or look at the clock to keep time. As the first student begins to read the passage, the partner either turns over the egg timer or begins watching the clock. At the end of 2 minutes (if students are watching a clock, or three minutes is using the egg timer, the partner calls "Stop" and the number of words are counted. Process is repeated for the other students. Students record the number of words read on their reading chart.

Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

Alliteration: The repetition a sound, usually the initial consonant sounds in two or more words in a sentence or a phrase.

Tongue Twisters

Directions:

1. Divide students into groups of 3.
2. Give each group a Tongue Twisters Sample Card.
3. Each group is to write 5 original tongue twisters.
4. Have each group share with the rest of the class.
5. Select the 5 most outstanding and of course, difficult to say Tongue Twisters and have groups share with the other students.

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:

Silly Questions: Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall,

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.

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<p>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;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>A comma is a punctuation mark that occurs within a sentence that tells you to pause. It acts as a separator between things in a series, two thoughts, a direct address, and so on. It is important to learn how to use a comma correctly otherwise what you have written becomes choppy and disconnected—making it difficult to make meaning.</p> <p>One of the places that we use commas is in a series. A series is like a list of at least three things that is embedded into a sentence. For example, when talking about the American flag we can say, “The flag is red, white, and blue.” The series is the three colors that we find on the flag.</p> <p>Series Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Series cards, a white board and a pen or crayon. 3. Together students will select a Series card and determine how to punctuate the sentence. 4. After completing all of the cards, students will select 3 cards to rewrite onto the white board using correct punctuation. 5. After working on this activity, students will come back together to share the 3 sentences they have selected with the group. <p>Note: When reading the sentence aloud, remember to pause at the comma.</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>

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today.

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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!)

4th-5th Grade Tongue Twister Samples

Tongue Twisters

- Angela Abigail Applewhite ate anchovies and artichokes.
- Bertha Bartholomew blew big, blue bubbles.
- Clever Clifford Cutter clumsily closed the closet clasps.
- Dwayne Dwiddle drew a drawing of dreaded Dracula.
- Elmer Elwood eluded eleven elderly elephants.
- Floyd Flinge flipped flat flapjacks.
- Greta Gruber grabbed a group of green grapes.
- Hattie Henderson hated happy healthy hippos.
- Ida Ivy identified the ivory iris.
- Julie Jackson juggled the juicy, jiggly jello.
- Karl Kessler kept the ketchup in the kitchen.
- Lila Ledbetter lugged a lot of little lemons.
- Milton Mallard mailed a mangled mango.
- Norris Newton never needed new noodles.
- Patsy Planter plucked plump, purple, plastic plums.
- Quinella Quist quite quickly quelled the quarreling quartet.
- Randy Rathbone wrapped a rather rare red rabbit.
- Shelly Sherman shivered in a sheer, short, shirt.
- Trina Tweety tripped two twittering twins under a twiggy tree.
- Uri Udall usually used his unique, unusual unicycle.
- Vicky Vince viewed a very valuable vase.
- Walter Whipple warily warned the weary warrior.
- Xerxes Xenon expected to Xerox extra x-rays.
- Yolana Yvonne Yarger yodeled up yonder yesterday.
- Zigmund Zane zig-zagged through the zany zoo zone.

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4th and 5th Grade Series Cards

<p>For cooking we will need a stove utensils and matches.</p>	<p>For eating we will need knives forks and spoons.</p>
<p>If you sleep over at my house please bring pajamas a robe and slippers</p>	<p>When you go on the trip take socks a swimsuit and shorts.</p>
<p>For fun I will have chocolate caramel and strawberry on my ice cream.</p>	<p>I will bring Jenny Maria Mark and Lori with me.</p>
<p>We saw the volcanoes at Mount Saint Helens Mount Etna and Mount Vesuvius.</p>	<p>The members of our team were Roy Bill and Esther.</p>
<p>The volcanoes all emitted gas lava and cinder.</p>	<p>We have seen volcanoes in the United States Mexico and Italy.</p>
<p>He likes to eat tomato lettuce and onions on his burger.</p>	<p>She will bake chocolate chip sugar and coconut cookies for them.</p>
<p>Have you been to England Norway and Belgium?</p>	<p>I will take my computer paper printer and reference book on my trip.</p>

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Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Word Pyramid
Focus:	Vocabulary (Synonyms), Questioning, and Types of Sentences

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 do you know about synonyms? What are some synonyms for the word “sad”. How does predicting help you think about the story you are going to read.

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? What do you know about the different types of sentences? What is another word for interrogative? Declarative?

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.

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

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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 students to the next level.

Fluency Activity of the Day

Paired Readings: Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.

on with the story).

Vocabulary

Synonyms: Synonyms are words that mean the same or nearly the same thing. Synonyms are a way of expressing a subtlety of meaning that might not be there with a limited choice of words. For example: a big elephant is not nearly as big as a gigantic one, which is probably smaller than a humongous one. Yet, all of those words mean big. So we will look at chains of words that add increments of meaning, creating a continuum of thought.

Word Pyramid

Directions:

1. Divide students into pairs.
2. Give each pair the directions for creating a Word Pyramid.
3. Explain that they will be using a variety of words when they follow the Pyramid format.
4. Line 1: Word
5. Line 2: 2 antonyms
6. Line 3: 3 Synonyms
7. Line 4: 4 adjectives that describe
8. Line 5: Sentence for the key word
9. Complete several examples on the board with students.

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).

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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.

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Activity Questioning: I Wonder: Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....	
Conventions Types of Sentences: Exclamatory: An exclamatory sentence shows strong feelings and ends with an exclamation point. Making WOW! Directions: <ol style="list-style-type: none"> 1. Divide the students into pairs. 2. Give each pair a set of sentence cards. 3. Player 1 draws a sentence card and changes it into an exclamatory sentence. 4. Player gets one point each time he/she creates an exclamatory sentence. 5. Player 2 continues play in the same way. 	<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
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>3-2-1</p> <ul style="list-style-type: none"> • Share 3 things you like about today's lesson. • Share 2 questions you have that were not answered. • Share 1 thing that you will use tomorrow that you practiced today.

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

<p>I passed the science test.</p>	<p>We got an invitation to the party.</p>
<p>The moon is full and round.</p>	<p>Please don't step on my book.</p>
<p>This is tasty ice cream.</p>	<p>Please don't throw that away.</p>
<p>Julie won the contest.</p>	<p>Please come now.</p>
<p>Sharks have big teeth.</p>	<p>The beast scared all of the kids.</p>
<p>Be sure to lock your door.</p>	<p>Close the windows the cool air is escaping.</p>
<p>Please send help fast.</p>	<p>Oh, no.</p>

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<p>The bear is on my porch.</p>	<p>Please stand still.</p>
<p>Wally is so funny.</p>	<p>It's the Flying Flareteys.</p>
<p>Watch out for the hole.</p>	<p>Ha, Ha.</p>
<p>Please don't look so hungry and mean.</p>	<p>They are amazing</p>
<p>Look at the crashing clown cars.</p>	<p>It's Fearless Frank on the high wire.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	No Doubles
Focus:	Vocabulary (Idioms), Summarizing, and Double Negatives

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.

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?

What do you know about idioms? What is meant by the idiom: "It's raining cats and dogs". What happens in a sentence that you use a double negative in?

Content (the "Meat")

Fluency

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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.

*Activity → Teachable Moment(s) *throughout*

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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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6. Celebrate success.
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

Chunk Reading: 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:

“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.”

Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

Idioms: An **idiom** is an expression that means something other than the literal meaning of its individual words. An example of an idiom is “a white elephant”. This idiom has nothing to do with an animal, it refers rather to something that you would like to re-gift or give to someone else. It is something that just doesn’t fit in.

Literal and Non-Literal Game

Directions:

1. Divide students into pairs.
2. Give each pair an Idiom Phrase Card.
3. Students are to review each idiom and determine both its literal (exact meaning of the words) and non-literal (idiom) meaning.
4. Students may also have a set of idiom meanings to check their own thinking.

Note: Part of today’s work will prepare students for tomorrow.

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

Summarizing:

Somebody/Wanted? But? So: 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

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>headings in each square: 1st Square: somebody (Identify the character), 2nd Square: Wanted (Describe the character's goal), 3rd Square: But (Describe the conflict or the problem), 4th Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Double Negatives: A negative word indicates "no". When two negative words are used, the phrase becomes a positive, or "yes" statements. This is exactly like what it is in math—two negatives make a positive. This is confusing to the reader and should be avoided. Use only one negative word when you mean to indicate "no".</p> <p>No Doubles!</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Double Negative Card. 3. Students read the sentences and agree on how to rewrite so there is only one negative in the sentence. 4. They should write the revised sentences on a white board. 5. When all students have finished pull the group together and have them share several examples of what they did to eliminate the double negatives. 	<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
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? <p style="text-align: center;">Debrief</p> <p>LBNT</p> <p>Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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

catch a cold	circular file	see eye to eye	afraid of his own shadow
cost an arm and a leg	backseat driver	clear the air	got cold feet
come clean	crack a book	dead to the world	turned a deaf ear
down in the dumps	eyes popped out	lost her marbles	burn his bridges
forever and a day	know the ropes	out of the woods	green thumb

Idiom Meaning Card

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

4th and 5th Grade No Doubles!

There is scarcely none of the birdseed left in the feeder.

Don't get no fries with your order.

We can't stop no one from walking in the wet grass.

Hardly no one ordered the pizza today.

There weren't no bags of popcorn left when I got there.

I don't have no money with me.

It isn't barely raining outside.

There wasn't no snow on our grass this morning.

I couldn't find no one who wanted to build a snowman.

We couldn't believe that no one wanted to stay inside.

None of the students could think of nothing to do at recess.

No one never thinks it is a waste of time to go ice-skating.

You shouldn't never play catch.

Isn't no one else going to eat icicles?

There wasn't nothing wrong with using fresh snow.

The snowman outside isn't nowhere.

Falling now isn't no fun if you can't go out and play in

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Idioms and Direct Address
Focus:	Vocabulary (Idioms), Predicting, and Commas

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?

What do you know about idioms? What is meant by the idiom “Her hair is straight as a stick”? When do you use commas?

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 (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

Musical Shares: Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice

Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

Idioms: An **idiom** is an expression that means something other than the literal meaning of its individual words. An example of an idiom is “a white elephant”. This idiom has nothing to do with an animal, it refers rather to something that you would like to re-gift or give to someone else. It is something that just doesn’t fit in.

Today, divide students into two teams. Each team will select 3 idioms to act out. The team must act out both the literal and idiom meaning of the phrase. All team members must participate in at least one of the Charades. They may select idioms from yesterday’s card.

Give students 10 minutes to prepare and then have the two teams share with one another.

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).

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Activity

Predicting

Three Words: share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well.

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.

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

Conventions

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.

Commas

A comma is a punctuation mark that occurs within a sentence that tells you to pause. It acts as a separator between things in a series, two thoughts, a direct address, and so on. It is important to learn how to use a comma correctly, otherwise what you have written becomes choppy and disconnected—making it difficult to make meaning.

One of the places we use commas is to set apart the name of someone being addressed and introductory words such as “yes”, “no” and “well. Examples are: Kate, do you want to go to the store? Yes, I will be there tomorrow. I agree with you, Joni, we need to eat more pizza.

Direct Address

Directions:

1. Divide students into pairs.
2. Give each pair a set of Direct Address cards, a white board and a pen or crayon.
3. Together students will select a Direct Address card and determine how to punctuate the sentence.
4. After completing all of the cards, students will select 3 cards to rewrite onto the white board using correct punctuation.
5. After working on this activity, students will come back together to share the 3 sentences they have selected with the group.

Note: When reading the sentence aloud, remember to pause at the comma.

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.

Closing

Review

Say:

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

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)

Consult 4 Kids Lesson Plans

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!)

Idiom Phrase Cards

catch a cold	circular file	see eye to eye	afraid of his own shadow
cost an arm and a leg	backseat driver	clear the air	got cold feet
come clean	crack a book	dead to the world	turned a deaf ear
down in the dumps	eyes popped out	lost her marbles	burn his bridges
forever and a day	know the ropes	out of the woods	green thumb

Consult 4 Kids Lesson Plans

4th and 5th Grade Direct Address

<p>Monica have you seen any butterflies fluttering around your yard?</p>	<p>Well yesterday I saw one, but just for a second.</p>
<p>Betsy when was the last time you saw butterflies in your garden?</p>	<p>Two days ago Kate I saw three butterflies.</p>
<p>Molly can you name the four stages of the butterfly?</p>	<p>Yes I certainly can.</p>
<p>Jeff do you know the name of the butterfly's long feeding tube?</p>	<p>Yes it is called the proboscis.</p>
<p>Heather did you know that the Queen Alexandra's bird wing butterfly is the largest butterfly?</p>	<p>No I didn't know that.</p>
<p>Well did you know that butterflies are insects?</p>	<p>Yes I knew that Ally.</p>

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<p>Did you know Dave that butterflies like to warm-up out go in the sun?</p>	<p>No but that must be because they are cold-blooded.</p>
<p>Where can you see a lot of butterflies in the winter?</p>	<p>I know you can see it in Monarch Dunes Freddie.</p>
<p>Fred do you have everything you need?</p>	<p>Yes I am good to go.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Analogies and Comparisons
Focus:	Vocabulary (Analogies), Predicting, and Colons

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

Give several examples of analogies. If we were comparing a chick : hen, how would that be like a puppy : _____? Explain your answer. What do you know about the use of a colon? What does the symbol look like? 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 (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

Musical Shares: Have students stand up and walk around reading the passage that they are working on until the music stops. Students should pair up and read the next 2 sentences to the partner they find. Repeat as students practice.

Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

Analogies

An analogy shows the relationship between two items. To create an analogy, you identify the relationship between the first two words. Are these words synonyms, opposites, do they show change over time? Then you find a second pair of words that have the same relationship. For example, a puppy is a young dog. This is similar to a foal which is a young horse. So you could say: puppy : dog :: foal : horse. The use of the colons tells the reader that there is a relationship first between the words and then between the pairs as well.

Analogies/Comparisons

Directions:

1. Divide students into pairs.
2. Give each pair a set of Analogy Cards.
3. Shuffle the cards and place them between the students.
4. Player 1 draws a card and completes the analogy. If Player 2 agrees, player 1 keeps the card.
5. Player 2 then continues the play.
6. Game is over when all cards are drawn.

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.

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.

Activity

Consult 4 Kids Lesson Plans

<p>Predicting</p> <p>Three Words: share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Colons</p> <p>Colons are a punctuation mark that looks like this : A colon is used in the following ways:</p> <ul style="list-style-type: none"> • after a greeting in a business letter, to separate a book’s title from its subtitle • to introduce a series of items after an independent clause • after the word “as follows” or “the following” <p>Colons</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Colons Practice Card and white boards. 3. Together, students look at each of the Practice Card statements and rewrite the sentences on the white board using the colon correctly. 4. When pair has completed the sentences, they find another pair and share solutions. 	<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
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?

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

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

4th-5th Grade Analogies/Comparisons

left : right :: day : _____	eye : see :: nose : _____	boy : girl :: man : _____
coffee : hot :: ice cream : _____	watch : time :: scale : _____	bracelet : wrist :: ring : _____
bird : nest :: people : _____	sock : feet :: mittens : _____	soap : hands :: shampoo : _____
pig : oink :: dog : _____	stove : cook :: oven : _____	button : shirt :: zipper : _____
plane : fly :: boat : _____	five : eight :: twenty : _____	camera : film :: printer : _____
bee : hive :: wasp : _____	movie : watch :: music : _____	book : read :: canvas : _____
rocket : fast :: snail : _____	wrist : arm :: knee : _____	meatloaf : main course :: cake : _____
boy : man :: girl : _____	numbers : math :: words : _____	pencil : write :: crayons : _____
feather : bird :: fur : _____	open : closed :: up : _____	clean : dirty :: sharp : _____

Consult 4 Kids Lesson Plans

4th-5th Grade Colons

Colons

Pack the following items hiking boots, shorts, sunscreen, and a hat.

In case of an earthquake follow these steps get to a doorway or bath tub, cover your eyes and the back of your neck, and stay calm.

My favorite TV shows follow Law and Order, Big Bang Theory, and The Closer.

The title of the book was "The Heist A Robbery in Brooklyn"

Dear President Obama
I am visiting Washington D.C. in October.

The back-to-school list said to purchase crayons, pencils, erasers, and paper.

The title of the speech is "My Summer Life in the Fast Lane".

Dear Sir
I am unable to attend the meeting tomorrow.

This is what was on the list bank, car wash, grocery store.

Marge's itinerary stated Mexico, Nicaragua, Costa Rica, and Panama.

The snack bar menu read hot dogs, hamburgers, chips, soda.

Customer Service
I am logging this complaint to express my dissatisfaction with the towels.

The album's title was "My Music Straight from the Heart".

Dear Friend
Will you be able to distribute the request for donations?

The football roster read: Joe Smith, Fred Jones, Mark Little, Marvin Lester.

The title of the song is "Laughter The Best Medicine for Everyone:."

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Categories and Analogies
Focus:	Vocabulary (Analogies), Predicting, and Types of Sentences

Materials:

Chart Paper

Activity at end of lesson plan

White boards, pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about analyzing words? What are some synonyms for the word “amazing”. How does predicting help you think about the story you are going to read. What do you know about analogies? (comparison of things)

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? What do you know about the different types of sentences? Give an example of a declarative sentence; and interrogative sentence; an exclamatory sentence; an imperative sentence.

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.

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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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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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

Consult 4 Kids Lesson Plans

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.

practice (even if they move on with the story).

Fluency Activity of the Day

Partner Share: Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.

Vocabulary Analogies

An analogy is a way to draw a comparison in order to show a similarity in two things. They are similar in some respect. For example, the following analogy: "the operation of a computer presents an interesting **analogy** to the working of the brain, so we could say that the computer is to brain, what a pace maker is to a heartbeat. There are several types of analogies. We will work on preparing different types of analogies for the next 3 days.

When writing an analogy, use a : (colon) to compare the first 2 items, use a double colon :: to compare one ½ of the analogy with the other half. You will see all types of analogies in the directions. You will work on the highlighted ones for each day.

Example of correctly written analogy:

sock : shoe :: glove : hand (similar concept)

this : that :: go : come (dissimilar concept)

earth science : physical science :: bracelet : necklace (same category)

After working through several examples with the students, divide students into pairs and have them work on creating several analogies for each category.

Types of analogies:

Similar Concepts: Adjacent concepts that are synonyms or similar in meaning: jump: leap :: shout : scream

Dissimilar Concepts: Adjacent concepts that are antonyms or dissimilar in meaning: Example: this :that :: go : come

Class Membership

Adjacent concepts that belong to the same class or category. Example: elephant : lion :: blue : pink

Class Name and Class Member

One element in a set is a class name while the other is a member of the class:

Fork: utensil :: bee : insect.

Part to Whole:

One element in a set is a part of the other element in the set.

Example: wheel : car :: heel : leg

Change: One element in a set turns into the other element. Example: plant : seed :: caterpillar : butterfly

Function: One element in a set performs a function on or for another. Example: tutor : student :: driver : car.

Consult 4 Kids Lesson Plans

<p>Quantity/Size: The two elements in the set are comparable in terms of quantity or size. Example: valley : hole :: lion : house cat</p>	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Predicting</p> <p>One-Minute Predictions: Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions Types of Sentences</p> <p>You have reviewed the four types of sentences: declarative, interrogative, exclamatory and imperative. It is important that you understand how to tell the difference when you read them and also when you write them.</p> <p>Categories</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Sentence Card. 3. Students should prepare a white board or a piece of paper with four columns, and label each column with a sentence type. 4. Together they should read each sentence and determine which category it belongs in and write the sentence in that column. 	<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

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!)

4th and 5th Grade Sentence Categories

- We have the plans for putting a pool in our backyard.
- Would you like to see them?
- Don't touch the plans with dirty hands, please.
- Look right here.
- Can you see this area?
- It is in the deep end.
- It's huge!
- They will begin to dig the hole for the pool next week.
- It will take three weeks until it is finished.
- Put your finger on the large area here.
- That whole area will be the deck.
- Did you know that we will have to build a fence, too?
- It has to be five feet tall for safety reasons.
- I can hardly wait!
- Will you be here tomorrow?
- Look out!
- Stop doing that.
- How many doors are in the building?
- He walked to school slowly.
- Jorge is my hero!
- He is only 3 feet tall.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Analogies and Infinitives
Focus:	Vocabulary (Analogies), Clarifying, and Infinitives

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? What do you know about analogies? What do you know about infinitives?

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 (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

Speed Reading: Have students form a circle. Number them of, 1, 2, 1, 2, 1, 2 and so forth. Having the students stay in the circle, have the twos move to stand in front of the person who said "1" on his/her left. Give each student an opportunity to read aloud to his/her partner for 1 minute. Have one of the circles move and repeat the process. Have the other circle move and repeat for the third time.

Vocabulary Analogies

An analogy is a way to draw a comparison in order to show a similarity in two things. They are similar in some respect. For example, the following analogy: "the operation of a computer presents an interesting **analogy** to the working of the brain, so we could say that the computer is to brain, what a pace maker is to a heartbeat. There are several types of analogies. We will work on preparing different types of analogies for the next 3 days. When writing an analogy, use a : (colon) to compare the first 2 items, use a double colon :: to compare one ½ of the analogy with the other half. You will see all types of analogies in the directions. You will work on the highlighted ones for each day.

Example of correctly written analogy:

tornado : weather :: paper clip : office supply (class name and class member)
 finger : hand :: fender : car (part to whole)
 puppy : dog :: equinox : seasons (change)

After working through several examples with the students, divide students into pairs and have them work on creating several analogies for each category.

Types of analogies:

Similar Concepts: Adjacent concepts that are synonyms or similar in meaning: jump: leap
 :: shout : scream

Dissimilar Concepts: Adjacent concepts that are antonyms or dissimilar in meaning:

Example: this :that :: go : come

Class Membership

Adjacent concepts that belong to the same class or category. Example: elephant : lion :: blue : pink

Class Name and Class Member

One element in a set is a class name while the other is a member of the class:
 fork " utensil "" bee " insect.

Part to Whole:

One element in a set is a part of the other element in the set.

Example: wheel : car :: heel : leg

Change: One element in a set turns into the other element. Example: plant : seed :: caterpillar : butterfly

Function: One element in a set performs a function on or for another. Example: tutor : student :: driver : car.

Quantity/Size: The two elements in the set are comparable in terms of quantity or size.

Consult 4 Kids Lesson Plans

<p>Example: valley : hole :: lion : house cat</p> <p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Clarifying:</p> <p>Individual Show-Off: Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used 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>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Infinitives: Infinitives are present tense verbs that are usually preceded by the word “to”. An infinitive can act as a noun, an adjective, or an adverb. Example: We need to water the plants; “to water” is the infinitive and it is acting as adverb elaborating on the verb “need”.</p> <p>Identifying Infinitives</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into trios. 2. Give each trio a Sentence Card. 3. Students should work together to identify the infinitive in each sentence. 4. They should number a white board and write the infinitive that corresponds to each number on the white board. 5. After trios have had an opportunity to work together, bring the whole group together and have them share their selections and reasons for that selection. 6. Discuss with students whether they believe the infinitive is acting as a noun, adjective, or adverb. 	<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

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!)

4th and 5th Grade Sentence Cards—Infinitives

To be outstanding was Maria's goal

To open the jar takes muscles.

You will need to remove the plastic liner.

Courage is needed to enter the haunted mansion.

To grill outside is best.

We want to enjoy the movie without a lot of extra noise.

Everyone would like to drink from the colder drinking fountain

Abby and Pearl want to show the class how to make pancakes.

We will be ready to leave when all of the toys are picked up.

The buds on the yellow flowers are beginning to open.

Dad has to run to the store for more nails.

We have to clean up this mess.

Salando can't wait to go on vacation in December.

The baby began to crawl on the floor.

We must wait until this afternoon to swim in the pool/

You need five tokens to play the arcade games.

Daily teeth brushing helps to keep plaque from forming cavities.

Cleo wants to have that candy bar.

Regular practice is needed to excel at basketball.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Function Analogies
Focus:	Vocabulary (Analogies), Questioning, and Double Negatives

Materials:

Activities at end of lesson plan

White board, pens/crayons OR 3 x 5 cards for Question and Connection Cards

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

What do you know about analogies now? What do you know about negative words? Can you give several examples?

What happens when you say, "No, I have no toys."?

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.

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

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6. Celebrate success.
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

Slow Reading: Utilize this process when you want students to work on accuracy. By doing slow-motion reading, students really look at each and every word becoming certain of each word, pronouncing it correctly. This makes the words more recognizable when students are reading quickly.

Vocabulary

Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.

Analogies: An analogy is a way to draw a comparison in order to show a similarity in two things. They are similar in some respect. For example, the following analogy: "the operation of a computer presents an interesting **analogy** to the working of the brain, so we could say that the computer is to brain, what a pace maker is to a heartbeat. There are several types of analogies. We will work on preparing different types of analogies for the next 3 days. When writing an analogy, use a : (colon) to compare the first 2 items, use a double colon :: to compare one ½ of the analogy with the other half. You will see all types of analogies in the directions. You will work on the highlighted ones for each day.

Example of correctly written analogy:

yeast : bread : : water : ice (function)

dozen : egg : : house : bedroom (size)

After working through several examples with the students, divide students into pairs and have them work on creating several analogies for each category.

Types of analogies:

Similar Concepts: Adjacent concepts that are synonyms or similar in meaning: jump: leap :: shout : scream

Dissimilar Concepts: Adjacent concepts that are antonyms or dissimilar in meaning:

Example: this :that : : go : come

Class Membership

Adjacent concepts that belong to the same class or category. Example: elephant : lion :: blue : pink

Class Name and Class Member

One element in a set is a class name while the other is a member of the class:

fork " utensil "" bee " insect.

Part to Whole:

One element in a set is a part of the other element in the set.

Example: wheel : car :: heel : leg

Change: One element in a set turns into the other element. Example: plant : seed ::

caterpillar : butterfly

Function: One element in a set performs a function on or for another. Example: tutor : student :: driver : car

Quantity/Size: The two elements in the set are comparable in terms of quantity or size.

Example: valley : hole :: lion : house cat

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Questioning:</p> <p>Question and Connection: Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p> <p>Example: If students read something about Columbus, the QUESTION card might read: What were the names of the three ships Columbus sailed with? If the same article was read, a CONNECTION card might read: How does Columbus coming to the new world connect to the Pilgrims coming over 100 years later?</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Double Negatives: A negative word indicates "no". When two negative words are used, the phrase becomes a positive, or "yes" statements, just like in math. Double negatives are confusing to the reader and should be avoided. Use only one negative word when you mean to indicate "no". Negative words have a positive counterpart. It is important that you know this list.</p> <p>Concentration</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Concentration Cards. 3. Players should create a grid with the cards face down. 4. Player 1 draws to cards and if they are the positive and negative match, they pick up the two cards. If they do not match, they return them to the grid, face down. 5. Player 2 then takes his/her turn. 6. Activity is over when all of the words are matched. <p>If students finish before time is called, have pairs make up sentences with a double negative and then correct it to have only one negative.</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>

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!)

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4th and 5th Grade Concentration (Negative and Positive Words)

neither	never	no
nobody	none	no one
nor	nothing	nowhere
weren't	won't	were
either	always	yes
someone	some	somebody
or	something	somewhere
were	will	sometimes

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Vocabulary Analyzer
Focus:	Vocabulary Analyzer, Summarizing, and Types of Sentences

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 do you know about analyzing words? What are some synonyms for the word “ugly”. How does predicting help you think about the story you are going to read.

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? What do you know about the different types of sentences? What is another word for Exclamatory? Imperative?

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.

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

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.

Fluency Activity of the Day

All Read: During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.

on with the story).

Vocabulary

It is important that we look at vocabulary words in a holistic way. Each word has a meaning, a part of speech is attached to it, and you need to know how and when to use each word. We are going to spend some time with a Vocabulary Analyzer. You can utilize the lists of synonyms to generate the word list.

Vocabulary Analyzer

Directions:

1. Divide students into pairs and give each a pair a Word Card.
2. Share with students that they will work together to analyze the word. They will follow this 6 step format, recording the information on a white board or piece of paper so they can share it out with the other students.
 - A. **Analyze the word**—what part of speech, is there an affix, what is the root
 - B. **Define:** Short definition of the word
 - C. **Apply:** How can you use this word?
 - D. **Compare:** What is this word similar to or different from?
 - E. **Argue:** Make an opinion statement using this word and argue for or against it.
 - F. **Associate:** How is this word related to your life? What does it make you think of?
3. When students have worked on several words, have them share with the remainder of the class

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

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

Consult 4 Kids Lesson Plans

<p>check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Summarizing: 10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn’t you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>the group is thinking.</p>
<p style="text-align: center;">Conventions Types of Sentences</p> <p>Imperative: Imperative sentences tell you what to do or give you a command. An imperative sentence ends with a period. Often times the subject of an imperative sentence is implied, because the person is talking to you. If they were talking to someone else, it wouldn’t be an imperative it would be a declarative sentence, simply stating a fact. Example: Mom asks you to sit down to dinner is a declarative sentence. To become an imperative, it would be said: “Sit down for dinner.”</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of sentence cards that describe a situation. 3. Player 1 draws a card and reads the sentence and writes or speaks an imperative that tells a person what to do in the situation. 	<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
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>DIGA</p> <p>D: Describe one of the ELA activities that we did today.</p> <p>I: Interpret that activity to your own experience and your own school work.</p> <p>G: Generalize how the information you learned today will help you in school tomorrow and in your life.</p> <p>A: Make a commitment to apply the learning within the next 48 hours.</p>
<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 1. Ask students to think about what they did today. 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation) 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak) 4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

4th-5th Grade Imperative Sentences

<p>A friend is tapping her pencil.</p>	<p>Your brother is hitting your bruised shoulder.</p>
<p>Someone touched poison ivy.</p>	<p>It is dinnertime.</p>
<p>A fire started in the trash can.</p>	<p>The soil in the plant is beginning to dry.</p>
<p>Your friend is lounging on the couch, and you would like to share.</p>	<p>The bull has spotted your friend in his pasture and is racing toward her.</p>
<p>It is time for dinner.</p>	<p>The ladder fell down, and Mom is tuck on the roof.</p>
<p>You have just eaten a candy bar.</p>	<p>You are watching television and it is time for bed.</p>
<p>You are going to a friend's house and your mom wants to know what you arrive.</p>	<p>Your bedroom has just been cleaned and your mother does not want you to take food into the bedroom.</p>

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<p>You are sending a card to a friend and you need to put the address on it.</p>	<p>It is a hot day and you need to drink water so you won't become dehydrated.</p>
<p>The windows are open and need to be closed.</p>	<p>A friend just passed by and you should wave at them.</p>
<p>The lady is not wearing her shoes and there is glass.</p>	<p>You need to act like you are not hungry.</p>
<p>You see the mountains and they are beautiful.</p>	<p>You should watch the circus act.</p>
<p>You need to return a call to the florist.</p>	<p>You should bring your money to the park.</p>

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Which One Is Not Like the Others?
Focus:	Vocabulary (Synonyms), Clarifying, and Types of Sentences

Materials:

White boards, crayons and/or pens
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 do you know about synonyms? What are some synonyms for the word “laugh”. How does predicting help you think about the story you are going to read.

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? What do you know about the different types of sentences? What is another word for interrogative? Declarative?

Content (the “Meat”)

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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.

Activity → Teachable Moment(s) *throughout

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> 6. Celebrate success. 7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level. <p>Fluency Activity of the Day</p> <p>Modeled Reading: Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).</p>	
<p style="text-align: center;">Vocabulary Synonyms</p> <p>Synonyms are words that mean the same or nearly the same thing. Synonyms are a way of expressing a subtlety of meaning that might not be there with a limited choice of words. For example: a big elephant is not nearly as big as a gigantic one, which is probably smaller than a humongous one. Yet, all of those words mean big. So we will look at chains of words that add increments of meaning, creating a continuum of thought.</p> <p>Synonyms: Which One Is Not Like the Other?</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give pairs a deck of Which One Is Not Like the Other Cards. 3. Shuffle the cards. 4. Player 1 draws a card and turns it face up. Player 1 reads the words on the card and identifies which one is not like the others (in other words it is not a synonym). Player states the word. If he/she is correct, he/she gets one point. 5. Player 2 continues in the same manner. 6. Play is over when 1 player reaches 10 points. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Clarifying:</p>	<p>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>Charades: Choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p style="text-align: center;">Conventions</p> <p>Types of Sentences: Declaratives: Declarative sentences are statements. It tells something and ends with a period.</p> <p>Backwards Jeopardy Students may work with a partner. Student should write the answer for each of the questions below on a small white board and hold up the answer for each question. Demonstrate with students several times. Instruct students to "write the answers for each of the following questions":</p> <ol style="list-style-type: none"> 1. What day is it today? 2. Where are they now? 3. How tall is the basketball player? 4. Who took the cookies? 5. Who owns the pink jacket? 6. What is Connecticut? 7. Where do piranhas live? 8. How much does a small box of candy weigh? 9. What has mass and takes up space? 10. What is solid, liquid, and gas? 11. What transparent, fragile circles float in the air? 12. Who was invited to the party? 13. How many socks are in the drawer? 14. How many times have you gone to the zoo? 15. What color is the scarf? 	<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?

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.

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

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

4th-5th Grade Which One Is Not Like The Others?

taxi cab car animal	crate bag box trunk	crash accident wreck fair
store house abode home	cat hare rabbit bunny	speak hear listen eavesdrop
strange normal odd unusual	happy morose glad delighted	hat bonnet ribbon cap
close near afar touchable	friend enemy buddy comrade	pail bucket container car
car shadow auto vehicle	ill happy sick ailing	whisper yell shout scream
shut close lock ajar	evil good bad wicked	funny serious silly comic
hungry full famished starving	average clever smart bright	exit leave go away arrive
see observe look hear	hard difficult easy challenging	untrue honest false bogus
avenue railroad street road	tiny small wee gigantic	cold dry freezing frosty
large thin slender lean	pretty plain beautiful gorgeous	cup mug goblet coffee
awake nap asleep snooze	right left correct accurate	sky error mistake blunder

Consult 4 Kids Lesson Plans

beverage drink brew orange	strong mighty weak muscular	wallet purse billfold scarf
thought race idea notion	middle center core arm	blanket snug cozy comfy
rant rave seethe relax	shadow light beam lantern	crack break fracture whole
jacket zipper coat parka	wander roam ramble intentional	port harbor wharf boat
stare blink look gaze	walls carpet rug flooring	tired exhausted fresh drained
gems jewels diamonds Mercedes	box trash garbage refuse	brown chocolate beige purple

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the “Meat”)

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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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>Fluency Activity of the Day</p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> Synonyms Idioms Analogies Alliteration 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail)</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Q and S</p> <p>Question and Connection #2: Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can</p>	<p>Often, this activity will be centered on a game to provide practice time on key</p>

Consult 4 Kids Lesson Plans

<p>be used as a “when homework is finished” activity.</p> <p>Today is a day of review. Have students select from one of the following:</p> <ul style="list-style-type: none"> Sentence Categories Infinitives Double Negatives Commas in Direct Address Commas in a Series 	<p>conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>LBNT</p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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