

## Consult 4 Kids Lesson Plans

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

**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.

#### 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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

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

Select a book that is at the child’s reading level and have them select 250-300 words to

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<p>the lesson plan.</p> <ol style="list-style-type: none"> <li>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.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Partner Share:</b> Partner two students that are working on the same passage. Have them read aloud to each other, trading off each sentence. They can then provide feedback to one another on rate, phrasing, and expression.</p>	<p>practice (even if they move on with the story).</p>
<p style="text-align: center;"><b>Vocabulary</b></p> <p><b>Homophones</b> Homophones are two or more words that sound the same when you say them, but they are spelled differently and mean different things. An example of homophones would include: <b>to, two, and too</b> as well as <b>cygnet and signet</b>.</p> <p><b>Sound Alike</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sound Alike Word Bank.</li> <li>3. Ask students to select 12 homophone pairs and write description cards for each of the words selected.</li> <li>4. Bring group back together and divide into teams.</li> <li>5. Team 1 selects one member to read one of the descriptor cards they wrote for the pair of homophones aloud to the other team. The opposing team will have 30 seconds to select and spell the correct homophone to get 1 point.</li> <li>6. Teams reverse roles.</li> <li>7. Game is over when all sentences have been read.</li> <li>8. Team with the most points wins.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p>	<p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b>  <b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Apostrophes</b>  Apostrophes are used in contractions (could not = couldn't) and possession (that something belongs to someone or something—John's ball or Sis' purse.) If a word ends in s, you simply add an apostrophe rather than an apostrophe s. In the word its and it's, the its is possessive and the it's is a contraction for it is.</p> <p><b>Apostrophes</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs and give each pair a deck of Apostrophe cards.</li> <li>2. Shuffle the cards and place in the middle of the students.</li> <li>3. Player 1 draws a card and determines where the apostrophe goes and writes the word(s) on the white board and shows to player 2.</li> <li>4. If the apostrophe has been used correctly, Player keeps the card, if it is incorrect card goes back into the deck.</li> <li>5. Player 2 then takes his/her turn.</li> <li>6. Game continues until all cards have been claimed.</li> <li>7. Player with most cards wins.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p><b>LBNT</b>  Have students share what they like best about today's ELA activities and list that under the heading: LB or Liked Best  Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ol>

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### 4th-5th Grade Homographs

Word Bank		
<b>ball</b> (toy or dance)	<b>angle</b> (point where two lines come together, go fishing)	<b>bank</b> (place where you put money, edge of a river)
<b>ring</b> (jewelry, tone made by the phone)	<b>quack</b> (noise from a duck, someone who pretends to be a doctor)	<b>pump</b> (shoe with a heel, siphon water from the ground)
<b>stable</b> (home for horses, firm and constant)	<b>spruce</b> (type of tree, make things neater)	<b>mum</b> (type of flower, without words)
<b>slug</b> (snail without a shell, hit something hard)	<b>pen</b> (tool for writing, home for a pig)	<b>school</b> (group of fish, a place for learning)
<b>present</b> (gift, right now)	<b>bed</b> (place where you sleep, yard where you plant flowers)	<b>sink</b> (place to wash hands, go to the bottom)
<b>pitcher</b> (holder for water, person who throws the ball in baseball)	<b>roots</b> (part of a tree, cheers for someone)	<b>key</b> (important point, metal piece used to unlock a door)
<b>lap</b> (place for people to sit, trip around a track)	<b>bat</b> (flying mammal, wooden instrument to hit a ball)	<b>coat</b> (garment to keep you warm, cover with paint)
<b>shower</b> (party for a bride-to-be, like a bath)	<b>can</b> (able to do something, tin cylinder to hold food)	<b>sock</b> (hit someone, covering for your foot—before the shoe)

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### 4<sup>th</sup> and 5<sup>th</sup> Grade Apostrophes

Georges house at Mt. Vernon	Horses leather saddle	Childrens bikes
All the boys auditions	Boys jackets	Bands instruments
Womens restroom	First graders books	Sis handbag
Mr. Jones classroom	Painters brush	Lillys doll
will not	is not	I am
you have	can not	should not
you are	we will	they will
are not	they had	she will

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Complex Word Families and Capitalization
<b>Focus:</b>	Vocabulary (Complex Word Families) Predicting, and Capitalization

**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 words do you need to capitalize in a sentence? How can you remember which words to capitalize? What is a word family? 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?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site)

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

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

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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

**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.

### Vocabulary

#### Complex Word Families

Word Families are made up of rhyming words that combine various onsets (single letters, digraphs, and blends) with a rime (a group of letters such as ing, et, and ant). Complex Word Families have a combination of letters at the end. Examples would include "ight" as in the words light, bright, tight, and fight. Today we are going to look at several complex rimes: "etch" (as in stretch), "aunt" (as in taunt); "ough" (as in rough); "ought"- (as in bought), "inge" (as in hinge), "aught" (as in caught), "ound" (as in bound), and "ould" (as in should).

#### Complex Word Families

##### Directions:

1. Divide students into groups of 2-3 students.
2. Together, the groups of students complete the word bank, writing as many words as possible under each rime.
3. Once the word bank is complete, students check with the word bank needed for the game, adding any necessary words.
4. Player shuffles the Description Cards and places face down between the players.
5. Player 1 draws a Description Card and selects the word from the word bank that will either complete the sentence or has the meaning found on the Description Card.
6. When Player identifies the word, he/she marks it off the word bank.
7. Player 2 continues in the same way.
8. Play is complete when all Description Cards have been used.

### 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

#### Predicting

**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

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>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;"><b>Conventions</b></p> <p><b>Capitalization</b> We capitalize word based on guidelines. These guidelines include:</p> <ul style="list-style-type: none"> <li>• first word of sentence, quotes</li> <li>• proper nouns, titles</li> <li>• titles of events, books, and movies</li> <li>• days of the week, months of the year, and special days</li> <li>• names of products</li> </ul> <p>Write these guidelines on the chalkboard or chart paper so students can refer to them.</p> <p><b>Capitalization</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Descriptor Cards.</li> <li>3. Together, students select one of the descriptor cards and then writes something that the descriptor requests, capitalizing the appropriate words.</li> <li>4. When pair is finished, the pair meets with another pair and shares their responses.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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



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### 4-5 Grade Complex Word Families

Add single consonants, digraphs (wh, ch, th, sh) and/or blends (bl, dr, sl, sm, etc.) to each rime creating a word bank to use during the activity that follows.

-etch	-aunt	-ough	-ought	-inge	-aught	-ound	-ould
fetch	taunt	rough	brought	hinge	caught	round	could

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### Word Bank Key

-etch	-aunt	-ough	-ought	-inge	-aught	-ound	-ould
fetch	taunt	rough	brought	hinge	caught	round	could
stretch	haunt	tough	bought	binge	taught	around	should
wretch	flaunt	enough	fought	cringe	fraught	bound	would
sketch	jaunt		ought	fringe	daughter	expound	
ketch	daunt		sought	tinge	haughty	found	
etch	gaunt		thought	twinge	naughty	flounder	
outstretch	vaunt		overwrought	singe	naught	ground	
homestretch			afterthought	syringe	onslaught	hound	
						mound	
						pound	
						round	
						sound	
						compound	
						confound	
						background	
						rebound	

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### 4<sup>th</sup> – 5<sup>th</sup> Grade Capitalization Descriptor Cards

Name of a restaurant	Name of a park	Name of a game
Name of a city	Name of a state	Name of a country
Name of a holiday	Name of a day	Name of a month
Name of your doctor	Name of your teacher	Name of the last book you read
Name of the last movie you watched	Name of your favorite TV show	Name of a toothpaste
Name of a shoe	Name of a gum	Name of an actress
Name of a football team	Name your favorite holiday	Name of a soccer team
Your name first, middle, last	Name of the President	Your birth month
Name of a cartoon show	Name of an office store	Name of college or university

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

**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 do you know about homographs? Give several examples of homographs. Give examples of words that have apostrophes. Tell what letters (if any) the apostrophe is replacing. 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.

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

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- 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

**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

#### Homographs

Homographs are words that have the same spelling but have different meanings. An example of a homograph would be the word "well". This word can describe how you feel and it can also describe a hole in the ground that you can get oil or water out of. The context that surrounds the word helps the reader know which of the meanings is being used.

#### Multiple Meanings

##### Directions:

1. Divide students into pairs.
2. Give each pair a word bank.
3. Students are to work together to write 2 sentences for each of 10 words that they select.
4. Pair will then join with another pair and take turns reading a sentence, saying "blank" when they come to the homograph. For example: They got their water from a "blank" (well).
5. The opposing team will then decide which homograph is being used.
6. Play is over when all sentences have been read.

### 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).

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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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<p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b>  <b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Apostrophes</b>  Apostrophes are used in contractions (could not = couldn’t) and possession (that something belongs to someone or something—John’s ball or Sis’ purse.) If a word ends in s, you simply add an apostrophe rather than an apostrophe s. In the word its and it’s, the its is possessive and the it’s is a contraction for it is.</p> <p><b>Apostrophes</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs and give each pair a deck of Apostrophe cards.</li> <li>2. Shuffle the cards and place in the middle of the students.</li> <li>3. Play 1 draws a card and determines where the apostrophe goes and writes the word(s) on the white board and shows to player 2.</li> <li>4. If the apostrophe has been used correctly, Player keeps the card, if it is incorrect card goes back into the deck.</li> <li>5. Player 2 then takes his/her turn.</li> <li>6. Game continues until all cards have been claimed.</li> <li>7. Player with most cards wins.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p><b>3-2-1</b></p> <ul style="list-style-type: none"> <li>• Share 3 things you like about today’s lesson.</li> <li>• Share 2 questions you have that were not answered.</li> <li>• Share 1 thing that you will use tomorrow that you practiced today.</li> </ul>

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### 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-5th Grade Homographs

Word Bank		
<b>ball</b> (toy or dance)	<b>angle</b> (point where two lines come together, go fishing)	<b>bank</b> (place where you put money, edge of a river)
<b>ring</b> (jewelry, tone made by the phone)	<b>quack</b> (noise from a duck, someone who pretends to be a doctor)	<b>pump</b> (shoe with a heel, siphon water from the ground)
<b>stable</b> (home for horses, firm and constant)	<b>spruce</b> (type of tree, make things neater)	<b>mum</b> (type of flower, without words)
<b>slug</b> (snail without a shell, hit something hard)	<b>pen</b> (tool for writing, home for a pig)	<b>school</b> (group of fish, a place for learning)
<b>present</b> (gift, right now)	<b>bed</b> (place where you sleep, yard where you plant flowers)	<b>sink</b> (place to wash hands, go to the bottom)
<b>pitcher</b> (holder for water, person who throws the ball in baseball)	<b>roots</b> (part of a tree, cheers for someone)	<b>key</b> (important point, metal piece used to unlock a door)
<b>lap</b> (place for people to sit, trip around a track)	<b>bat</b> (flying mammal, wooden instrument to hit a ball)	<b>coat</b> (garment to keep you warm, cover with paint)
<b>shower</b> (party for a bride-to-be, like a bath)	<b>can</b> (able to do something, tin cylinder to hold food)	<b>sock</b> (hit someone, covering for your foot—before the shoe)



Consult 4 Kids Lesson Plans

4<sup>th</sup> and 5<sup>th</sup> Grade Apostrophes

Georges house at Mt. Vernon	Horses leather saddle	Childrens bikes
All the boys auditions	Boys jackets	Bands instruments
Womens restroom	First graders books	Sis handbag
Mr. Jones classroom	Painters brush	Lillys doll
will not	is not	I am
you have	can not	should not
you are	we will	they will
are not	they had	she will

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Capitalization and Charades
<b>Focus:</b>	Vocabulary (Complex Word Families), Clarifying, and Capitalization

**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? List 5 words that start with a capital letter even when they are not at the beginning of a sentence. Give several examples of word families.

### 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](http://www.readinga-z.com) (This is a subscription fee site).

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

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

## 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.

on with the story).

### Fluency Activity of the Day

**Modeled Reading:** Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).

### Vocabulary

#### Complex Word Families

Word Families are made up of rhyming words that combine various onsets (single letters, digraphs, and blends) with a rime (a group of letters such as ing, et, and ant). Complex Word Families have a combination of letters at the end. Examples would include "ight" as in the words light., bright, tight, and fight. Today we are going to look at several complex rimes: "etch" (as in stretch), "aunt" (as in taunt); "ough" (as in rough); "ought"- (as in bought), "inge" (as in hinge), "aught" (as in caught), "ound" (as in bound), and "ould" (as in should).

#### Complex Word Families

##### Directions:

1. Divide students into groups of 2-3 students.
2. Together, the groups of students complete the word bank, writing as many words as possible under each rime.
3. Once the word bank is complete, students check with the word bank needed for the game, adding any necessary words.
4. Player shuffles the Description Cards and places face down between the players.
5. Player 1 draws a Description Card and selects the word from the word bank that will either complete the sentence or has the meaning found on the Description Card.
6. When Player identifies the word, he/she marks it off the word bank.
7. Player 2 continues in the same way.
8. Play is complete when all Description Cards have been used.

### 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).

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-

## Consult 4 Kids Lesson Plans

<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> 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>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Capitalization</b></p> <p>We capitalize word based on guidelines. These guidelines include:</p> <ul style="list-style-type: none"> <li>• first word of sentence, quotes</li> <li>• proper nouns, titles</li> <li>• titles of events, books, and movies</li> <li>• days of the week, months of the year, and special days</li> <li>• names of products</li> </ul> <p>Write these guidelines on the chalkboard or chart paper so students can refer to them.</p> <p><b>Capitalization</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Descriptor Cards.</li> <li>3. Together, students select one of the descriptor cards and then write something that the descriptor requests, capitalizing the appropriate words.</li> <li>4. When pair is finished, the pair meets with another pair and shares their responses.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

## 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

### 4-5 Grade Complex Word Families

Add single consonants, digraphs (wh, ch, th, sh) and/or blends (bl, dr, sl, sm, etc.) to each rime creating a word bank to use during the activity that follows.

-etch	-aunt	-ough	-ought	-inge	-aught	-ound	-ould
fetch	taunt	rough	brought	hinge	caught	round	could

Word Bank Key

### Consult 4 Kids Lesson Plans

-etch	-aunt	-ough	-ought	-inge	-aught	-ound	-ould
fetch	taunt	rough	brought	hinge	caught	round	could
stretch	haunt	tough	bought	binge	taught	around	should
wretch	flaunt	enough	fought	cringe	fraught	bound	would
sketch	jaunt		ought	fringe	daughter	expound	
ketch	daunt		sought	tinge	haughty	found	
etch	gaunt		thought	twinge	naughty	flounder	
outstretch	vaunt		overwrought	singe	naught	ground	
homestretch			afterthought	syringe	onslaught	hound	
						mound	
						pound	
						round	
						sound	
						compound	
						confound	
						background	
						rebound	

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Capitalization Descriptor Cards

Name of a restaurant	Name of a park	Name of a game
Name of a city	Name of a state	Name of a country
Name of a holiday	Name of a day	Name of a month
Name of your doctor	Name of your teacher	Name of the last book you read
Name of the last movie you watched	Name of your favorite TV show	Name of a toothpaste
Name of a shoe	Name of a gum	Name of an actress
Name of a football team	Name your favorite holiday	Name of a soccer team
Your name first, middle, last	Name of the President	Your birth month
Name of a cartoon show	Name of an office store	Name of college or university



## Consult 4 Kids Lesson Plans

<b>Components:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Colons
<b>Focus:</b>	Vocabulary (Antonyms and Synonyms), Clarifying, and Colons

**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 are synonyms? Give several examples of words that are synonyms. What is an antonym? Give several examples of words that are antonyms. Give an example of when you would use a colon.

### 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](http://www.readinga-z.com) (This is a subscription fee site).

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

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

## Consult 4 Kids Lesson Plans

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

**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.

### Antonyms and Synonyms

Antonyms are words that mean the opposite of each other. Synonyms are words that mean the same or nearly the same thing.

### Antonym or Synonym?

#### Directions:

1. Divide students into pairs.
2. Give each pair a set of Antonym or Synonym Cards and a Game Board.
3. Shuffle the cards and place the cards and the game board between the players.
4. Player 1 draws a card and decides if the pair of cards represents Antonyms or Synonyms and places the card in the proper column.
5. Player 2 continues in the same way.
6. Game is over when all cards have been 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.

#### 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

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>sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/question would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Colons</b></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"> <li>• after a greeting in a business letter, to separate a book's title from its subtitle</li> <li>• to introduce a series of items after an independent clause</li> <li>• after the word "as follows" or "the following"</li> </ul> <p><b>Colons</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Colons Practice Card and white boards.</li> <li>3. Together, students look at each of the Practice Card statements and rewrite the sentences on the white board using the colon correctly.</li> <li>4. When pair has completed the sentences, they find another pair and share solutions.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

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4<sup>th</sup>-5<sup>th</sup> Grade Antonym or Synonym?

outrage—anger	huge—tiny	brazen—shameless
beautiful—gorgeous	restrain—release	teach—learn
safe—dangerous	return—borrow	sure—uncertain
tall—short	kind—mean	criticize—admire
separate—combine	frugal—flamboyant	private—public
large—gargantuan	scold—reprimand	average—mediocre
car—auto	argument—quarrel	ugly—homely
free—liberated	hue—color	coarse—rough
student—pupil	rare—common	friends—enemies

Game Board

Antonyms	Synonyms

## Consult 4 Kids Lesson Plans

4<sup>th</sup>-5<sup>th</sup> 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

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Complex Word Families
<b>Focus:</b>	Vocabulary (Complex Word Families), Questioning, and Using Commas

**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? Give examples of 5 different word families. When would you use a comma in a sentence? What does the comma cause the reader to do?

### 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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

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

Select a book that is at the child’s reading level and have them select 250-300 words to

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<p>the lesson plan.</p> <ol style="list-style-type: none"> <li>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.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Paired Readings:</b> Partner students together. One partner times the other partner reading a passage. At the end of one minute, the partner says "Stop" and circles the last word the reader has read. The partners switch rolls. Complete this process three times.</p>	<p>practice (even if they move on with the story).</p>
<p><b>Vocabulary</b></p> <p><b>Complex Word Families</b></p> <p>Word Families are made up of rhyming words that combine various onsets (single letters, digraphs, and blends) with a rime (a group of letters such as ing, et, and ant). Complex Word Families have a combination of letters at the end. Examples would include "ight" as in the words light., bright, tight, and fight. Today we are going to look at several complex rimes: "etch" (as in stretch), "aunt" (as in taunt); "ough" (as in rough); "ought"- (as in bought), "inge" (as in hinge), "aught" (as in caught), "ound" (as in bound), and "ould" (as in should).</p> <p><b>Complex Word Families</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into groups of 2-3 students.</li> <li>2. Together, the groups of students complete the word bank, writing as many words as possible under each rime.</li> <li>3. Once the word bank is complete, students check with the word bank needed for the game, adding any necessary words.</li> <li>4. Player shuffles the Description Cards and places face down between the players.</li> <li>5. Player 1 draws a Description Card and selects the word from the word bank that will either complete the sentence or has the meaning found on the Description Card.</li> <li>6. When Player identifies the word, he/she marks it off the word bank.</li> <li>7. Player 2 continues in the same way.</li> <li>8. Play is complete when all Description Cards have been used.</li> </ol> <p>When students finish play today ask them to write a sentence using as many of these words as possible.</p>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.)</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by</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-</p>



## Consult 4 Kids Lesson Plans

<p>detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Commas</b></p> <p>Commas are use to indicate that there is a slight pause when you are reading sentences. Following are guidelines for using commas:</p> <ul style="list-style-type: none"> <li>• in a series</li> <li>• in a date</li> <li>• in letters to people</li> <li>• before a conjunction</li> <li>• to separate a dependent clause from an independent clause</li> </ul> <p><b>Why Use A Comma?</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Sentence Cards and a Game Board.</li> <li>3. Together, students select one of the sentence cards and then decide the purpose of the commas, placing the card under the appropriate column on the game board. When pair is finished, the pair meets with another pair and shares their responses.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

### Closing

#### Review

Say:

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

#### 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.

## 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

### Description Cards

to get something from another place	to widen an opening	an awful person
a quick drawing	a small sailing ship	engrave something
reach as far as you can	getting close to home	to hold tightly
always thinking about, frightening	show off	go on a trip
to overwhelm	unhealthily skinny	a boastful statement
unsmooth	strong, not easy to overpower	all you want and need
took something with you	purchased	got into a battle or war in the past
something you should do	to look for	overwhelmed
something you think of when you are finished	a product to join two things together, like a door and the door jamb	go on a spree
shrink away usually in fright	tassels on the edge of something	shade or color

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to burn	pain or pang	a needle for a shot
capture the ball when it is thrown	past tense of teach	full of difficulty
a female child	arrogant and condescending	not following the rules and guideline
nothing, zero	attack	able to choose to do something
past tense of will	need to do something	circular
in the region of	tied up	talk about at great length
discovered	a fish	dirt and soil
annoy	a small hill	hammer
a noise	a mix or make more difficult	confuse
image you can see behind main picture	retrieve the ball after it misses the basket	



4<sup>th</sup>-5<sup>th</sup> Grade Commas Game Board

in a series	in a date	in letters to people	before a conjunction	to separate a dependent clause from an independent clause

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### Why Use A Comma? Sentence Cards

She was born January 4, 2012.	The game was on Tuesday, May 19.	When cutting down a branch, be sure to wear gloves.
When wearing a sweater, be sure to button it.	Sunday, April 14 is a holiday.	The flag is red, white, and blue.
She had a poodle, a Labrador, and a Siamese cat.	He enjoys sandwiches with peanut butter, banana, and jelly.	Dear Mom, Thanks for the cake. Love, Molly
He left on Saturday, December 1, 2011.	He can be there March 13, 14, and 15.	If you are under the tent, the wind storm will seem less severe.
After the movie, the actor went to Paris.	He was wearing a shirt, pants, and sandals.	Hi, John, When are you coming? Regards, Fred
Dear Santa, Please bring me a truck. Your friend, Michael	The flashlight had a new battery, but it still didn't work.	We went to the store, then we ate lunch.
Paul like to save his coins, but he turned them in once a year.	He would listen to the music, and he would dance.	He had health insurance, but he still wouldn't go to the doctor.
Jorge, Fred, and Mark were her brothers.	We will arrive on Tuesday, October 21, 2012.	Jill eats strawberry, chocolate and vanilla ice cream.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Heteronyms ~ Spell It
<b>Focus:</b>	Vocabulary (Heteronym), Questioning, and Hyphens

### 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 is a heteronym? (words that are spelled the same but pronounced differently) Can you give an example of a heteronym? What do you know about hyphens? When would you use a hyphen? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

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

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

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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

**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.

### Heteronyms

Heteronyms are words that are spelled the same but have different meanings and different pronunciations. An example of a heteronym would be desert—a dry place where cactus grows, and a verb meaning to abandon.

### Spell It

#### Directions:

1. Divide students into pairs.
2. Give each pair a Spell It-Heteronym Word Bank.
3. Ask students to select 10 heteronym pairs and write description cards for each of the words selected.
4. Bring group back together and divide into teams.
5. Team 1 selects one member to read one of the descriptor cards they wrote for the pair of heteronym aloud to the other team. When they come to the heteronym, the player should spell the word rather than pronounce it. The opposing team will have 30 seconds to select the correct pronunciation to get 1 point.
6. Teams reverse roles.
7. Game is over when all sentences have been read.
8. Team with the most points wins.

### 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.



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<p><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> 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><b>Example:</b> If students read something about Columbus, the <b>QUESTION</b> card might read: What were the names of the three ships Columbus sailed with? If the same article was read, a <b>CONNECTION</b> card might read: How does Columbus coming to the new world connect to the Pilgrims coming over 100 years later?</p>	
<p><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Hyphens</b></p> <p>A hyphen is a dash or a – that is used in the following ways:</p> <ul style="list-style-type: none"> <li>• join two words serving as a single adjective (example: rut-filled);</li> <li>• write compound numbers (example: fifty-three)</li> <li>• avoid confusion in awkward combinations of letters (example: shell-like rather than shelllike)</li> <li>• Certain prefixes (example: ex-mayor), and suffixes (example: X-Ray),</li> <li>• dates, figures, or letters (example: mid-1900s,)</li> <li>• breaking words into syllables at the end of a line when there isn't enough space for the whole word (example: e-nough)</li> </ul> <p><b>Hyphens</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Hyphen Cards and a Game Board.</li> <li>3. Together, students select one of the hyphen cards and then decide the purpose of the hyphen, placing the card under the appropriate column on the game board.</li> <li>4. When pair is finished, the pair meets with another pair and shares their responses.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

##### DIGA

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

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

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

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

#### Reflection (Confirm, Tweak, Aha!)

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

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### 4<sup>th</sup>-5<sup>th</sup> Grade Heteronyms

Word Bank		
record—proof record—copy your sound	bow—hair piece bow—curtsey	tear—rip into two parts tear—cry
close—nearby close—shut, as in door	dove—bird dove—into the water	minute—60 seconds minute—tiny
object—thing object—be against	bass—fish bass—low voice	invalid—person who can't walk invalid—not true
wind—blowing air wind—twist a stem (watch)	watch—clock for your wrist watch—observe	tarry—wait around tarry—covered with tar
refuse—garbage refuse—say no	attribute—characteristic attribute—give credit	buffet—moved by wind buffet—food spread out
conflict—dispute conflict—go against	deliberate—on purpose deliberate—think over	does—verb form of “do” does—female deer
moderate—even tempered moderate—facilitate	permit—allow permit—document giving permission	project—send forward project—job to do

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rebel—person rebel—go against	resign—back down resign—sign again	conduct—behavior conduct—lead
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### 4<sup>th</sup>-5<sup>th</sup> Grade Hyphens

join two words serving as a single adjective (example: rut-filled)	write compound numbers (example: fifty-three)	avoid confusion in awkward combinations of letters (example: shell-like rather than shelllike)	Certain prefixes (example: ex-mayor), and suffixes (example: X-Ray),	dates, figures, or letters (example: mid-1900s.)	breaking words into syllables at the end of a line when there isn't enough space for the whole word (example: e-nough)

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ice-cream cone	high-wire act	toll-free number	well-known author
one-way street	thirty-nine cabs	forty-seven years old	twenty-two shoes
fifty-six cars	ninety-three cookies	shell-like	shelf-full
Great-Grandma	monster-like	blue-eyed princess	T-Ball
T-shirts	ex-football player	ex-drummer	mayor-elect
cal- cify	bulle- tin	untouch- able	sap- pling
lit- tle	mid-century	U-Turn	mid-range
raptor-like	self-starter	President-elect	wind-weathered

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Sound Alike and Use A Comma
<b>Focus:</b>	Vocabulary (Homophones), Summarizing, and Use of Commas

### 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 homophones? What does the segment of the word “phones” make you think of? How does this fit with what you know about homophones?

### 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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

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

Select a book that is at the child’s reading level and have them select 250-300 words to

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<p>the lesson plan.</p> <ol style="list-style-type: none"> <li>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.</li> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>All Read:</b> During this activity, all of the students read aloud at the same time. Even if the students are not on the same passage, reading aloud will help them slow down and really practice each word. While students are reading, walk around. Touch a student on the shoulder to indicate that they should begin reading aloud so you can hear them.</p>	<p>practice (even if they move on with the story).</p>
<p style="text-align: center;"><b>Vocabulary</b></p> <p>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.</p> <p><b>Homophones</b> Homophones are two or more words that sound the same when you say them, but they are spelled differently and mean different things. An example of homophones would include: <b>to, two, and too</b> as well as <b>cygnet and signet</b>.</p> <p><b>Sound Alike</b> <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Sound Alike Word Bank.</li> <li>3. Ask students to select 12 homophone pairs and write description cards for each of the words selected.</li> <li>4. Bring group back together and divide into teams.</li> <li>5. Team 1 selects one member to read one of the descriptor card they wrote for the pair of homophones aloud to the other team. The opposing team will have 30 seconds to select and spell the correct homophone to get 1 point.</li> <li>6. Teams reverse roles.</li> <li>7. Game is over when all sentences have been read.</li> <li>8. Team with the most points wins.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p>	<p>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-</p>



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<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?"</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p><b>Commas</b>          Commas are use to indicate that there is a slight pause when you are reading sentences. Following are guidelines for using commas:</p> <ul style="list-style-type: none"> <li>• in a series</li> <li>• in a date</li> <li>• in letters to people</li> <li>• before a conjunction</li> <li>• to separate a dependent clause from an independent clause</li> </ul> <p><b>Why Use A Comma?</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Sentence Cards and a Game Board.</li> <li>3. Together, students select one of the sentence cards and then decide the purpose of the commas, placing the card under the appropriate column on the game board. When pair is finished, the pair meets with another pair and shares their responses.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

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### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
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!)

4<sup>th</sup>-5<sup>th</sup> Grade Homophones

Word Bank

sent scent

know no

hair hare

break brake

in inn

sun son

capitol capital

cell sell

cite sight site

beech beach

boar bore

grown groan

rose rows

sail sale

thrown throne

tow toe

way weigh

you ewe

I aye eye

our hour

there their they're

to two too

role roll

cygnet signet



4<sup>th</sup>-5<sup>th</sup> Grade Commas Game Board

in a series	in a date	in letters to people	before a conjunction	to separate a dependent clause from an independent clause

## Consult 4 Kids Lesson Plans

### Why Use A Comma? Sentence Cards

She was born January 4, 2012.	The game was on Tuesday, May 19.	When cutting down a branch, be sure to wear gloves.
When wearing a sweater, be sure to button it.	Sunday, April 14 is a holiday.	The flag is red, white, and blue.
She had a poodle, a Labrador, and a Siamese cat.	He enjoys sandwiches with peanut butter, banana, and jelly.	Dear Mom, Thanks for the cake. Love, Molly
He left on Saturday, December 1, 2011.	He can be there March 13, 14, and 15.	If you are under the tent, the wind storm will seem less severe.
After the movie, the actor went to Paris.	He was wearing a shirt, pants, and sandals.	Hi, John, When are you coming? Regards, Fred
Dear Santa, Please bring me a truck. Your friend, Michael	The flashlight had a new battery, but it still didn't work.	We went to the store, then we ate lunch.
Paul like to save his coins, but he turned them in once a year.	He would listen to the music, and he would dance.	He had health insurance, but he still wouldn't go to the doctor.
Jorge, Fred, and Mark were her brothers.	We will arrive on Tuesday, October 21, 2012.	Jill eats strawberry, chocolate and vanilla ice cream.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Hyphens and Analogies
<b>Focus:</b>	Vocabulary (Analogies), Summarizing, and Hyphens

**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 is an analogy? What does it mean to compare things? What is a hyphen? Give several examples of when you would use a hyphen. 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:

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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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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.

#### 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).

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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.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Hyphens</b>  A hyphen is a dash or a – that is used in the following ways:</p> <ul style="list-style-type: none"> <li>• join two words serving as a single adjective (example: rut-filled).</li> <li>• write compound numbers (example: fifty-three).</li> <li>• avoid confusion in awkward combinations of letters (example: shell-like rather than shelllike).</li> <li>• Certain prefixes (example: ex-mayor), and suffixes (example: X-Ray),</li> <li>• dates, figures, or letters (example: mid-1900s).</li> <li>• breaking words into syllables at the end of a line when there isn't enough space for the whole word (example: e-nough).</li> </ul> <p><b>Hyphens</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Hyphen Cards and a Game Board.</li> <li>3. Together, students select one of the hyphen cards and then decide the purpose of the hyphen, placing the card under the appropriate column on the game board. When pair is finished, the pair meets with another pair and shares their responses.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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



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### Reflection (Confirm, Tweak, Aha!)

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

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### 4<sup>th</sup>-5<sup>th</sup> Grade 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 : _____



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### 4<sup>th</sup>-5<sup>th</sup> Grade Hyphens

join two words serving as a single adjective (example: rut-filled)	write compound numbers (example: fifty-three)	avoid confusion in awkward combinations of letters (example: shell-like rather than shelllike)	Certain prefixes (example: ex-mayor), and suffixes (example: X-Ray),	dates, figures, or letters (example: mid-1900s.)	breaking words into syllables at the end of a line when there isn't enough space for the whole word (example: e-nough)

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ice-cream cone	high-wire act	toll-free number	well-known author
one-way street	thirty-nine cabs	forty-seven years old	twenty-two shoes
fifty-six cars	ninety-three cookies	shell-like	shelf-full
Great-Grandma	monster-like	blue-eyed princess	T-Ball
T-shirts	ex-football player	ex-drummer	mayor-elect
cal- cify	bulle- tin	untouch- able	sap- pling
lit- tle	mid-century	U-Turn	mid-range
raptor-like	self-starter	President-elect	wind-weathered

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<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Review the 6
<b>Focus:</b>	Review of Vocabulary and Conventions

### Materials:

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

#### Gain prior knowledge by asking students the following questions

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

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

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

### Content (the “Meat”)

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

[www.readinga-z.com](http://www.readinga-z.com) (This is a subscription fee site).

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

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

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

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