

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Affixes and Which One?
Focus:	Vocabulary (Suffixes) Predicting, and Run On Sentences

Materials:

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

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

What do you know about suffixes? Where do you find suffixes in a word? What happens to a word when you add a suffix? What is a run-on sentence? Why is it important when we communicate to avoid run-on sentences? How does predicting help you think about the story you are going to read? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

Content (the “Meat”)

Fluency

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

Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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

Fluency Activity of the Day

Fluency Test—Read 1 minute count number of words read. Record the total on a personal chart. A suggestion would be to have a stamp or chart on the front of the student's vocabulary notebook and have them write the total words read on the chart.

Vocabulary

Focusing on developing vocabulary is essential if you are going to be able to communicate effectively. The English language has over 550,000 words and although you don't need to know all of them, it is important that you know as many as possible.

Suffixes -

Suffixes are a syllable that is added to the end of a word to change meaning. Sometimes you simply add the suffix. Other times, you have to prepare the root word. For example if you are adding the suffix -er to the word swim, you would need to add another "m", so the new word would be spelled: swimmer. If you were going to add the suffix -able to note, you would drop the e and write the word notable.

- ful (full of)
- er (person who)
- ly (how it is done)
- ible (able to do—added to a root word that is not a word on its own)
- able (able to do—added to a word that can stand alone)

Practice several words on with suffixes on the board.

Which One?

Directions:

1. Divide students into pairs.
2. Give each pair a Which One? Game Board and deck of Which One? Cards. Also give each pair a white board.
3. Shuffle the cards and place facedown next to the game board between the players.
4. Player 1 draws a card a reads the description, looking closely at the underlined word.
5. Player will then select the appropriate suffix to add to the word to match the description.
6. Player will write the word, with the suffix, on his/her white board.

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).

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

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<p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Predicting</p> <p>Find the Evidence: On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	<p>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>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p>Run On Sentences</p> <p>A run on sentence is two independent clauses that are written together as if they are one sentence.</p> <p>When you have written a run-on sentence, you will need to correct it. You can do that in one of several ways:</p> <ul style="list-style-type: none"> • create 2 separate sentences • separate the two independent clauses with a semicolon (;) • add a coordinating conjunction—and, nor, but, for, yet, so, or—find the end of the first sentence, add a comma and a coordinating conjunction that will demonstrate how the two sentences are related, add the conjunction and the second sentence. <p>Correct It</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Correct It game board and a deck of Correct It cards, and a die. 3. Shuffle the cards and place face down next to the game board. 4. Player 1 rolls a die, moving that many spaces. Player 1 then draws a card with a run on sentence. 5. Following the guideline that the person landed on, the Player corrects the runOn sentence. 6. Player 2 continues the process. 7. Game is over when player gets to the finish line. 	<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!)

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4th-5th Grade Which One?

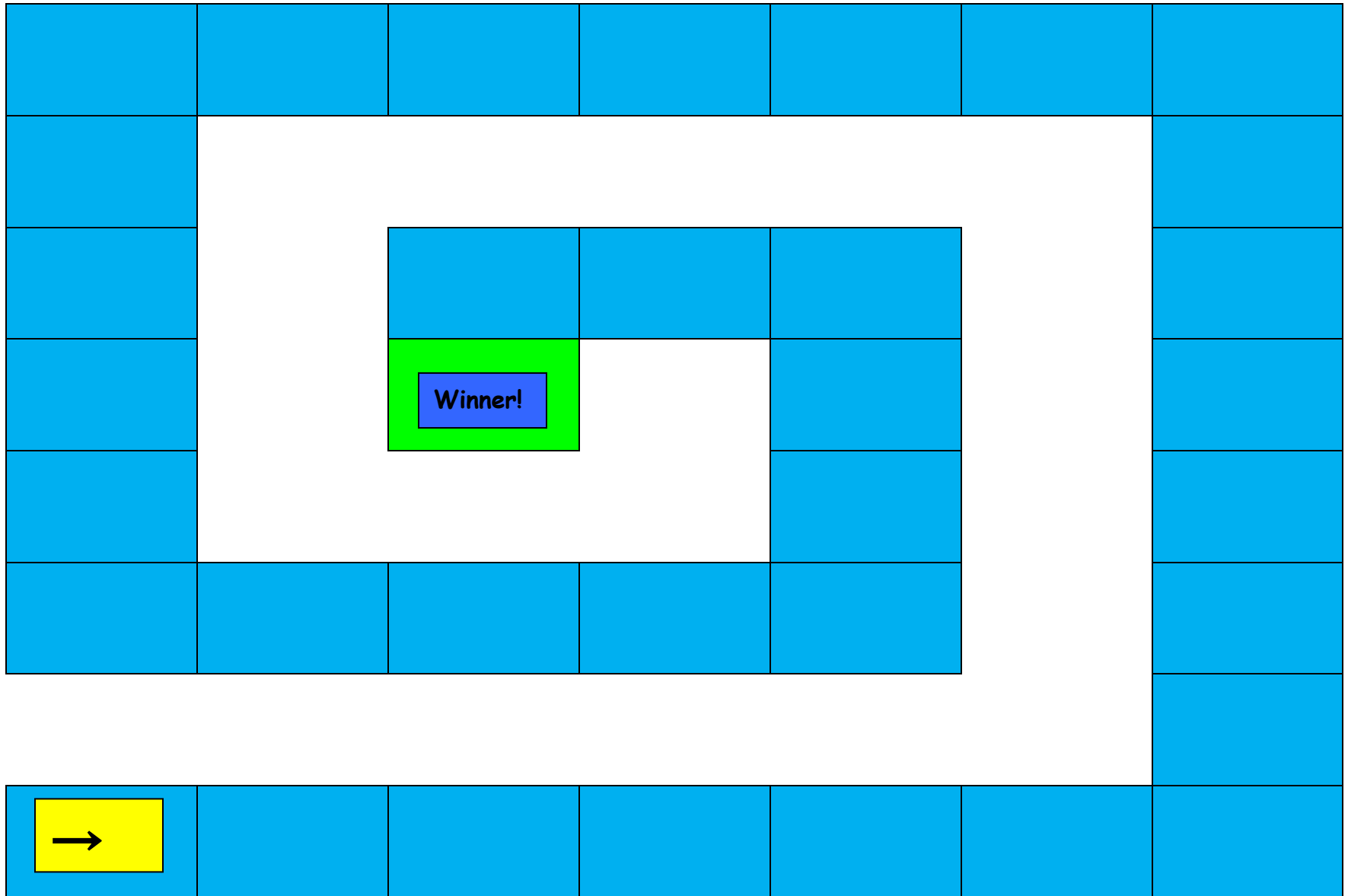
-er	-ful	-ly	-able	-ible	-er
-ful	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 20px; text-align: center;"> <p>Which One? Suffixes</p> </div>				-ly
-able					-ible
-er					-ful
-ly					-able
-ible					-ible
-ible	-er	-ful	-ly	-able	-ible

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4th-5th Grade Which One? Cards

full of <u>joy</u>	person who tends the <u>garden</u>	full of <u>wonder</u>	how you feel when the injury is <u>bad</u>
full of <u>grace</u>	person who <u>rides</u>	person who <u>teaches</u>	doing it every <u>week</u>
full of <u>hate</u>	doing something with <u>safety</u> on your mind	person who <u>sings</u>	all that your <u>hand</u> can hold
a person who <u>skates</u>	a really bad dream is (<u>horr-</u>)	something that you can eat (<u>ed-</u>)	something that is amazing (<u>incred-</u>)
demonstrates honor (<u>honor-</u>)	something really awful (<u>terr-</u>)	someone you can rely on (<u>depend-</u>)	something you can not bear (<u>unbear-</u>)
when shoes feel good on your feet (<u>comfort-</u>)	something that is easy to see (<u>vis-</u>)	a really cool place to be (<u>desire-</u>)	wearing appropriate clothes (<u>suit-</u>)
something done that is fair and <u>just</u>	person who <u>bakes</u>	person who <u>presents</u>	do something and be <u>happy</u>

4th – 5th Grade Run On Sentences—Correct It

A maze puzzle on a grid. The maze is formed by blue walls. The path starts at a yellow square containing a black arrow pointing right in the bottom-left corner. The path winds through the maze and ends at a green square containing a blue box with the text 'Winner!' in the center. The rest of the grid cells are blue.



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4th – 5th Grade Run On Sentence Correct It Cards

You have a new bike take care of it.	The fair is open this week we are going to it.	My nose is cold my feet are freezing.	Joe is in my class he sits across from me.
Joe crossed the finish line first Jill crossed second.	It is raining today take your umbrella.	The dog barked loudly the cat ran away.	Dad went to the grocery store he bought pickles.
Liz is driving the car it is a Camry.	He earned \$40.00 he bought new game.	Jill watched the movie she was excited.	The Fed Ex driver left the package it was huge.
Jules was golfing he got a hole in one.	Joe has a cold he is using a lot of Kleenex.	Terri is cooking dinner she is making spaghetti.	The monkey is in the cage it is swinging across it.
The parrot is colorful it knows nineteen words.	We saw the panda it was black and white.	The class had a guest speaker she was a Senator.	He went on a safari he saw 13 lions.



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<p>Dorothy clicked her heels together she woke up in Kansas.</p>	<p>Have you seen the truck have you seen the driver?</p>	<p>Look under the tree find the hidden prize.</p>	<p>The raccoon is looking for food it washes it in the stream.</p>
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Idioms and Parts of Speech
Focus:	Vocabulary (Idioms), Predicting, and Parts of Speech

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 idioms? What is meant by the idiom: “bring a white elephant”? What other idioms can you think of? What are the parts of speech? List as many of the different parts of speech that you can. List several examples of each of the parts. 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).

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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.

Idioms

An idiom is a figure of speech. A figure of speech has to be “translated” if it is to be understood. An idiom is not “translated” literally. For example, the idiom to describe a heavy rain is “rained cats and dogs”. Needless to say, no real cats or dogs fell from the sky as rain, but the meaning is only clear if you understand the idiom.

Review several idioms with the students.

Idioms

Directions:

1. Divide students into pairs.
2. Give each pair an Idiom Game Board and an Idiom Card and a set of Idiom Definition Cards.
3. Place the definition cards face down.
4. Player draws a definition card and has 30 seconds to locate the correct idiom.
5. If player matches the definition and the idiom correctly, then he/she rolls the die and moves that many spaces.
6. If player does not match the definition and the idiom correctly, then he/she loses his/her turn.
7. Play continues until one person completes the course.
8. Cards may be reshuffled for play to continue.

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 Three Words: share with students the topic for the day. Ask students to think about what they think will be shared in the materials that they will read. Ask a student to read the title of the material. Choose one word from the title. Write that word on the board or a piece of chart paper. Ask students to look at the picture. Choose one word that the picture brings to mind and write that word on the board. Finally, Give students a copy of the text and ask them to randomly select one word from the text and write that one on the board as well. The students will then work in pairs and using those three words will write a description of what they believe the story will be about.</p>	
<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>Parts of Speech The English language is made up of all kinds of words, over 500,000 of them To make sense of the words and the function of each of them, the words are divided into parts of speech. These are the parts of speech:</p> <ul style="list-style-type: none"> ● noun: name a person, place or thing ● verb: show action or state of being ● adjective: describers of nouns ● adverbs: describers of verbs ● interjections: words that show strong emotion ● prepositions: connect nouns, pronouns, and phrase to other words in the sentence ● pronoun: words that take the place of a noun ● conjunctions: words that combine sentences or parts of sentences <p>Review these parts of speech with the students and ask them to give you examples of each</p> <p>Parts of Speech <u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Parts of Speech Game Board and random a list of words. 3. Working together, students look at each word on the list and determine which part of speech the word is. 4. Students then write the word on the game board under 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>

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?

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Debrief

3-2-1

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

Reflection (Confirm, Tweak, Aha!)

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

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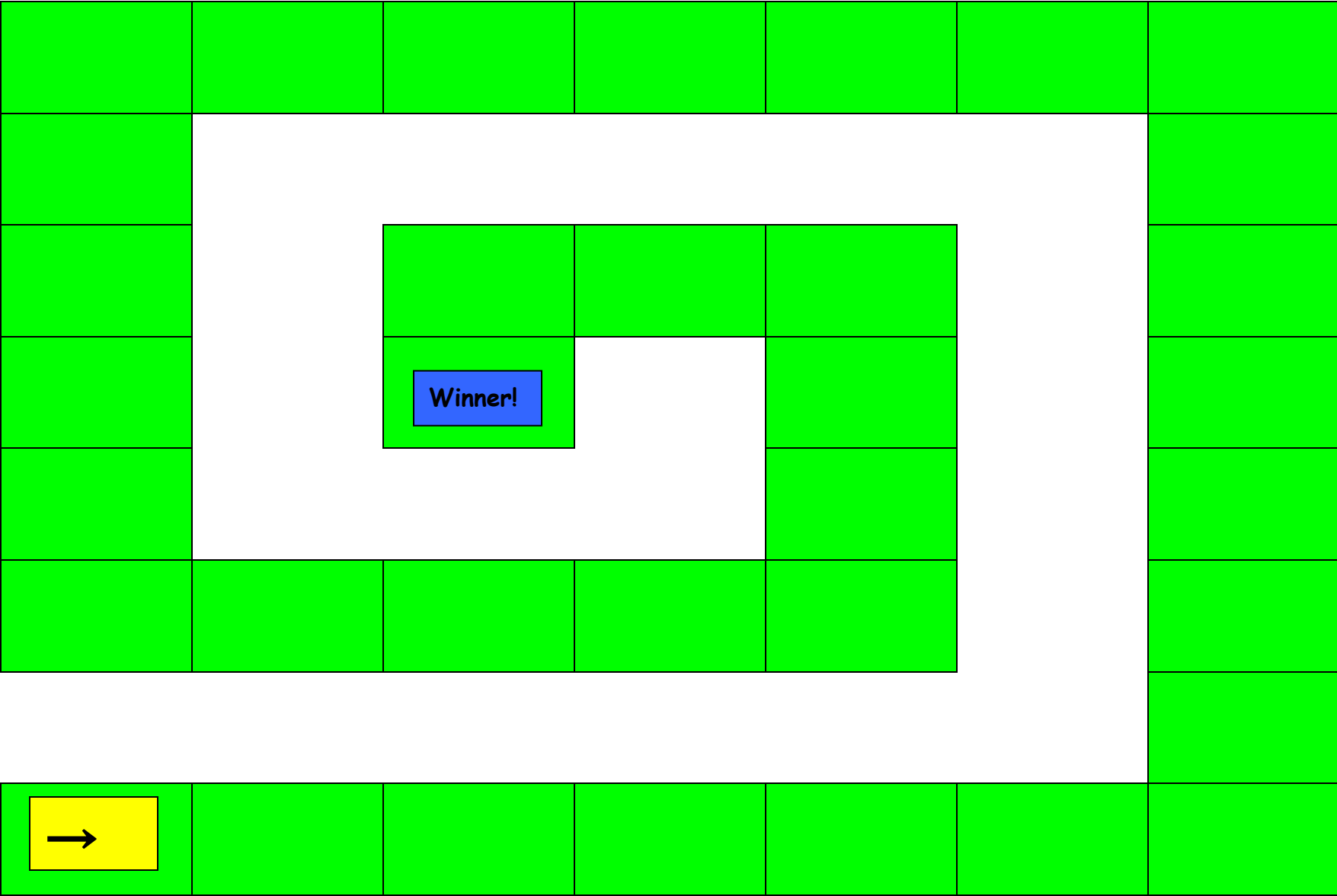
4th – 5th Grade Parts of Speech Word Bank

and	about	around	among
beautiful	big	bird	car
brother	book	clearly	despite
cat	but	down	either
juggle	draw	dribble	fluently
me	friendly	fantastic	incredible
mine	fry	for	it
onto	he	handsome	lazy
ouch	hey	immediately	over
phew	loudly	nor	quickly
run	neighbor	oh	ship
slowly	or	park	spell
so	shhh	tackle	they
softly	striking	we	work
three	their	wow	yet
to	throughout	you	yikes



4th – 6th Grade Parts of Speech

Parts of Speech							
Noun	Verb	Adjective	Adverb	Pronoun	Preposition	Interjection	Conjunction



4th – 5th Grade Idioms Game Board

Idioms Card

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

Do not cut these apart

Idiom Definition Cards (Cut apart)

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

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Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Parallel Structures
Focus:	Vocabulary (Frequently Misspelled Words), Predicting, and Parallel Structures

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 words do you have challenges with when you spell them? What about those words makes them challenging? What strategies do you use to help you with these words? If lines are parallel, what does that mean? What do you think is meant by the term parallel structures when it comes to English Language Arts? 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

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Repeated Reading Process

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

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

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.

Frequently Misspelled Words

Some words are just challenging to spell. There are some words that are misspelled by many people. Sometimes it is because the words are homophones and people become confused by which word they mean. Other times, the spelling may not “make sense” to the speller. No matter what the reason, it is important to practice these easily misspelled words.

Spell It

Directions:

1. Divide students into pairs.
2. Give each pair a Spell It Word Bank.
3. Students review the word bank together, looking at each word and how it is spelled.
4. Once the Word Bank has been reviewed, turn the word bank over.
5. Player 1 asks Player 2 to spell a word that is on the list.
6. Player 2 spells the word.
7. Both players check to see if the speller is correct.
8. If the player is correct, when word is spelled correctly, repeat.
9. If not correct, then person should practice the spelling and then try to spell the word correctly on the second try.
10. Game continues until all words have been spelled correctly.

Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to

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<p>check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>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>determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p>Parallel Structure Parallel structure refers to creating a pattern with words. Parallel structure means that the same form of a words or phrasing is used in a single sentence. Although it may not seem important, this makes a big difference if you are trying to communicate as clearly as possible. It is easy enough to be confused by what someone else means, so anything we can do is important. Example: Joe likes to jump and to hop. Joe likes jumping and hopping. A non parallel sentence would be Joe likes to jump and hopping.</p> <p>Ask students to create several parallel sentences.</p> <p>Creating a Parallel Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Creating a Parallel Cards and a game board. 3. Students shuffle the cards and place them face down next to the game board. 4. Player 1 draws a card and determines if the sentence on the card represents a parallel or non-parallel structured sentence. 5. Player 1 places the card in the correct column. 6. Player 2 continues. 7. Activity is over when all cards have been place. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

LBNT

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

Reflection (Confirm, Tweak, Aha!)

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

4th – 5th Grade—Spell It

Spell It Word Bank

schedule

ninety

forty

temperature

theories

weird

their

sense

shoulder

library

friend

license

alright

believe

niece

neighbor

they

grateful

equipped

argument

attitude

divide

stories

favorite

truly

ridiculous

separate

restaurant

yield

paid

4th – 5th Grade Parallel Sentences

Parallel Sentences	
Parallel	Not Parallel

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4th – 5th Grade Parallel Sentence Cards

John walks to the park and rides to the arcade.	Lawrence mowed the law, chopped the weeds, and pruned the roses.	I took my shower, brushed my teeth, and dressed for cold weather.
The pig is oinking, the duck is quacking, and the cow is mooing.	The book was opened and the magazine was closed.	Put your golfing shoes, you tennis shoes, and your dress shoes in the closet.
In his pocket there is a pen, a flashlight, and a business card.	The cat meowed and the dog barked.	He walked home and he ran around the track.
Put in the paper, the ink cartridge, and the staples.	When crossing the street stop, look both ways, and listen for traffic.	The garden had roses, petunias, and zinnias.
Molly likes to cook and to bake.	Maria bakes bread, cakes, and cookies.	Beth likes to run and jumping.
Fred brushed his teeth, combed his hair, and ate.	The cow moos and the horse is neighing.	The dog was growling and he ate a bowl of kibble.
Jill ate cake, is eating soup and washes plates.	Her sight is perfect and her hearing is terrific	The wolf howled at the moon and is stalking the raccoon.
He screamed at the intruder and was yelling at the police.	Martin placed the flooring down and was painting the walls.	The singing and the dance were enjoyed by all.
The creeping vines climbed the wall and grow fast.	We will toast the bread and buttered the spinach.	The museum was beautiful in design and built on a hill.

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Frequently Misspelled Words
Focus:	Vocabulary (Frequently Misspelled Words), Clarifying, and Parallel Structures

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 some examples of words that are frequently misspelled. What are the reasons that these words are challenging to spell correctly? Create a sentence or two where you intentionally develop a parallel structure. How do you know that the components in the sentence are parallel?

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

Beyond fluency, it is important to read with correct phrasing and expression.

What can you do to accomplish this?

Content (the “Meat”)

Fluency

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

Repeated Reading Process

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

*Activity → Teachable Moment(s) *throughout*

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

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

Fluency Activity of the Day

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

Vocabulary

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.

Frequently Misspelled Words

Some words are just challenging to spell. There are some words that are misspelled by many people. Sometimes it is because the words are homophones and people become confused by which word they mean. Other times, the spelling may not "make sense" to the speller. No matter what the reason, it is important to practice these easily misspelled words.

Spell It

Directions:

1. Divide students into pairs.
2. Give each pair a Spell It Word Bank.
3. Students review the word bank together, looking at each word and how it is spelled.
4. Once the Word Bank has been reviewed, turn the word bank over.
5. Player 1 asks Player 2 to spell a word that is on the list.
6. Player 2 spells the word.
7. Both players check to see if the speller is correct.
8. If the player is correct, when word is spelled correctly, repeat.
9. If not correct, then person should practice the spelling and then try to spell the word correctly on the second try.
10. Game continues until all words have been spelled correctly.

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).

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

Consult 4 Kids Lesson Plans

<p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Clarifying:</p> <p>Individual Show-Off: Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>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>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p>Parallel Structure</p> <p>Parallel structure refers to creating a pattern with words. Parallel structure means that the same form of a words or phrasing is used in a single sentence. Although it may not seem important, this makes a big difference if you are trying to communicate as clearly as possible. It is easy enough to be confused by what someone else means, so anything we can do is important. Example: Joe likes to jump and to hop. Joe likes jumping and hopping. A non parallel sentence would be Joe likes to jump and hopping.</p> <p>Ask students to create several parallel sentences.</p> <p>Creating a Parallel</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a set of Creating a Parallel Cards and a game board. 3. Students shuffle the cards and place them face down next to the game board. 4. Player 1 draws a card and determines if the sentence on the card represents a parallel or non-parallel structured sentence. 5. Player 1 places the card in the correct column. 6. Player 2 continues. 7. Activity is over when all cards have been place. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

3-2-1

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

Reflection (Confirm, Tweak, Aha!)

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

4th – 5th Grade—Spell It

Spell It Word Bank

schedule

ninety

forty

temperature

theories

weird

their

sense

shoulder

library

friend

license

alright

believe

niece

neighbor

they

grateful

equipped

argument

attitude

divide

stories

favorite

truly

ridiculous

separate

restaurant

yield

paid

4th – 5th Grade Parallel Sentences

Parallel Sentences	
Parallel	Not Parallel

Consult 4 Kids Lesson Plans

4th – 5th Grade Parallel Sentence Cards

John walks to the park and rides to the arcade.	Lawrence mowed the law, chopped the weeds, and pruned the roses.	I took my shower, brushed my teeth, and dressed for cold weather.
The pig is oinking, the duck is quacking, and the cow is mooing.	The book was opened and the magazine was closed.	Put your golfing shoes, you tennis shoes, and your dress shoes in the closet.
In his pocket there is a pen, a flashlight, and a business card.	The cat meowed and the dog barked.	He walked home and he ran around the track.
Put in the paper, the ink cartridge, and the staples.	When crossing the street stop, look both ways, and listen for traffic.	The garden had roses, petunias, and zinnias.
Molly likes to cook and to bake.	Maria bakes bread, cakes, and cookies.	Beth likes to run and jumping.
Fred brushed his teeth, combed his hair, and ate.	The cow moos and the horse is neighing.	The dog was growling and he ate a bowl of kibble.
Jill ate cake, is eating soup and washes plates.	Her sight is perfect and her hearing is terrific	The wolf howled at the moon and is stalking the raccoon.
He screamed at the intruder and was yelling at the police.	Martin placed the flooring down and was painting the walls.	The singing and the dance were enjoyed by all.
The creeping vines climbed the wall and grow fast.	We will toast the bread and buttered the spinach.	The museum was beautiful in design and built on a hill.

Consult 4 Kids Lesson Plans

Components:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Parts of Speech
Focus:	Vocabulary (Idioms), Clarifying, and Parts of Speech

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 do you know about idioms? What is meant by the idiom: “bring a white elephant”? What other idioms can you think of? What are the parts of speech? List as many of the different parts of speech that you can. List several examples of each of the parts. 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.

***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

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.

Idioms

An idiom is a figure of speech. A figure of speech has to be "translated" if it is to be understood. An idiom is not "translated" literally. For example, the idiom to describe a heavy rain is "rained cats and dogs". Needless to say, no real cats or dogs fell from the sky as rain, but the meaning is only clear if you understand the idiom.

Review several idioms with the students.

Idioms

Directions:

1. Divide students into pairs.
2. Give each pair an Idiom Game Board and an Idiom Card and a set of Idiom Definition Cards.
3. Place the definition cards face down.
4. Player draws a definition card and has 30 seconds to locate the correct idiom.
5. If player matches the definition and the idiom correctly, then he/she rolls the die and moves that many spaces.
6. If player does not match the definition and the idiom correctly, then he/she loses his/her turn.
7. Play continues until one person completes the course.
8. Cards may be reshuffled for play to continue.

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-ended questions to

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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>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>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>Parts of Speech</p> <p>The English language is made up of all kinds of words, over 500,000 of them. To make sense of the words and the function of each of them, the words are divided into parts of speech. These are the parts of speech:</p> <ul style="list-style-type: none"> • noun: name a person, place or thing • verb: show action or state of being • adjective: describers of nouns • adverbs: describers of verbs • interjections: words that show strong emotion • prepositions: connect nouns, pronouns, and phrase to other words in the sentence • pronoun: words that take the place of a noun • conjunctions: words that combine sentences or parts of sentences <p>Review these parts of speech with the students and ask them to give you examples of each</p> <p>Parts of Speech</p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Parts of Speech Game Board and random a list of words. 3. Working together, students look at each word on the list and determine which part of speech the word is. 4. Students then write the word on the game board under 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

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

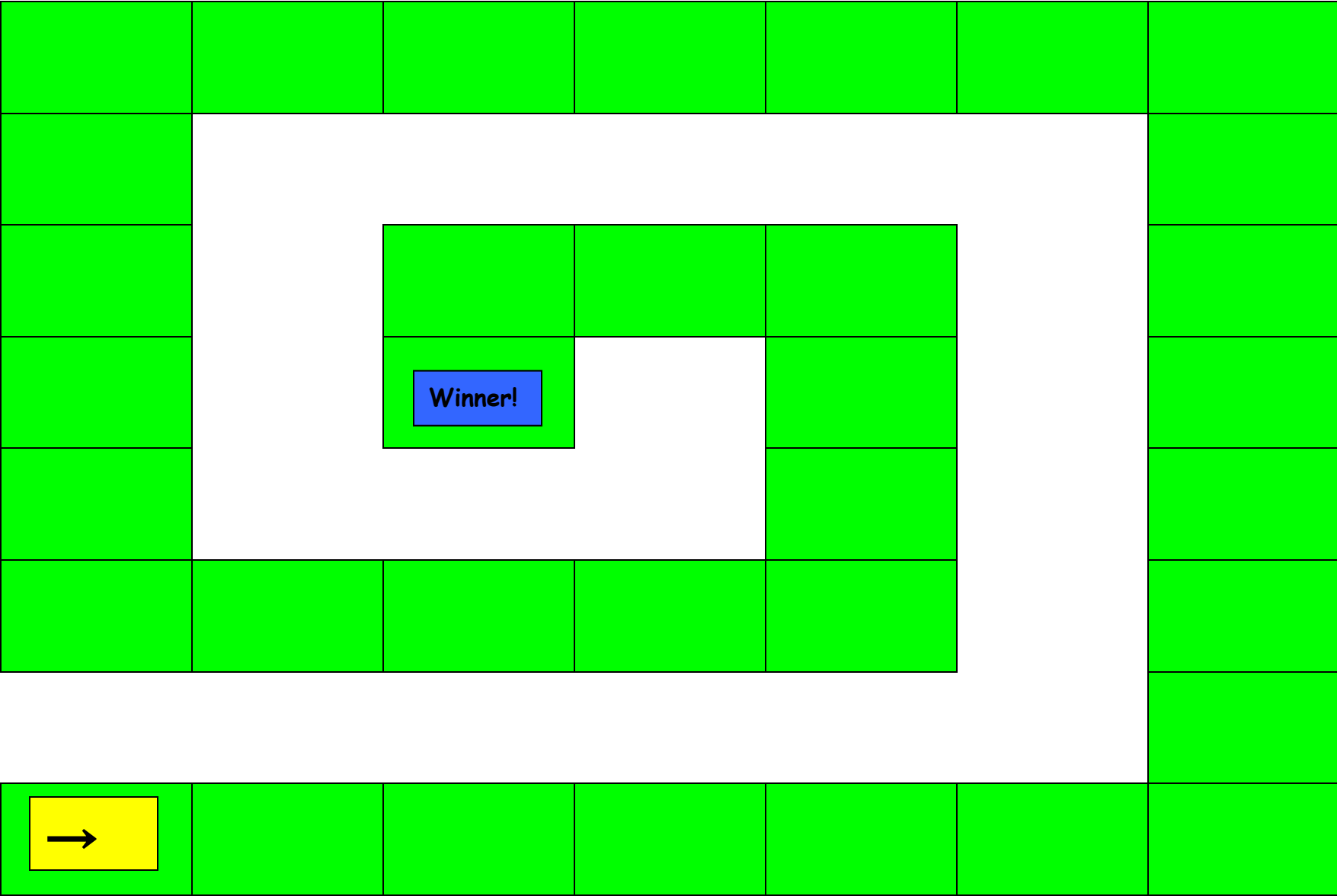
4th – 5th Grade Parts of Speech Word Bank

and	about	around	among
beautiful	big	bird	car
brother	book	clearly	despite
cat	but	down	either
juggle	draw	dribble	fluently
me	friendly	fantastic	incredible
mine	fry	for	it
onto	he	handsome	lazy
ouch	hey	immediately	over
phew	loudly	nor	quickly
run	neighbor	oh	ship
slowly	or	park	spell
so	shhh	tackle	they
softly	striking	we	work
three	their	wow	yet
to	throughout	you	yikes



4th – 6th Grade Parts of Speech

Parts of Speech							
Noun	Verb	Adjective	Adverb	Pronoun	Preposition	Interjection	Conjunction



4th – 5th Grade Idioms Game Board



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

Do not cut these apart

Idiom Definition Cards (Cut apart)

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

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Run On Sentences
Focus:	Vocabulary (Suffixes), Clarifying, and Run On Sentences

Materials:

White boards, crayons and/or pens
Activity at end of lesson plan

Opening

State the objective

The purpose of these lessons are to:

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

Gain prior knowledge by asking students the following questions

Make a list of common suffixes. Make as many words as you can using those suffixes. What happens to the words when we add a suffix to them? Write several run-on sentences on the board. Make these run-on sentences separate sentences. Does it make the meaning more clear? 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>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>Focusing on developing vocabulary is essential if you are going to be able to communicate effectively. The English language has over 550,000 words and although you don't need to know all of them, it is important that you know as many as possible.</p> <p>Suffixes - Suffixes are a syllable that is added to the end of a word to change meaning. Sometimes you simply add the suffix. Other times, you have to prepare the root word. For example if you are adding the suffix –er to the word swim, you would need to add another “m”, so the new word would be spelled: swimmer. If you were going to add the suffix –able to note, you would drop the e and write the word notable.</p> <ul style="list-style-type: none"> -ful (full of) -er (person who) -ly (how it is done) -ible (able to do—added to a root word that is not a word on its own) -able (able to do—added to a word that can stand alone) <p>Practice several words on with suffixes on the board.</p> <p>Which One? Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Which One? Game Board and deck of Which One? Cards. Also give each pair a white board. 3. Shuffle the cards and place facedown next to the game board between the players. 4. Player 1 draws a card a reads the description, looking closely at the underlined word. 5. Player will then select the appropriate suffix to add to the word to match the description. 6. Player will write the word, with the suffix, on his/her white 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</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>

Consult 4 Kids Lesson Plans

<p>information).</p> <p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Clarifying:</p> <p>Charades: Choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	<p>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>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p>Run On Sentences</p> <p>A run on sentence is two independent clauses that are written together as if they are one sentence.</p> <p>When you have written a run-on sentence, you will need to correct it. You can do that in one of several ways:</p> <ul style="list-style-type: none"> • create 2 separate sentences • separate the two independent clauses with a semicolon (;) • add a coordinating conjunction—and, nor, but, for, yet, so, or—find the end of the first sentence, add a comma and a coordinating conjunction that will demonstrate how the two sentences are related, add the conjunction and the second sentence. <p>Correct It</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Correct It game board and a deck of Correct It cards, and a die. 3. Shuffle the cards and place face down next to the game board. 4. Player 1 rolls a die, moving that many spaces. Player 1 then draws a card with a run on sentence. 5. Following the guideline that the person landed on, the Player corrects the runOn sentence. 6. Player 2 continues the process. 7. Game is over when player gets to the finish line. 	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

LBNT

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

Reflection (Confirm, Tweak, Aha!)

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

4th-5th Grade Which One?

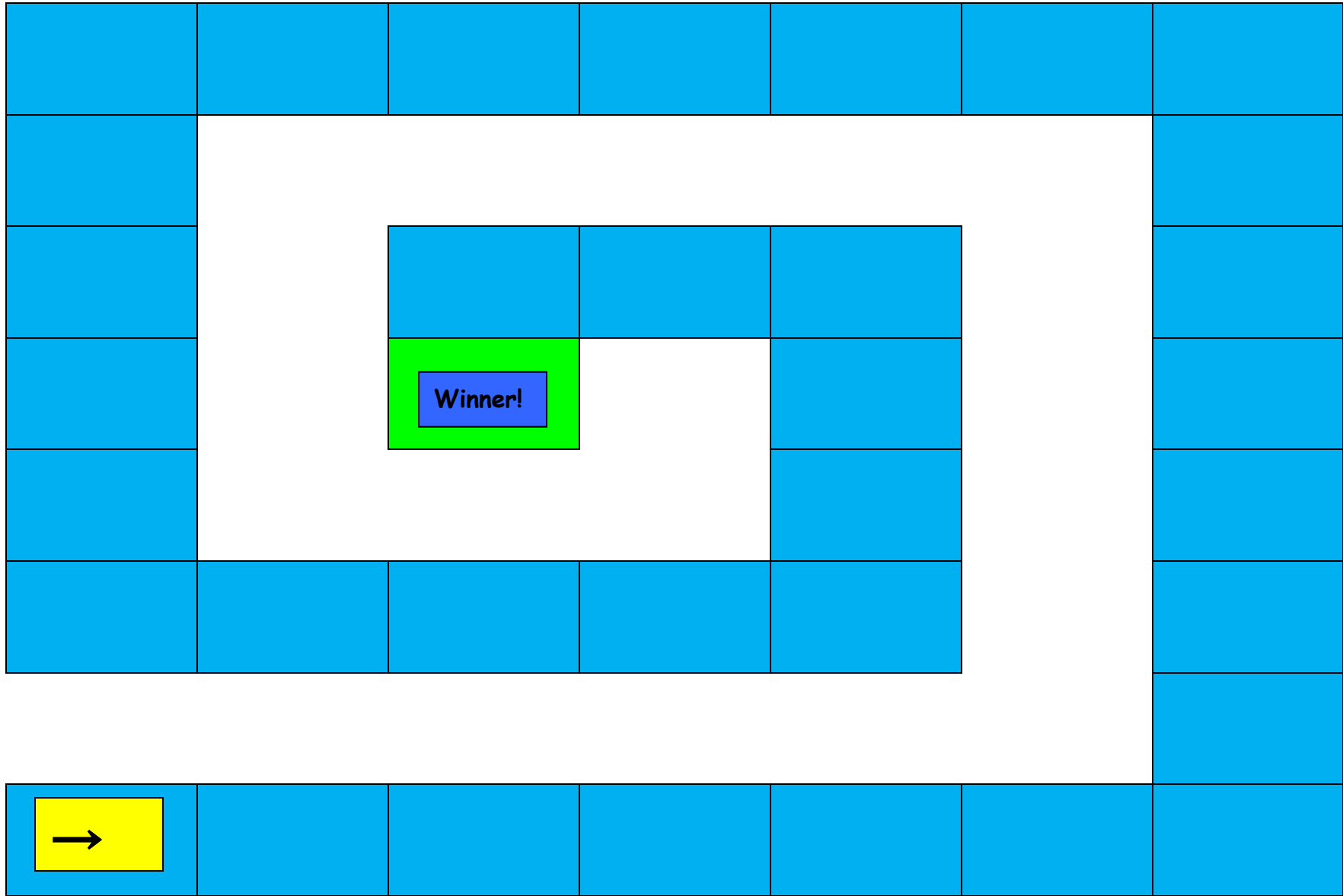
-er	-ful	-ly	-able	-ible	-er
-ful	<div style="border: 1px solid black; background-color: #e6e6fa; padding: 20px; text-align: center;"> <p>Which One? Suffixes</p> </div>				-ly
-able					-ible
-er					-ful
-ly					-able
-ible					-er
-er	-ful	-ly	-able	-ible	-er

Consult 4 Kids Lesson Plans

4th-5th Grade Which One? Cards

full of <u>joy</u>	person who tends the <u>garden</u>	full of <u>wonder</u>	how you feel when the injury is <u>bad</u>
full of <u>grace</u>	person who <u>rides</u>	person who <u>teaches</u>	doing it every <u>week</u>
full of <u>hate</u>	doing something with <u>safety</u> on your mind	person who <u>sings</u>	all that your <u>hand</u> can hold
a person who <u>skates</u>	a really bad dream is (<u>horr-</u>)	something that you can eat (<u>ed-</u>)	something that is amazing (<u>incred-</u>)
demonstrates honor (<u>honor-</u>)	something really awful (<u>terr-</u>)	someone you can rely on (<u>depend-</u>)	something you can not bear (<u>unbear-</u>)
when shoes feel good on your feet (<u>comfort-</u>)	something that is easy to see (<u>vis-</u>)	a really cool place to be (<u>desire-</u>)	wearing appropriate clothes (<u>suit-</u>)
something done that is fair and <u>just</u>	person who <u>bakes</u>	person who <u>presents</u>	do something and be <u>happy</u>

4th – 5th Grade Run On Sentences—Correct It





4th – 5th Grade Run On Sentence Correct It Cards

<p>You have a new bike take care of it.</p>	<p>The fair is open this week we are going to it.</p>	<p>My nose is cold my feet are freezing.</p>	<p>Joe is in my class he sits across from me.</p>
<p>Joe crossed the finish line first Jill crossed second.</p>	<p>It is raining today take your umbrella.</p>	<p>The dog barked loudly the cat ran away.</p>	<p>Dad went to the grocery store he bought pickles.</p>
<p>Liz is driving the car it is a Camry.</p>	<p>He earned \$40.00 he bought new game.</p>	<p>Jill watched the movie she was excited.</p>	<p>The Fed Ex driver left the package it was huge.</p>
<p>Jules was golfing he got a hole in one.</p>	<p>Joe has a cold he is using a lot of Kleenex.</p>	<p>Terri is cooking dinner she is making spaghetti.</p>	<p>The monkey is in the cage it is swinging across it.</p>
<p>The parrot is colorful it knows nineteen words.</p>	<p>We saw the panda it was black and white.</p>	<p>The class had a guest speaker she was a Senator.</p>	<p>He went on a safari he saw 13 lions.</p>

Consult 4 Kids Lesson Plans



<p>Dorothy clicked her heels together she woke up in Kansas.</p>	<p>Have you seen the truck have you seen the driver?</p>	<p>Look under the tree find the hidden prize.</p>	<p>The raccoon is looking for food it washes it in the stream.</p>
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Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Word Endings and Transition Words
Focus:	Vocabulary (Ending Patterns), Questioning, and Transitional Words

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

There are patterns that words end in, often patterns that are not phonetic. For example, both tion and ion make the sound of /shun/. Why is it important for you to know the difference and when to use each of these spelling patterns? What is a transition? How do we transition from one thing to another? What is important about know how to transition? How does that apply to our reading and writing? 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

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).

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

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

Focusing on developing vocabulary is essential if you are going to be able to communicate effectively. The English language has over 550,000 words and although you don't need to know all of them, it is important that you know as many as possible.

Ending Patterns

Sometimes words end in a pattern and there is more than one way to spell that pattern. This can be confusing. The ending sounds the same, but it is not spelled the same. The way to know which way to spell an ending pattern is to first know that there is more than one way to spell an ending, and then you practice, practice, practice!

For the next two days we are going to look at the following ending patterns:

- the spelling of the soft /j/ sound at the end of words (-idge, -edge, -age).
- spelling of the word ending that sounds like "shun" (-tion, -sion).

Word Endings

Directions:

1. Divide student into pairs.
2. Give each pair a Word Bank and Word Endings cards.
3. Shuffle the cards and place face down between the players.
4. Player 1 draws the first card and reads the description.
5. Player 1 then selects a word from the Word Bank that matches the description.
6. Player 1 then writes the word selected on the white board, spelling it aloud as he/she does.
7. Player 2 then repeats the process.
8. 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-ended questions to

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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>Questioning: I Wonder: Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p>Transitional Words A transitional word or phrase provides a bridge that will connect one sentence to the next sentence or one paragraph to the next one. Transitional word can fall into several categories. The important thing to remember about transitional words or phrases is that its function is to show the connection of what comes before it to what comes after it.</p> <p>Transitional words fall into six different categories: place, time, addition, example, emphasize, contrast. Ask students to think of transitional words that would fit into the categories.</p> <p>Transition Words Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Transitions Board and set of Transition Word Cards. 3. Working together, students shuffle the cards and place them face down by the game board. 4. One at a time they turn the cards over and decide which transitional category the word belongs ins. 5. Activity is over when all words 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

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 Word Ending Bank

Word Ending Word Bank

bridge

dredge

hedge

ledge

sage

stage

wage

fraction

section

invention

sensation

mansion

vacation

motion

vision

ridge

pledge

wedge

manage

page

rage

action

nation

collection

permission

confusion

production

extension

question

transportation

Consult 4 Kids Lesson Plans

4th-5th Grade Word Ending Cards

a way to get from one place to another	when you can see something	to ask or inquire
moving	get more time	take a break from your normal routine
get a job done	a large, elaborate home	lacking clarity
feel something like a wind on your face	allow someone to do something	create something that is new
gathering a group of the same type of artifact	portion of a book (not a chapter)	the U.S.A is one of these
part of a whole	accomplishment	money you earn for work
very angry	an elevated, highlighted arena	you turn these in books
a spice or someone who is wise	deal with	the edge of a building

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fix in place	a border of plants	promise
dig up	crest, (especially mountains)	a way to cross over a river



4th-5th Grade Transitional Words Game Board

Transitional Words					
Place	Time	Addition	Example	Emphasize	Contrast

Consult 4 Kids Lesson Plans



4th – 5th Transitional Word Cards

above	afterward	again	for example	extremely	but
below	currently	least	for instance	important	differ from
from	first	likewise	namely	in fact	even though
opposite	immediately	next	specifically	necessary	in spite of
up front	third	too	that is	valuable	nevertheless

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Transitional Words
Focus:	Vocabulary (Ending Patterns), Summarizing, and Transitional Words

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

There are patterns that end words that can be learned so you will know how to spell words. These ending patterns can be memorized. Give an example of a word that has an ending pattern. Think about words that help you transition from one thought to another. What are some of those words? Use several of them in sentences. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words? 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. 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).

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

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.

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.

Ending Patterns

Sometimes words end in a pattern and there is more than one way to spell that pattern. This can be confusing. The ending sounds the same, but it is not spelled the same. The way to know which way to spell an ending pattern is to first know that there is more than one way to spell an ending, and then you practice, practice, practice!

For the next two days we are going to look at the following ending patterns:

- **the spelling of the soft /j/ sound at the end of words (-idge, -edge, -age).**
- **spelling of the word ending that sounds like "shun" (-tion, -sion).**

Word Endings

Directions:

1. Divide student into pairs.
2. Give each pair a Word Bank and Word Endings cards.
3. Shuffle the cards and place face down between the players.
4. Player 1 draws the first card and reads the description.
5. Player 1 then selects a word from the Word Bank that matches the description.
6. Player 1 then writes the word selected on the white board, spelling it aloud as he/she does.
7. Player 2 then repeats the process.
8. 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).

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

Consult 4 Kids Lesson Plans

<p>Summarizing (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">Activity</p> <p>Summarizing:</p> <p>10 or Less: Ask students to summarize in ten words or less the material that they have read. They can answer questions like, "what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?"</p>	<p>understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;">Conventions</p> <p>There are conventions that guide our reading, speaking, and writing. Understanding those conventions and being able to use them easily, makes communicating with one another easier.</p> <p>Transitional Words</p> <p>A transitional word or phrase provides a bridge that will connect one sentence to the next sentence or one paragraph to the next one. Transitional word can fall into several categories. The important thing to remember about transitional words or phrases is that its function is to show the connection of what comes before it to what comes after it.</p> <p>Transitional words fall into six different categories: place, time, addition, example, emphasize, contrast. Ask students to think of transitional words that would fit into the categories.</p> <p>Transition Words</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Transitions Board and set of Transition Word Cards. 3. Working together, students shuffle the cards and place them face down by the game board. 4. One at a time they turn the cards over and decide which transitional category the word belongs in. 5. Activity is over when all words 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 Word Ending Bank

Word Ending Word Bank

bridge

dredge

hedge

ledge

sage

stage

wage

fraction

section

invention

sensation

mansion

vacation

motion

vision

ridge

pledge

wedge

manage

page

rage

action

nation

collection

permission

confusion

production

extension

question

transportation

Consult 4 Kids Lesson Plans

4th-5th Grade Word Ending Cards

a way to get from one place to another	when you can see something	to ask or inquire
moving	get more time	take a break from your normal routine
get a job done	a large, elaborate home	lacking clarity
feel something like a wind on your face	allow someone to do something	create something that is new
gathering a group of the same type of artifact	portion of a book (not a chapter)	the U.S.A is one of these
part of a whole	accomplishment	money you earn for work
very angry	an elevated, highlighted arena	you turn these in books
a spice or someone who is wise	deal with	the edge of a building

Consult 4 Kids Lesson Plans

fix in place	a border of plants	promise
dig up	crest, (especially mountains)	a way to cross over a river



4th-5th Grade Transitional Words Game Board

Transitional Words					
Place	Time	Addition	Example	Emphasize	Contrast

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4th – 5th Transitional Word Cards

above	afterward	again	for example	extremely	but
below	currently	least	for instance	important	differ from
from	first	likewise	namely	in fact	even though
opposite	immediately	next	specifically	necessary	in spite of
up front	third	too	that is	valuable	nevertheless

Consult 4 Kids Lesson Plans

Component:	English Language Arts
Grade Level:	4 th – 5 th Grades
Lesson Title:	Write A Letter
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:

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

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.

Syllables

A syllable is a part of a word. Every word has at least one syllable. When a word has more than one syllable it is helpful if you can divide an unknown word into syllables so you can decode the word.

- **Dividing words into syllable is easier when you know the rules of syllabication.**
- **Divide a word between the middle consonants (but don't split a digraph—wh, ch, th, sh, or ph) mat/ter, weath/er.**
- **Divide a word before a single consonant with a beginning vowel sound e/ject, o/pen.**
- **Divide a word before the consonant + le ta/ble, pur/ple.**
- **Divide a word between compound words, prefixes, and suffixes card/board, re/do, mark/ing.**

Which Rule?

Directions:

1. Divide students into pairs.
2. Give each pair a Which Rule Game Board and a Deck of Which Rule game cards
3. Player 1 draws a Which Rule card, looks at the word and determines which of the 4 rules would guide the division of the word into syllables, and places the card on the game board.
4. Player 2 repeats the process.
5. Activity is over when all cards are placed.

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

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

Consult 4 Kids Lesson Plans

<p>detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;">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>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>Letter Format</p> <p>A letter has five major parts: the date, the greeting (sometimes called a salutation), the body of the letter (the content), the closing or closing remarks, and the signature.</p> <p>A letter format can be used in a note card, an email and an actual letter.</p> <p>Review the letter format with the students. Collectively write a letter thanking a person for coming to the program and making cookies with the students. Be sure to include all five elements of the letter.</p> <p>Writing A Letter</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a letter template. 3. Together students should compose a letter inviting the principal of the school to come and visit the afterschool program. 4. Students should follow the format on the letter template. 5. When the pair is finished with their letter they should find another pair and review each other's letters. 	<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 Which Rule?

Divide a word between the middle consonants (but don't split a digraph—wh, ch, th, sh, or ph) mat/ter, weath/er	Divide a word before a single consonant with a beginning vowel sound e/ject, o/pen	Divide a word before the consonant + le ta/ble, pur/ple	Divide a word between compound words, prefixes, and suffixes card/board, re/do, mark/ing

Consult 4 Kids Lesson Plans

4th – 5th Grade Which Word? Cards

brickyard	dreamy	open	eject
bedspread	pillow	flower	middle
parcel	bathtub	simple	buckle
ripple	suppose	without	cardboard
able	easy	skating	lovely
stable	laughter	wishes	preclude

4th – 5th Grade Letter Template

January 15, 2012

Dear Mr. Smith,

Thanks you so much for bringing your dogs to our school. I have always been curious about how seeing eye dogs are trained and found it very interesting that you have to spend so much time teaching them to follow all of those commands.

Yours truly,
Susie Smith

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).

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<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"> Which One? Word Endings Spell It Which Rule? Idioms 	
<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>

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<p style="text-align: center;">Conventions</p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p>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"> Correct It Transition Words Creating a Parallel Writing a Letter Parts of Speech 	<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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