

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Independent and Dependent Clauses
Focus:	Vocabulary (Greek Word Origins), Predicting, and Independent and Dependent Clauses

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 is important about Greek roots? Why do you think that Latin and Greek have such an influence on English? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? What is the difference between an independent and dependent clause? What is the difference between a clause and a 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 the lesson plan.
5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

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

Fluency Activity of the Day

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

Vocabulary

Greek Word Origins

Just like there are Latin origins that can be found in English words so are the Greek Origins that do the exact same thing. Just like with Latin origins, knowing what the Greek origin of a word might be helps you know what that word means.

Review several Greek origins with the students:

- agri—field
- opt—eye
- cycl—circular pattern

Making Meaning

Directions:

1. Divide students into pairs.
2. Give each pair a Making Meaning card and two white boards.
3. Working together, students read the first sentence on the sentence card. After reading the Greek origin and the sentence, write the meaning of the word in your own language on the white board.
4. Pair should compare the sentences each wrote and justify why they are correct (return to the meaning).
5. Activity is complete when all sentences have been completed.

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 style="text-align: center;">Activity</p> <p>Predicting One-Minute Predictions: Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	
<p style="text-align: center;">Conventions</p> <p>Independent and Dependent Clauses An independent clause is a sentence. It has a subject and a predicate. It expresses a complete thought. To ensure that your sentence is an independent clause it is important to learn how to mark both the subject and the predicate. Independent clauses can have dependent clauses added to them. A dependent clause is not a complete sentence by itself. Words that are often used to signal a dependent clause include: after although, because, before, despite, even though, since, when, and whenever. A dependent clause is separated from an independent clause by a comma. Work through several examples on the board.</p> <p>Independent and Dependent: Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Independent and Dependent Sentence Card. 3. Together, students read each sentence and decide which part of the sentence is a dependent clause and which is the independent clause. Students should draw one line under the independent clause. 4. Once they have selected the independent clause, pair should circle the subject of the independent clause and put a box around the predicate. <p>When all groups are finished, ask each group to demonstrate understanding by sharing one of their answers.</p>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

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Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

4th – 5th Grade Match 'Em (Greek Roots)

biblio—book

At the end of her research paper she included a bibliography so we knew what she had read.

cardio—to heart

This exercise was designed not as weight training but to develop cardio.

therm—heat

The thermometer recorded a record 105°.

photo—light

He took a photograph of the family on the beach.

phob—fear

He had a phobia about germs and washed his hands all of the time.

agri—field

He went to college because as a farmer he wanted to know more about agriculture.

onym—game

We learned about antonyms and synonyms.

geo—earth

He is studying rocks as a geologist.

log—word

If you hurt someone's feelings you should apologize.

ast—star

Jill wants to be the first astronaut to Mars.

Consult 4 Kids Lesson Plans

4th and 5th Grade Independent and Dependent Clauses

1. Even though it is sunny, he was wearing a heavy down jacket.
2. I will call you when I get to the restaurant.
3. When you finish cleaning your room, we can go to the mall.
4. The beach is beautiful when the tide has washed over the sand.
5. Whenever I hear the alarm, I jump.
6. Despite her effort to make friends with the new neighbor, they have remained strangers.
7. After the game, the team went out for pizza.
8. He will check on the departure time, before he arrives at the station.
9. When I was your age, I was driving a 10 year old Buick.
10. You are the winner of the race, even though you did not come in first across the finish line.
11. Whenever I see a sad movie, I have tears in my eyes.
12. Because they are sharing a hotel room, they both have a key.
13. He was able to use his gift certificate, since he arrived after 7:00 p.m.
14. Although there are four empty seats, you can't sit in that seat.
15. I will call my mother before the day is over.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Before After or In Between
Focus:	Vocabulary (Latin Word Origins) Predicting, and Dictionary Skills

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 does the term "Latin word origins" refer to? Why is this important to understand? What do you know about using a dictionary? How can you use a book dictionary? How can you use a web-based dictionary? 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.

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

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

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

Latin Word Origins

The English language is made up of a number of different languages. One of those languages is Latin. If a student knows the meaning of the Latin root, the meaning of the entire word can be determined. For example the Latin root "octo" means 8. An octopus is a creature with 8 legs; an octave is a set of 8 musical notes; and an octagon is a shape with 8 sides.

Review several Latin origins with the students:

- serv—save or keep
- loc—place
- man—hand

Discovering Meaning

Directions:

1. Divide students into pairs.
2. Give each pair a Discovering Meaning card and two white boards.
3. Working together, students read the first sentence on the sentence card. After reading the Latin origin and the sentence, write the meaning of the word in your own language on the white board.
4. Pair should compare the sentences each wrote and justify why they are correct (return to the meaning).
5. Activity is complete when all sentences have been completed.

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.

Consult 4 Kids Lesson Plans

Activity	
<p>Predicting</p> <p>Find the Evidence: On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	
<p style="text-align: center;">Conventions</p> <p>Dictionary Skills</p> <p>Whether you are using an online or a paper dictionary (still found in the majority of classrooms), understanding ways to organize and understand words is important. For the next three days students will take a look at these basis dictionary skills:</p> <ul style="list-style-type: none"> • alphabetical order • guide words • entry word information • definitions • multiple meanings <p>Alphabetical order is simply that, how do organize a series of words using the alphabet as a guide. To do this you look at the first letter that is different and determine which comes first when you are saying the alphabet. So if the words or jump and go, the first letters, j and g are different, and g comes first when you say the alphabet, so alphabetical order would be go, jump. If the words were goal, get goat, the first letter is the same, so you would look at the second letter. Get has an e in second place, while goal and goat both have an o. So we would put get first. Letter 3 for goal and goat is an a, so we look in 4th place and realize the l comes before t so we write the list get, goal, goat. It's that simple.</p> <p>Understanding alphabetical order helps you to determine which words come before, between or after other words. In a dictionary at the top of each page there are two guide words, and your task is to determine whether a particular word comes before the first guide word, after the last guide word, or between the two guide words. If the guide words on a page were get and goal, you would know that goat comes after goal, so you would need to look on the next page.</p> <p>Before, After, or In Between</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Before, After, or In Between game board and deck of cards. 3. Shuffle the cards and place between the players beside the game board. 4. Player 1 draws a card looking at the two guide words on the card and the underlined entry word. Player decides whether the entry word comes before, after, or in between the guide words. 5. Example: guide words: jump and kite, entry word "junk" comes in between. 6. Player places the word in the correct column. 7. Play continues with Player 2. 8. Game is over when all cards are placed. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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Closing

Review

Say:

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

Debrief

DIGA

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

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

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

4th – 5th Grade Discovering Meaning

narr—to tell

The play's narrator filled in the reader about what was going on.

ques—to ask or seek

John was able to ask a question.

pop—people

Our town is so crowded with people.

numer—number

The numerals were written in order.

orig—beginning

She was one of the original players

form—shape, not changing

The Army gave her a new uniform.

loc—place

What location is the most essential?

serv—save, keep

He got to the restaurant early so he could reserve the table.

volv—to roll, change

The merry-go-round revolved around the center post.

migr—move

The geese migrate from one location to another.

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4th – 5th Grade Before, After, or In Between

Before	In Between	After

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Before, After, In Between Cards

web well window	bed baby brown	lake leap lend
ceiling cent cement	slept smile stove	belong brake brain
doll even draw	rest read ruin	main mile morning
frame first frock	table test tea	car crate crest
space spell student	alien apple ape	travel trust turn
pack pie pelt	star stake surf	food fool fuel
idea Indian irate	repair rest return	sink slide stripe
blender carpet bust	oven pain part	faucet foul frost
dishwasher drape drain	microwave more most	czar dark dare

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Coordinating Conjunctions
Focus:	Vocabulary (Prefixes), Predicting, and Coordinating Conjunctions

Materials:

Activities at end of lesson plan
White board and pen/crayon

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

What do you know about prefixes? Give examples of commonly used prefixes. Tell what each of the prefixes means? What is a coordinating conjunction? Give an example of a coordinating conjunction. 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

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2. Have students read for 1 minute and count the number of words read in the minute.
3. Record the number of words read on a chart.
4. For 8 days practice the SAME passage, using a different practice activities listed in 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*

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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

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

Vocabulary

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

Prefixes

Prefixes are a syllable of meaning added to the beginning of a word that changes the meaning of the word. Recognizing and understanding prefixes makes reading more fluent and can provide clues as to the meaning of the word.

Ask students if they can identify any prefixes and words that they attach to. Make a list on the board.

For the next 4 days we will be working with the following prefixes:

un-
 re-
 pre-
 dis-
 in-
 en-
 fore-
 pro-
 post-
 pre-
 super-
 extr-
 intra-

We are going to work with these prefixes in three ways. There will be a matching (memory) activity. There will be a making words activity. There will be a definition writing activity. On the fourth day, students may select which of the activities they want to repeat.

What Does It Mean?

Directions:

1. Divide students into pairs.
2. Give each pair a deck of What Does It Mean? Cards.
3. Shuffle the cards and place face down between the players.
4. Player 1 draws a card, places it face up, reads the sentence on the card and tells what the underlined word means.
5. If he/she is correct, he/she keeps the card.
6. Player 2 continues play in the same way
7. Game is over when all cards have been drawn.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

During the lesson check in with students repeatedly.

Consult 4 Kids Lesson Plans

<p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Predicting</p> <p>Three Words: share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	<p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Coordinating Conjunctions</p> <p>A coordinating conjunction allows you to join two related independent clauses. The coordinating conjunctions are: and, nor, but, for, yet, so, and or. When you have two independent clauses together they create a run-on sentence. To correct this problem, find out where the first sentence ends and the second sentence begins. Select a coordinating conjunction that demonstrates the relationship between the two sentences. Place a comma after the first sentence, add the coordinating conjunction and you are done. Example: The catsup is on the plate the French fries are hot. The catsup is on the plate and the French fries are hot.</p> <p>Eliminating a Run On</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Eliminating Run On Sentence Card and whiteboards. 3. Working together, students identify the two sentences, select a coordinating conjunction and rewrite each sentence adding the comma and the coordinating conjunction. 4. Activity is over when all of the run on sentences have been corrected. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

4th – 5th Grade What Does It Mean?

<p>John is <u>unable</u> to help at the carnival.</p>	<p>Did you <u>preview</u> the new TV show?</p>	<p>After he lied to me, I <u>distrust</u> him.</p>
<p>The table came in a box <u>unassembled</u>.</p>	<p>He failed the first test so they will <u>retest</u> him tomorrow.</p>	<p>Jorge is <u>incapable</u> of skiing that difficult slope.</p>
<p>The person said she could <u>foretell</u> the future.</p>	<p>That toy was <u>enclosed</u> in plastic when we bought it.</p>	<p>Susie turned in the work even though it was <u>incomplete</u>.</p>
<p>At his funeral the award was given <u>posthumously</u>.</p>	<p>The law <u>prohibits</u> a person from driving before the age of 16.</p>	<p>He took the <u>posttest</u> and was stellar.</p>
<p>When he rescued the grandmother it was through <u>superhuman</u> effort.</p>	<p>The Zumba class was a popular <u>extracurricular</u> activity at school.</p>	<p>The competition between the 4th and 5th graders was <u>intramural</u>.</p>
<p>Before her surgery she went through <u>preoperational</u> procedures.</p>	<p>He will <u>promote</u> her to the next level.</p>	<p>The author asked me to write the <u>foreword</u> to his book.</p>

4th and 5th Grade Eliminating the Run On

1. John saw where the dog dropped the ball he picked it up and threw it.
2. I am eating apple pie I will eat my dinner later.
3. The phone is ringing loudly no one is answering it.
4. Is the gray cat yours is the black cat yours?
5. You chose to play soccer you chose to play the trumpet.
6. I gave her a new jacket I wanted to give her a sweater.
7. The snow was thick on the side of the road the snow plow cleared the way.
8. We could go to the mall we could eat at Red Robin.
9. I need a map I can find my way.
10. The butter is melting the fresh bread smells good.
11. Lauren's coach is under warranty the store would not take it back or fix it.
12. You can take in the mail I can take in the newspaper.
13. The eagle swooped down to catch the fish the fish swam quickly away.
14. We are going to the beach I am bringing my bathing suit.
15. Jill needs sturdier shoes Jill has them in her closet.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Greek Word Origins
Focus:	Vocabulary (Greek Roots), Clarifying, and Independent and Dependent Clauses

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

Give an example of several Greek roots. What do these roots mean? Why is that important to you in developing your vocabulary? Give an example of 5 dependent clauses. Write them on the white board. Add an independent clause so you can have a sentence. How will you punctuate this? 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.

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

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5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

Fluency Activity of the Day

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.

on with the story).

Vocabulary

Greek Word Origins

Just like there are Latin origins that can be found in English words so are the Greek Origins that do the exact same thing. Just like with Latin origins, knowing what the Greek origin of a word might be helps you know what that word means.

Review several Greek origins with the students:

- agri—field
- opt—eye
- cycl—circular pattern

Making Meaning

Directions:

1. Divide students into pairs.
2. Give each pair a Making Meaning card and two white boards.
3. Working together, students read the first sentence on the sentence card. After reading the Greek origin and the sentence, write the meaning of the word in your own language on the white board.
4. Pair should compare the sentences each wrote and justify why they are correct (return to the meaning).
5. Activity is complete when all sentences have been completed.

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-

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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;">Activity</p> <p>Clarifying:</p> <p>Individual Show-Off: Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Independent and Dependent Clauses</p> <p>An independent clause is a sentence. It has a subject and a predicate. It expresses a complete thought. To ensure that your sentence is an independent clause it is important to learn how to mark both the subject and the predicate. Independent clauses can have dependent clauses added to them. A dependent clause is not a complete sentence by itself. Words that are often used to signal a dependent clause include: after although, because, before, despite, even though, since, when, and whenever. A dependent clause is separated from an independent clause by a comma.</p> <p>Work through several examples on the board.</p> <p>Independent and Dependent:</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Independent and Dependent Sentence Card. 3. Together, students read each sentence and decide which part of the sentence is a dependent clause and which is the independent clause. Students should draw one line under the independent clause. 4. Once they have selected the independent clause, pair should circle the subject of the independent clause and put a box around the predicate. 5. When all groups are finished, ask each group to demonstrate understanding by sharing one of their answers. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

3-2-1

- Share 3 things you like about today's lesson.
- Share 2 questions you have that were not answered.
- Share 1 thing that you will use tomorrow that you practiced today.

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

4th – 5th Grade Match 'Em (Greek Roots)

biblio—book

At the end of her research paper she included a bibliography so we knew what she had read.

cardio—to heart

This exercise was designed not as weight training but to develop cardio.

therm—heat

The thermometer recorded a record 105°.

photo—light

He took a photograph of the family on the beach.

phob—fear

He had a phobia about germs and washed his hands all of the time.

agri—field

He went to college because as a farmer he wanted to know more about agriculture.

onym—game

We learned about antonyms and synonyms.

geo—earth

He is studying rocks as a geologist.

log—word

If you hurt someone's feelings you should apologize.

ast—star

Jill wants to be the first astronaut to Mars.

4th and 5th Grade Independent and Dependent Clauses

1. Even though it is sunny, he was wearing a heavy down jacket.
2. I will call you when I get to the restaurant.
3. When you finish cleaning your room, we can go to the mall.
4. The beach is beautiful when the tide has washed over the sand.
5. Whenever I hear the alarm, I jump.
6. Despite her effort to make friends with the new neighbor, they have remained strangers.
7. After the game, the team went out for pizza.
8. He will check on the departure time, before he arrives at the station.
9. When I was your age, I was driving a 10 year old Buick.
10. You are the winner of the race, even though you did not come in first across the finish line.
11. Whenever I see a sad movie, I have tears in my eyes.
12. Because they are sharing a hotel room, they both have a key.
13. He was able to use his gift certificate, since he arrived after 7:00 p.m.
14. Although there are four empty seats, you can't sit in that seat.
15. I will call my mother before the day is over.

Consult 4 Kids Lesson Plans

Components:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	What Does It Mean Prefixes
Focus:	Vocabulary (Prefixes), Clarifying, and Coordinating Conjunctions

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?

Please give examples of at least five prefixes and the meaning for each of the prefixes you list. What is important about using coordinating conjunctions correctly? Why is it important that you pay attention to sentence fragments?

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:

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

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

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

Fluency Activity of the Day

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.

Prefixes

Prefixes are a syllable of meaning added to the beginning of a word that changes the meaning of the word. Recognizing and understanding prefixes makes reading more fluent and can provide clues as to the meaning of the word.

Ask students if they can identify any prefixes and words that they attach to. Make a list on the board.

For the next 4 days we will be working with the following prefixes:

- un-
- re-
- pre-
- dis-
- in-
- en-
- fore-
- pro-
- post-
- pre-
- super-
- extr-
- intra-

We are going to work with these prefixes in three ways. There will be a matching (memory) activity. There will be a making words activity. There will be a definition writing activity. On the fourth day, students may select which of the activities they want to repeat.

What Does It Mean?

Directions:

1. Divide students into pairs.
2. Give each pair a deck of What Does It Mean? Cards.
3. Shuffle the cards and place face down between the players.
4. Player 1 draws a card, places it face up, reads the sentence on the card and tells what the underlined word means.
5. If he/she is correct, he/she keeps the card.

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<p>6. Player 2 continues play in the same way. 7. Game is over when all card have been drawn.</p>	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Clarifying:</p> <p>Silly Questions: Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/question would be, "Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?"</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Coordinating Conjunctions</p> <p>A coordinating conjunction allows you to join two related independent clauses. The coordinating conjunctions are: and, nor, but, for, yet, so, and or. When you have two independent clauses together they create a run-on sentence. To correct this problem, find out where the first sentence ends and the second sentence begins. Select a coordinating conjunction that demonstrates the relationship between the two sentences. Place a comma after the first sentence, add the coordinating conjunction and you are done. Example: The catsup is on the plate the French fries are hot. The catsup is on the plate and the French fries are hot.</p> <p>Eliminating a Run On</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Eliminating Run On Sentence Card and whiteboards. 3. Working together, students identify the two sentences, select a coordinating conjunction and rewrite each sentence adding the comma and the coordinating conjunction. 4. Activity is over when all of the run on sentences have been corrected. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

DIGA

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

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

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

4th – 5th Grade What Does It Mean?

<p>John is <u>unable</u> to help at the carnival.</p>	<p>Did you <u>preview</u> the new TV show?</p>	<p>After he lied to me, I <u>distrust</u> him.</p>
<p>The table came in a box <u>unassembled</u>.</p>	<p>He failed the first test so they will <u>retest</u> him tomorrow.</p>	<p>Jorge is <u>incapable</u> of skiing that difficult slope.</p>
<p>The person said she could <u>foretell</u> the future.</p>	<p>That toy was <u>enclosed</u> in plastic when we bought it.</p>	<p>Susie turned in the work even though it was <u>incomplete</u>.</p>
<p>At his funeral the award was given <u>posthumously</u>.</p>	<p>The law <u>prohibits</u> a person from driving before the age of 16.</p>	<p>He took the <u>posttest</u> and was stellar.</p>
<p>When he rescued the grandmother it was through <u>superhuman</u> effort.</p>	<p>The Zumba class was a popular <u>extracurricular</u> activity at school.</p>	<p>The competition between the 4th and 5th graders was <u>intramural</u>.</p>
<p>Before her surgery she went through <u>preoperational</u> procedures.</p>	<p>He will <u>promote</u> her to the next level.</p>	<p>The author asked me to write the <u>foreword</u> to his book.</p>

Consult 4 Kids Lesson Plans

4th and 5th Grade Eliminating the Run On

1. John saw where the dog dropped the ball he picked it up and threw it.
2. I am eating apple pie I will eat my dinner later.
3. The phone is ringing loudly no one is answering it.
4. Is the gray cat yours is the black cat yours?
5. You chose to play soccer you chose to play the trumpet.
6. I gave her a new jacket I wanted to give her a sweater.
7. The snow was thick on the side of the road the snow plow cleared the way.
8. We could go to the mall we could eat at Red Robin.
9. I need a map I can find my way.
10. The butter is melting the fresh bread smells good.
11. Lauren's coach is under warranty the store would not take it back or fix it.
12. You can take in the mail I can take in the newspaper.
13. The eagle swooped down to catch the fish the fish swam quickly away.
14. We are going to the beach I am bringing my bathing suit.
15. Jill needs sturdier shoes Jill has them in her closet.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Discovering Meaning
Focus:	Vocabulary (Latin Word Origins), Clarifying, and Dictionary Skills

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 do you know about the development of the English language? What about Latin word origins is important in understanding English? How might that help you with other languages as well? Why would it be important to understand how the dictionary works? 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 (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>Fluency Activity of the Day</p> <p>Modeled Reading: Read the Fluency Passage to the student so she or he can hear fluent reading. Have the student read the passage. If the student gets stuck on a word, read the word and have her or him repeat it. Repeated one-on-one readings will increase speed, accuracy, smoothness and expression. (You can pair more proficient readers with less proficient ones).</p>	
<p style="text-align: center;">Vocabulary</p> <p>Latin Word Origins</p> <p>The English language is made up of a number of different languages. One of those languages is Latin. If a student knows the meaning of the Latin root, the meaning of the entire word can be determined. For example the Latin root “octo” means 8. An octopus is a creature with 8 legs; an octave is a set of 8 musical notes; and an octagon is a shape with 8 sides.</p> <p>Review several Latin origins with the students:</p> <p style="padding-left: 40px;">serv—save or keep loc—place man—hand</p> <p>Discovering Meaning</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Discovering Meaning card and two white boards. 3. Working together, students read the first sentence on the sentence card. After reading the Latin origin and the sentence, write the meaning of the word in your own language on the white board. 4. Pair should compare the sentences each wrote and justify why they are correct (return to the meaning). 5. Activity is complete when all sentences have been completed. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

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<p>Activity</p> <p>Clarifying: Charades: Choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	
<p>Conventions</p> <p>Dictionary Skills Whether you are using an online or a paper dictionary (still found in the majority of classrooms), understanding ways to organize and understand words is important. For the next three days students will take a look at these basis dictionary skills:</p> <ul style="list-style-type: none"> • alphabetical order • guide words • entry word information • definitions • multiple meanings <p>The entry word is the word that you are looking at when you are using the dictionary. It is the main word and they are listed in alphabetical order.</p> <p>It's What? Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair an It's What Game Card and dictionary. 3. Working together, students look at the It's What Game Card and select one of the words, look it up in the dictionary, and mark the items that they see in the dictionary entry. 4. As they find one of the identified items, they mark the section on the Game Card with an "X". 5. Activity is over when all items on the card are complete. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

LBNT

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

4th – 5th Grade Discovering Meaning

<p>narr—to tell The play's narrator filled in the reader about what was going on.</p>
<p>ques—to ask or seek John was able to ask a question.</p>
<p>pop—people Our town is so crowded with people.</p>
<p>numer—number The numerals were written in order.</p>
<p>orig—beginning She was one of the original players</p>
<p>form—shape, not changing The Army gave her a new uniform.</p>
<p>loc—place What location is the most essential?</p>
<p>serv—save, keep He got to the restaurant early so he could reserve the table.</p>
<p>volv—to roll, change The merry-go-round revolved around the center post.</p>
<p>migr—move The geese migrate from one location to another.</p>

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4th – 5th Grade It's What?

Look each entry word up in the dictionary. Check for each of the items listed to the right of the entry word in the dictionary. If you find the item in the dictionary entry, put a check mark in the box.

Entry Word	Part of Speech	Pronunciation	Definition	Usage	Derivations	Pictures	Sentence
apple							
storm							
rainforest							
icicle							
cement							
frantic							
perfection							
cast							
wreck							
drastic							
telephone							
critically							

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Dictionary Race
Focus:	Vocabulary (Latin Word Origins), Questioning, and Dictionary Use

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? List several words that you use regularly that have a Latin root origin. If you use a dictionary, how to the guide words at the top of the page help you to locate words? Why is alphabetical order important? 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.

Content (the “Meat”)

Fluency

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

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

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

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

Consult 4 Kids Lesson Plans

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

Fluency Activity of the Day

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

Vocabulary

Latin Word Origins

The English language is made up of a number of different languages. One of those languages is Latin. If a student knows the meaning of the Latin root, the meaning of the entire word can be determined. For example the Latin root "octo" means 8. An octopus is a creature with 8 legs; an octave is a set of 8 musical notes; and an octagon is a shape with 8 sides.

Match 'Em

Directions:

1. Divide students into pairs.
2. Give each pair a set of Match 'Em cards.
3. Shuffle the cards and place them in a 5 card by 4 card grid, face down.
4. The object of the game is to find the Latin origin and its meaning, and matching them.
5. Players take turn, gathering the matched pairs with them.
6. If there are spaces and you have cards left, fill in the spaces in the grid with those cards.
7. 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

Questioning:

I Wonder: Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For

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>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 style="text-align: center;">Conventions</p> <p>Dictionary Skills Whether you are using an online or a paper dictionary (still found in the majority of classrooms), understanding ways to organize and understand words is important. For the next three days students will take a look at these basis dictionary skills:</p> <ul style="list-style-type: none"> • alphabetical order • guide words • entry word information • definitions • multiple meanings <p>Dictionaries provide a definition for a word. A definition is a formal description of the word. Many words have more than one meaning listed. The dictionary will also give you the part of speech, a pronunciation guide, and sometimes will show a picture, use the word in a sentence, and provide with words derived from the word you are looking up.</p> <p>Dictionary Race <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a dictionary. 3. Call out a word (see the list of words and questions at the end of the lesson plan) and have pairs look the word up as quickly as possible. 4. When the pair has found the word, have them stand up. 5. Once you have one team standing, have the team share with the group the page number of the word they have found so everyone can turn to the entry. 6. Select one of the questions to ask about the word and have the team respond. 7. If they are correct, the team gets 1 point. 8. Game is over when time is called or you have used all of the words. 	<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
<p style="text-align: center;">Review</p> <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<p style="text-align: center;">Debrief</p> <p>3-2-1</p> <ul style="list-style-type: none"> • Share 3 things you like about today's lesson. • Share 2 questions you have that were not answered.

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- Share 1 thing that you will use tomorrow that you practiced today.

Reflection (Confirm, Tweak, Aha!)

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

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4th – 5th Grade Match 'Em Cards

aptus	suitable	volv	to roll
serv	save or keep	orig	beginning
migr	change or move	numer	number
loc	place	form	shape, not changing
lab	work	narr	to tell
man	hand	ques	ask

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pop	people	luna	moon
mater	mother	sim	like
tex	weave or text	turb	confusion
mater	mother	tex	weave or text
turb	confusion	urb	city

Consult 4 Kids Lesson Plans

4th-5th Grade Dictionary Race Word Bank for Dictionary Race

guerilla	station
wrangle	novelty
hysteria	luncheon
fragile	premiere
mainstream	fence
impoverish	awkward
ridiculous	gigantic
adventure	relish
craft	zenith
cinema	station

Questions to ask students

1. How many definitions does this word have?
2. What is the part of speech of this word?
3. Write the pronunciation guide for the word on the white board.
4. Does this word have a sentence? If so, read it aloud.
5. Is there an illustration or picture accompanying this word?
6. Does the entry give you examples of synonyms or antonyms?
7. Does the entry give you an example of forms of the word (critic, criticism, critical)

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Prefixes Memory
Focus:	Vocabulary (Prefixes), Questioning, and Independent, Dependent, or Phrase

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

Give several examples of prefixes. What do these prefixes mean? How does adding a prefix to a word, change it? What is the difference between a dependent and an independent clause? What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the “Meat”)

Fluency

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

Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

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

Fluency Activity of the Day

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.

Prefixes

Prefixes are a syllable of meaning added to the beginning of a word that changes the meaning of the word. Recognizing and understanding prefixes makes reading more fluent and can provide clues as to the meaning of the word.

Ask students if they can identify any prefixes and words that they attach to. Make a list on the board.

For the next 4 days we will be working with the following prefixes:

un-
 re-
 pre-
 dis-
 in-
 en-
 fore-
 pro-
 post-
 pre-
 super-
 extr-
 intra-

We are going to work with these prefixes in three ways. There will be a matching (memory) activity. There will be a making words activity. There will be a definition writing activity. On the fourth day, students may select which of the activities they want to repeat.

Memory

Directions:

1. Divide students into pairs.
2. Give each pair a set of Memory cards.
3. Shuffle the cards and place them in a 54 card by 4 card grid, face down.
4. The object of the game is match the prefix with its meaning.
5. Players take turns, gathering the matched pairs with them.
6. If there are spaces and you have cards left, fill in the spaces in the grid with those cards.
7. Game is over when all cards have been drawn.

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you’ve read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Questioning:</p> <p>Question and Connection: Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p> <p>Example: If students read something about Columbus, the QUESTION card might read: What were the names of the three ships Columbus sailed with? If the same article was read, a CONNECTION card might read: How does Columbus coming to the new world connect to the Pilgrims coming over 100 years later?</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Independent, Dependent or Phrase</p> <p>An independent clause has a subject and predicate and expresses a complete thought and can stand alone as a sentence. A dependent clause has a subject and a predicate, but it does not express a complete thought and it can not stand alone as a sentence. A phrase is a group of words that does not have a subject and predicate.</p> <p>Determining if a group of words is a dependent or independent clause or simply a phrase is important so students can speak and/or write more clearly.</p> <p>Have students share several examples of the three categories above.</p> <p>I, D or P</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a game board and a deck of I, D or P cards. 3. Shuffle the cards and place face down by the game board. 4. Player 1 draws a card, determines if it is an example of a dependent clause, independent clause or phrase and places the card in the correct column. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

5. Player 2 continues the play.	
6. Game is over when all cards have been placed.	

Closing

Review

Say:

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

Debrief

DIGA

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

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

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

4th – 5th Grade Prefixes—Memory

dis-	opposite of	pre-	before
un-	not	en-	in, into
in-	no, not	fore-	before
post-	after	pre-	before
pro-	in favor of	super-	more than, above
extra-	beyond	intra-	within

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4th and 5th Grade I, D, or P Game Board

Independent Clause	Dependent Clause	Phrase

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4th and 5th Grade I, D or P Cards

running and jumping in the pool	around 5:00	dogs bark
whenever I see the stars	just in time	this flashlight works
after Jorge comes home	through the door	he mows the lawn
before you go	buried under the tree	Joan drives the car
because you've seen the movie	laughed aloud	Fred enjoyed the movie
even though it is hot	have a blister on my hand	Jill fell down the hill
when starting a fire	a stone border	the fireman is brave
when the fog has cleared	the beautiful sunset	they were standing on the deck
since you are the oldest	the open bag of crackers	Jack likes football

Consult 4 Kids Lesson Plans

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

Materials:

Activity at end of lesson plan

White Boards, pens and/or crayons

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? What do you know about analyzing words? What are some synonyms for the word “ugly”. How does predicting help you think about the story you are going to read. What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this? What do you know about Latin Roots? Why is it important to know the meaning of the roots? What do you know about the different types of sentences? List the four types of sentences. Give an example of each one.

Content (the “Meat”)

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

Repeated Reading passages can be found at:

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

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

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

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5. Have students read the passage for 1 minute and then count the words read. Record the number of words next to the first number recorded.
6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

Fluency Activity of the Day

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

on with the story).

Vocabulary

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

Latin Word Origins

The English language is made up of a number of different languages. One of those languages is Latin. If a student knows the meaning of the Latin root, the meaning of the entire word can be determined. For example the Latin root "octo" means 8. An octopus is a creature with 8 legs; an octave is a set of 8 musical notes; and an octagon is a shape with 8 sides.

Match 'Em

Directions:

1. Divide students into pairs.
2. Give each pair a set of Match 'Em cards.
3. Shuffle the cards and place them in a 5 card by 4 card grid, face down.
4. The object of the game is to find the Latin origin and its meaning, and matching them.
5. Players take turn, gathering the matched pairs with them.
6. If there are spaces and you have cards left, fill in the spaces in the grid with those cards.
7. 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).

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-

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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;">Activity</p> <p>Summarizing: 10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?"</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>Types of Sentences There are 4 types of sentences: declarative, interrogative, imperative, and exclamatory. A declarative sentence makes a statement. An interrogative sentence asks a question. An imperative sentence gives a command or an order. An exclamatory sentence shows strong emotion. Have students give you several examples of each type of sentence. Discuss that the punctuation marks for these sentences include the ., ? and !</p> <p>Sentence Types Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs <ul style="list-style-type: none"> Give each pair one dice and a pair of white boards Rules: If you roll a: <ul style="list-style-type: none"> 1 = declarative 2 = interrogative 3 = choice 4 = imperative 5 = exclamatory 6 = choice 2. Player 1 rolls the dice and follows the rule, writing the type of sentence required (unless it is a choice in which case player can write any of the four types of sentences) on the white board. 3. If Player 2 agrees that the sentence written is the correct type, Player 1 gets a point. 4. Player 2 then plays in exactly the same way. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

LBNT

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

4th – 5th Grade Match 'Em Cards

aptus	suitable	volv	to roll
serv	save or keep	orig	beginning
migr	change or move	numer	number
loc	place	form	shape, not changing
lab	work	narr	to tell
man	hand	ques	ask

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pop	people	luna	moon
mater	mother	sim	like
tex	weave or text	turb	confusion
mater	mother	tex	weave or text
turb	confusion	urb	city

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Making Words and D or P
Focus:	Vocabulary (Prefixes), Summarizing, and Dependent, Independent, Phrases

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).

Consult 4 Kids Lesson Plans

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

Fluency Activity of the Day

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.

Prefixes

Prefixes are a syllable of meaning added to the beginning of a word that changes the meaning of the word. Recognizing and understanding prefixes makes reading more fluent and can provide clues as to the meaning of the word.

Ask students if they can identify any prefixes and words that they attach to. Make a list on the board.

For the next 4 days we will be working with the following prefixes:

un-
re-
pre-
dis-
in-
en-
fore-
pro-
post-
pre-
super-
extr-
intra-

We are going to work with these prefixes in three ways. There will be a matching (memory) activity. There will be a making words activity. There will be a definition writing activity. On the fourth day, students may select which of the activities they want to repeat.

Making Words:

Directions:

1. Divide students into pairs.
2. Give each pair a Making Words Game Board and a deck of Making Words cards.
3. Shuffle the cards and place face down by the game board.
4. Player 1 draws a card and reads the word. He/she then selects a prefix from the game board that can be added to the word he/she drew.
5. Player 1 then uses the new word in a sentence and places a marker on the prefix used.

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<ol style="list-style-type: none"> 6. Player 2 then repeats. 7. A player may use a prefix that has been marked, replacing the existing marker with his/her own. 8. Winner is the player with the most markers on the board. 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Summarizing:</p> <p>Somebody/Wanted? But? So: This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1st Square: somebody (Identify the character), 2nd Square: Wanted (Describe the character's goal), 3rd Square: But (Describe the conflict or the problem), 4th Square: So (Describe the resolution of the conflict.)</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p>Independent, Dependent or Phrase</p> <p>An independent clause has a subject and predicate and expresses a complete thought and can stand alone as a sentence. A dependent clause has a subject and a predicate, but it does not express a complete thought and it can not stand alone as a sentence. A phrase is a group of words that does not have a subject and predicate.</p> <p>Determining if a group of words is a dependent or independent clause or simply a phrase is important so students can speak and/or write more clearly.</p> <p>Have students share several examples of the three categories above.</p> <p>I, D or P</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a game board and a deck of I, D or P cards. 3. Shuffle the cards and place face down by the game board. 4. Player 1 draws a card, determines if it is an example of a dependent clause, independent clause or phrase and places the card in the correct column. 5. Player 2 continues play. 6. Game is over when all cards have been placed. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

LBNT

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

4th – 5th Grade Prefixes—Memory

dis-	opposite of	pre-	before
un-	not	en-	in, into
in-	no, not	fore-	before
post-	after	pre-	before
pro-	in favor of	super-	more than, above
extra-	beyond	intra-	within

Consult 4 Kids Lesson Plans

4th and 5th Grade Independent and Dependent Clauses

1. Even though it is sunny, he was wearing a heavy down jacket.
2. I will call you when I get to the restaurant.
3. When you finish cleaning your room, we can go to the mall.
4. The beach is beautiful when the tide has washed over the sand.
5. Whenever I hear the alarm, I jump.
6. Despite her effort to make friends with the new neighbor, they have remained strangers.
7. After the game, the team went out for pizza.
8. He will check on the departure time, before he arrives at the station.
9. When I was your age, I was driving a 10 year old Buick.
10. You are the winner of the race, even though you did not come in first across the finish line.
11. Whenever I see a sad movie, I have tears in my eyes.
12. Because they are sharing a hotel room, they both have a key.
13. He was able to use his gift certificate, since he arrived after 7:00 p.m.
14. Although there are four empty seats, you can't sit in that seat.
15. I will call my mother before the day is over.

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the “Meat”)

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) throughout

Repeated Reading passages can be found at:

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

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

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

Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p>Fluency Activity of the Day</p> <p>Retest student, read for 1 minute compare results with the pre-test.</p>	
<p style="text-align: center;">Vocabulary</p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p>Today is a 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"> Discovering Meaning Match 'Em Making Meaning Memory Making Words What Does It Mean? 	
<p style="text-align: center;">Reciprocal Teaching</p> <p>There are four sections of Reciprocal Teaching:</p> <p>Predicting (what do you think will happen next—not a guess but based on evidence in the text).</p> <p>Clarifying (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p>Questioning (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;">Activity</p> <p>Q and S</p> <p>Question and Connection #2: Ask all students to form a group of 4-5 students. In the group, someone asks a question about what was read and everyone must provide a different answer. Students should provide the answer in a complete sentence.</p> <p>Summarizing:</p> <p>Did you know? In this activity pair students with one another. The first student asks, "Did you know...?" and then adds a piece of information that he/she has learned from the reading. The second student responds either "yes" or "no", and then asks, "Did you know...?" this continues until each student has asked 3-5 questions.</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

Consult 4 Kids Lesson Plans

<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>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"> Before, After, Between It’s What? Dictionary Race Sentence Types Independent and Dependent I, D or P Eliminating a Run-On 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>LBNT</p> <p>Have students share what they like best about today’s ELA activities and list that under the heading: LB or Liked Best Have students share what they would want more of next time during the ELA activities and list that under the heading of NT or Next Time.</p>

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