

## Consult 4 Kids Lesson Plans

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

**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 similes? Is using the word “like” or “as” make the comparison a metaphor or a simile? (simile)  
 Why would using a simile be important in communicating clearly? What is an appositive? In the sentence: “My father, John, likes pizza” what is the appositive? Why would you use an appositive in a sentence? How does predicting help you think about the story you are going to read? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

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

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

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

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

### Fluency Activity of the Day

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

### Vocabulary

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.

#### Similes

A simile is a figure of speech that compares two things by using the words like or as to set up the comparison. For example: My love is like a rose...or high as a kite. These comparisons help the listener and/or reader create pictures in the mind that is as close as possible to the picture that the speaker and/or author was visualizing.

When writing similes it is important that the author visualize the image that he/she is trying to convey and then think about the words being used and visualize those to determine if the simile is the best one to convey meaning.

For example, if the author were trying to convey speed, the similes "fast as a turtle" would not work. However, if the author were trying to convey the lack of speed, "fast as a turtle" would be perfect.

Have students practice creating similes to describe:

- favorite food
- favorite color
- scariest moment

Write them on the board and discuss with the group. Ask for several examples for each topic. Explain that it is not about right or wrong similes, but rather which most clearly creates the appropriate visualization/meaning.

#### Similes

##### Directions:

1. Divide students into pairs.
2. Give each pair a Similes Context Card and white boards.
3. Working together, pair creates similes for each of the contexts on the card.
4. Pair then shares the similes they have written with another pair.
5. At the end, have 2-3 groups share a simile.

### 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

During the lesson check in with students repeatedly.

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

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<p>words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b></p> <p><b>Find the Evidence:</b> On chart paper, write these two heading: Predictions and Evidence. Use a different colored marker for each column. List several predications. As you begin to read the material, ask students to look for evidence of their predictions. For example, if the prediction is, "There is a sad and lonely duck," the evidence might be, "The duck always walked alone."</p>	<p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>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><b>Appositives</b></p> <p>An appositive is a word or phrase that renames the noun in a sentence. An appositive is set off by commas or hyphens. For example: Mrs. Smith, my third grade teacher, likes bagels. The words "my third grade teacher" renames Mrs. Smith, giving you more information about the noun, and as you can see is set apart from the rest of the sentence by commas.</p> <p>It is important in the beginning to keep appositives simple and remember that the appositive renames the noun. A good way to tell if this is the case is to try the appositive in place of the noun and the noun in place of the appositive. For example, My third grade teacher, Mrs. Smith, likes bagels; reverses the role of the noun and the appositive and it "works" both directions.</p> <p>Have students give you several sentences with appositives in them. Write them on the board or chart. Discuss if they have correctly identified the appositive.</p> <p><b>Appositives</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each group white boards.</li> <li>3. Have pairs create a list of 15 different people they know (the custodian, the grocer, the postman, the principal, Freddie the kid who sits next to them, and so on).</li> <li>4. After they have the list on the white board, next to the list pairs should determine how to rename the person they identified. John, the custodian, Freddie, my best friend, and so on.</li> <li>5. Pairs should then select 7 of these people and write a sentence including an appositive.</li> <li>6. Pairs should share with another pair when both have finished.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### DIGA

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

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

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

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

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

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

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### 4<sup>th</sup>-5<sup>th</sup> Grade Similes Context Card

1. a really messy bedroom
2. a person who can't sit down or stand still
3. a person who is very happy
4. a person who is very angry
5. a person who is very thin
6. an object that is very light weight
7. an object that is very heavy weight
8. an action that is very quick
9. a person or animal that is hard to influence
10. a garden that is full of flowers
11. a person outside in the winter watching football
12. feeling you would have winning a contest
13. feeling you would have when you are given a gift you really wanted
14. feeling you would have in an uncomfortable and unknown situation
15. describe your favorite food
16. your best friend
17. a blanket
18. someone who is no fun to be around
19. the food in the cafeteria
20. your pet

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

**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 is alliteration? What is a tongue twister that you know? What letter is alliterated in the tongue twister? Select a letter from the alphabet and write a sentence using the technique of alliteration. Share it with the group. What do you know about adverbs? What questions do they answer? Make a list of at least 5 adverbs. 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.
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6. Celebrate success.
7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.

### Fluency Activity of the Day

**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.

#### Alliteration

Alliteration is a literary term that refers to a practice in writing of writing sentences in which most of the words begin with the same letter. An example of this would be a tongue twister: Peter Piper picked a peck of pickled peppers.

In writing, using alliteration is of course, slightly different when writing in a paper or paragraph, but the concept is the same.

Give students a random alphabet letter and ask them to first generate words that begin with that letter and then ask them to put heads together to craft a sentence.

#### Alliteration

##### Directions:

1. Divide students into pairs.
2. Give each pair white boards.
3. Ask students to select 5 letters from the alphabet.
4. Ask them to brainstorm as many interesting words as they can that begin with each letter.
5. Ask students to write sentences that provide an example of alliteration.
6. When pairs have finished, have each group share one sentence with the entire class.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

### Activity

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p><b>Predicting</b></p> <p><b>Three Words:</b> 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;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Adverbs</b></p> <p>Adverbs are words that describe a verb, adjective or another adverb. Adverbs answer the question how, when, where, what, or how often. Adverbs often end in the letters “ly”, but not always. Adverbs can compare things and when they do the guidelines are the same as for adjectives. Two items—er or the word more in front of a 3 syllable or more adverb; est or the word most for comparisons of 3 or more items.</p> <p>Adverbs add meaning and clarity to verbs, adjectives and other adverbs. Ask students to give examples of adverbs. Write them on the board or chart. In the examples they give, ask if the adverb is telling more about the verb, the adjective, or another adverb. Explain that this is the word the adverb is modifying (adding meaning to).</p> <p><b>Adverbs</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pair.</li> <li>2. Give each pair an Adverb Game Board and a deck of Adverb cards.</li> <li>3. Shuffle the deck and place facedown beside the board between the pair.</li> <li>4. Player 1 draws a card, reads the sentence and decides if the adverb is modifying a verb, adjective or other adverb.</li> <li>5. When he/she has decided, he/she places the sentence card in the correct column.</li> <li>6. Player 2 continues in the same way.</li> <li>7. Game is over when all cards have been place.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>



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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)
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4<sup>th</sup> – 5<sup>th</sup> Grade Adverb Game Board

Verb	Adjective	Other Adverb

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4<sup>th</sup> – 5<sup>th</sup> Grade Adverb Cards

Her breath smells <u>yucky</u> !	Jill cuts <u>carefully</u> on the lines.	The surgeon scrubbed <u>quickly</u> .
The rider slowed <u>considerably</u> .	Fertilized grass grows <u>quickly</u> .	The dog barked <u>loudly</u> .
The beadwork on the gown was created <u>carefully</u> .	John's raced <u>brilliantly</u> .	The baby eats <u>slowly</u> .
Shelly arrived <u>very</u> late.	It is <u>unusually</u> quiet.	He writes <u>almost</u> daily.
The plane landed <u>somewhat</u> roughly.	Jill rolled <u>incredibly</u> fast.	The alarm chimed <u>nearly</u> continuously.
Lilly lost <u>quite</u> happily.	She answered <u>amazingly</u> quickly.	The jacket is sewn <u>more</u> carefully.
The <u>very</u> happy baby giggled loudly.	The <u>darkly-colored</u> green grass grew rapidly.	The <u>incredibly</u> young driver saved the day.
The <u>amazingly</u> awful food made them sick.	The <u>nearly</u> comatose pilot landed the plane safely.	The <u>somewhat</u> eloquent speaker captivated the group.
The <u>unusually</u> handsome man caught the eye of the director.	The <u>most</u> articulate woman won the contest.	The <u>unusually</u> shy child accepted the award graciously.

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<b>Components:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Alliteration and Silly Questions
<b>Focus:</b>	Vocabulary (Alliteration), Clarifying, and Adverbs

**Materials:**

Activities at the end of the lesson plan

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

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### Content (the “Meat”)

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

### Fluency Activity of the Day

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

### Vocabulary

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

#### Alliteration

Alliteration is a literary term that refers to a practice in writing of writing sentences in which most of the words begin with the same letter. An example of this would be a tongue twister: Peter Piper picked a peck of pickled peppers.

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#### Alliteration

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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;"><b>Activity</b></p> <p><b>Clarifying:</b>  <b>Silly Questions:</b> Partner students to create silly questions from the interesting words that they have selected. Ask students to join two words, in other words make a silly question or sentence utilizing two of the words. For example, if the words are adder, hermit, waterfall, bat, cave, and bridge, a silly sentence/question would be, “Can an adder be a hermit? Will a bat fly through a waterfall? Is there a cave under the bridge?”</p>	<p>the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a “when homework is finished” activity.</p> <p><b>Adverbs</b>          Adverbs are words that describe a verb, adjective or another adverb. Adverbs answer the question how, when, where, what, or how often. Adverbs often end in the letters “ly”, but not always. Adverbs can compare things and when they do the guidelines are the same as for adjectives. Two items—er or the word more in front of a 3 syllable or more adverb; est or the word most for comparisons of 3 or more items.          Adverbs add meaning and clarity to verbs, adjectives and other adverbs.          Ask students to give examples of adverbs. Write them on the board or chart. In the examples they give, ask if the adverb is telling more about the verb, the adjective, or another adverb. Explain that this is the word the adverb is modifying (adding meaning to).</p> <p><b>Adverbs</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pair.</li> <li>2. Give each pair an Adverb Game Board and a deck of Adverb cards.</li> <li>3. Shuffle the deck and place facedown beside the board between the pair.</li> <li>4. Player 1 draws a card, reads the sentence and decides if the adverb is modifying a verb, adjective or other adverb.</li> <li>5. When he/she has decided, he/she places the sentence card in the correct column.</li> <li>6. Player 2 continues in the same way.</li> <li>7. Game is over when all cards have been place.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

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The <u>very</u> happy baby giggled loudly.	The <u>darkly-colored</u> green grass grew rapidly.	The <u>incredibly</u> young driver saved the day.
The <u>amazingly</u> awful food made them sick.	The <u>nearly</u> comatose pilot landed the plane safely.	The <u>somewhat</u> eloquent speaker captivated the group.
The <u>unusually</u> handsome man caught the eye of the director.	The <u>most</u> articulate woman won the contest.	The <u>unusually</u> shy child accepted the award graciously.

## Consult 4 Kids Lesson Plans

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

**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 do you know about personification? When you think of the story The Three Pigs, in what ways do the pigs and the wolf take on the characteristics of people? What other things do you give characteristics of people to? What is a verb? Make a list of action words. Use 3-5 of them in sentences. What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the "Meat")

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**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.

### Personification

Personification is a figure of speech which describes giving qualities that are distinctly human to ideas, animals, or things. In other words, it is referring to or describing a non-person as a person. For example, "cat looked at me with complete understanding" or "chocolate candy called out to me."

Using personification helps the listener/reader create a stronger connection to the material. Have students practice creating several examples of personification. Write them on the board and discuss with all of the students.

### Personification

#### Directions:

1. Divide students into pairs.
2. Give each pair a Personification card and white boards.
3. Ask students to look at each noun on the card and then brainstorm the human characteristics that could be associated with the noun.
4. When complete with the list, pair should select 5 nouns and create a personification statement about the item.
5. Ask students to share with the whole class.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Activity</b></p> <p><b>Predicting</b>  <b>One-Minute Predictions:</b> Provide students pairs with a library book (one that they have not read). Give them one minute to make a prediction about the story based on the title, front and back covers, and illustrations. Students share their predictions with another pair. Repeat this with two additional pairings.</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>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><b>Verbs</b>          Verbs are words that show action in the present, the past or the future (referred to as verb tense), link or connect the subject to its complement—information about the subject) or a state of being (I am). Examples are: I run. I ran. I will run. The boy is happy. I am. Ask students to give you examples of the different types of verbs. Write them on the board and discuss which type of verb is represented in the example.</p> <p><b>Verbs:</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a list of action verbs and white boards.</li> <li>3. Pair divides a white board into three columns and labels them—Present, Past, Future</li> <li>4. Working together, pair takes each of the verbs and writes the correct form of the verb in each column.</li> <li>5. Pair also decides how they might act out each word.</li> <li>6. Reassemble the pairs into groups of four and have students take turns acting out the words, one at a time.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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

## Consult 4 Kids Lesson Plans

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

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

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

1. the sun
2. milk
3. a dessert
4. a blanket
5. freedom
6. a pencil
7. tractor
8. a mountain creek
9. home
10. door
11. calculator or computer
12. washing machine
13. a cat
14. a puppy
15. a forest
16. ocean
17. journey
18. a turtle
19. a chair
20. justice

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Action Verbs

run	read
kick	sleep
think	smell
touch	help
taste	laugh
play	hug
scream	see
cry	feel
hop	skip
shake	wiggle
smile	brush
teach	choose
work	call
dance	throw
stab	cheer
eat	sing
roll	sneak
drop	point
climb	decide

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Personification
<b>Focus:</b>	Vocabulary (Personification), Clarifying, and Linking Verbs

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

What do you know about personification? When you think of the story The Three Bears, in what ways do the bears take on the characteristics of people? What other things do you give characteristics of people to? What is a linking verb? Make a list of linking verbs. Use 3-5 of them in sentences. 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](http://www.readinga-z.com) (This is a subscription fee site).

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

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



## Consult 4 Kids Lesson Plans

- 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.

#### Personification

Personification is a figure of speech which describes giving qualities that are distinctly human to ideas, animals, or things. In other words, it is referring to or describing a non-person as a person. For example, "cat looked at me with complete understanding" or "chocolate candy called out to me."

Using personification helps the listener/reader create a stronger connection to the material. Have students practice creating several examples of personification. Write them on the board and discuss with all of the students.

#### Personification

##### Directions:

1. Divide students into pairs.
2. Give each pair a Personification card and white boards.
3. Ask students to look at each noun on the card and then brainstorm the human characteristics that could be associated with the noun.
4. When complete with the list, pair should select 5 nouns and create a personification statement about the item.
5. Ask students to share with the whole class.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

## Consult 4 Kids Lesson Plans

<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Individual Show-Off:</b> Before class, use several of the interesting words in a sentence in the same way that is used in the material. Write the sentences on a sentence strip. Students choose a sentence from the container. The student acts out the word as it is used in the sentence. For example, if the word is mariachi, the student might pretend he is a member of a Mariachi Band playing the trumpet.</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></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><b>Verbs</b></p> <p>Verbs are words that show action in the present, the past or the future (referred to as verb tense), link or connect the subject to its complement—information about the subject) or a state of being (I am). Examples are: I run. I ran. I will run. The boy is happy. I am. Ask students to give you examples of the different types of verbs. Write them on the board and discuss which type of verb is represented in the example.</p> <p><b>Linking Verbs</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Linking Verbs Card.</li> <li>3. Together, students read each sentence, underlining the linking verb and drawing an arching arrow between the noun in the subject and the information in the predicate that is linked by the verb.</li> <li>4. When pairs are finished, they should link to another pair and share the answers they found.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

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!)

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

1. the sun
2. milk
3. a dessert
4. a blanket
5. freedom
6. a pencil
7. tractor
8. a mountain creek
9. home
10. door
11. calculator or computer
12. washing machine
13. a cat
14. a puppy
15. a forest
16. ocean
17. journey
18. a turtle
19. a chair
20. justice

4<sup>th</sup> – 5<sup>th</sup> Grade Linking Verb Card

The President is pleased with the vote.

He is a football player.

The movie was scary.

You were here yesterday.

We are at the mall.

They are lost.

You are my best friend.

She is five feet tall.

It is heavy.

I was lost on the freeway.

You were late.

It was on the table.

We were amazed.

Jorge is her brother.

The puppy was sick last night.

Jill is in first place in the hill rolling contest.

Dad is unsure about the car.

Both friends are forty-five.

My grandmother is cheerful.

The mummy is large and scary.

## Consult 4 Kids Lesson Plans

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

**Materials:**

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

What do you know about similes? Is using the word “like” or “as” make the comparison a metaphor or a simile? (simile) Why would using a simile be important in communicating clearly? What is an appositive? In the sentence: “My teacher, Mrs. Smith, drives a Toyota” what is the appositive? Why would you use an appositive in a sentence? What is the importance of asking questions to strengthen your understanding of what you have read? Beyond fluency, it is important to read with correct phrasing and expression. What can you do to accomplish this?

### Content (the “Meat”)

#### Fluency

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

**Repeated Reading Process**

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

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

<p>students to the next level.</p> <p><b>Fluency Activity of the Day</b></p> <p><b>Modeled Reading:</b> 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;"><b>Vocabulary</b></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><b>Similes</b></p> <p>A simile is a figure of speech that compares two things by using the words like or as to set up the comparison. For example: My love is like a rose...or high as a kite. These comparisons help the listener and/or reader create pictures in the mind that is as close as possible to the picture that the speaker and/or author was visualizing.</p> <p>When writing similes it is important that the author visualize the image that he/she is trying to convey and then think about the words being used and visualize those to determine if the simile is the best one to convey meaning.</p> <p>For example, if the author were trying to convey speed, the similes "fast as a turtle" would not work. However, if the author were trying to convey the lack of speed, "fast as a turtle" would be perfect.</p> <p>Have students practice creating similes to describe:</p> <ul style="list-style-type: none"> <li>favorite food</li> <li>favorite color</li> <li>scariest moment</li> </ul> <p>Write them on the board and discuss with the group. Ask for several examples for each topic. Explain that it is not about right or wrong similes, but rather which most clearly creates the appropriate visualization/meaning.</p> <p><b>Similes</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Similes Context Card and white boards.</li> <li>3. Working together, pair creates similes for each of the contexts on the card.</li> <li>4. Pair then shares the similes they have written with another pair.</li> <li>5. At the end, have 2-3 groups share a simile.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text.</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p>

## Consult 4 Kids Lesson Plans

<p>words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts).</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Clarifying:</b></p> <p><b>Charades:</b> Choose a student to act out one of the words from the material. When you say "Action", the student begins to act out the word while everyone else tries to guess the word. After 30 seconds, if the others have not guessed the word, the students should tell the word and write it on the board. During the charade, encourage students to get into the moment using facial and body movements. Repeat several times.</p>	<p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>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><b>Appositives</b></p> <p>An appositive is a word or phrase that renames the noun in a sentence. An appositive is set off by commas or hyphens. For example: Mrs. Smith, my third grade teacher, likes bagels. The words "my third grade teacher" renames Mrs. Smith, giving you more information about the noun, and as you can see is set apart from the rest of the sentence by commas.</p> <p>It is important in the beginning to keep appositives simple and remember that the appositive renames the noun. A good way to tell if this is the case is to try the appositive in place of the noun and the noun in place of the appositive. For example, My third grade teacher, Mrs. Smith, likes bagels; reverses the role of the noun and the appositive and it "works" both directions.</p> <p>Have students give you several sentences with appositives in them. Write them on the board or chart. Discuss if they have correctly identified the appositive.</p> <p><b>Appositives</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each group white boards.</li> <li>3. Have pairs create a list of 15 different people they know (the custodian, the grocer, the postman, the principal, Freddie the kid who sits next to them, and so on).</li> <li>4. After they have the list on the white board, next to the list pairs should determine how to rename the person they identified. John, the custodian, Freddie, my best friend, and so on.</li> <li>5. Pairs should then select 7 of these people and write a sentence including an appositive.</li> <li>6. Pairs should share with another pair when both have finished.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### 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!)

4<sup>th</sup>-5<sup>th</sup> Grade Similes Context Card

1. a really messy bedroom
2. a person who can't sit down or stand still
3. a person who is very happy
4. a person who is very angry
5. a person who is very thin
6. an object that is very light weight
7. an object that is very heavy weight
8. an action that is very quick
9. a person or animal that is hard to influence
10. a garden that is full of flowers
11. a person outside in the winter watching football
12. feeling you would have winning a contest
13. feeling you would have when you are given a gift you really wanted
14. feeling you would have in an uncomfortable and unknown situation
15. describe your favorite food
16. your best friend
17. a blanket
18. someone who is no fun to be around
19. the food in the cafeteria
20. your pet

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Nouns: Collective Plural and Irregular
<b>Focus:</b>	Vocabulary (Metaphors), Questioning, and Nouns (collective, plural, irregular)

**Materials:**

Activity at end of lesson plan  
 White Boards, crayons and/or pens  
 Chart paper

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

What do you know about metaphors? If you have the word “like” or “as” in the comparison, is it a simile or a metaphor? How do you know? What are nouns? What three things can they identify? Where in sentences do you find nouns? What is the difference between a collective noun and plural nouns? 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.
6. Celebrate success.

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

Repeated Reading passages can be found at:

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

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

**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.

#### Metaphors

A metaphor is also a figure of speech that makes a comparison. However, a metaphor does not use the words like or as. A metaphor describes a noun (person, place or thing) in an interesting way that will help the reader/listener visualize the noun being described more clearly, and more in line with the author's vision.

Examples: John is taller than the Empire State Building or Freedom is choice on steroids.

Each of these metaphors conjures an image.

Have students practice creating metaphors to describe:

**favorite food**

**favorite color**

**scariest moment**

Write them on the board and discuss with the group. Ask for several examples for each topic. Explain that it is not about right or wrong metaphors, but rather which metaphor most clearly creates the appropriate visualization/meaning.

#### Metaphor Meaning

##### Directions:

1. Divide students into pairs.
2. Give each pair a Metaphor Meaning Card and white boards.
3. Working together, students decide what the metaphor means and write the meaning on the white board.
4. Pair then shares what they believe the metaphors mean with another pair.
5. At the end, have 2-3 groups share their thoughts regarding the different metaphors.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b>  <b>I Wonder:</b> Have the students read the information with a partner. Students should then ask themselves the question, "I wonder what I would do if this happened to me?" For example, the story is the tortoise and the Hare. The hare seems to be winning the race. I wonder what I would do if I were the tortoise? I wonder what I would do if I were the hare? I wonder how I would feel if the hare was making fun of me? I wonder....</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>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><b>Nouns</b>  Nouns are a part of speech that identifies a person, place, or thing. We have common nouns (words that name non-specific people, places, and things) Proper Nouns (words that name specific people, places, and things and are always capitalized), and possessive nouns which let the reader know that something belongs to the noun, such as Frank's tacos or taco's shell. When we have a possessive noun we use the apostrophe "s" most of the time unless the word ends in a "s" sound, in which case we just use the apostrophe. There are two other types of nouns that require us to think a little differently. The first is the collective noun. There are some words, like team, cast, armada, and so on that already are plural—they are referring to more than one item. The collective noun names a group and groups have members. For example: The cast of the play will be going to lunch after the matinee. The second is irregular plural nouns, nouns that don't follow the plural patterns of add s or es, or even change the y to i and add es. These irregular nouns are words that change the form of the word when it becomes plural. For example, tooth becomes teeth, child becomes children, and deer remains deer. Have student provide several examples of both collective nouns and irregular plural nouns. List them on the board or chart.</p> <p><b>Collective and Irregular Plural Nouns</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Collective and Irregular Plural Nouns card and white boards.</li> <li>3. Together, the pair needs to determine if each word on the list is an example of either a collective or irregular plural noun.</li> <li>4. They should write collective nouns on white board and irregular plural nouns on the other.</li> <li>5. Once the nouns have been sorted, pair should select 5 from each white board and write a sentence with the noun.</li> <li>6. Pairs should share the sentences they have written with another pair.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

3-2-1

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

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

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

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Metaphor Meaning

1. eyes bigger than saucers
2. make-up that was put on with a trowel
3. day hotter than a sauna
4. person prouder than a peacock
5. girl with the attention span of a gnat
6. a person stronger than an ox
7. a song sweeter than a lark's
8. handwriting worse than a chicken scratching
9. posture straighter than a ruler
10. bread was a rock
11. book older than a dinosaur
12. at 50 Jill is over the hill
13. can calculate faster than an Excel Spreadsheet
14. spread faster than a You Tube post
15. the bride's friends were busy bees
16. neighbors were nosey Nellies when new neighbors arrived
17. necklace sparkled brighter than a new penny
18. story is Abraham Lincoln honest
19. bedroom neat as a pin
20. fan running smoother than a purring kitten

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Collective and Irregular Plural Nouns

team

army

atlas

band

squad

brood

mob

bunch

armada

cast

woman

fish

litter

flock

goose

foot

knife

man

ox

mouse

pool

roll of coins

deer

scarf

swarm

school of fish

half

sheep

elf

tooth

board of directors

troop

man

wolf



## Consult 4 Kids Lesson Plans

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

**Materials:**

Activities at end of lesson plan

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

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

What do you know about onomatopoeia? If the word buzz is a sample of onomatopoeia what other words can you think of that are examples? Why would these words be helpful in communication? What is an adjective? Make a list of 10 nouns. Beside each noun list 3-5 adjectives that will describe each noun. 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](http://www.readinga-z.com) (This is a subscription fee site).

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

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

## Consult 4 Kids Lesson Plans

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

### Fluency Activity of the Day

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

### Vocabulary

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

#### Onomatopoeia

Onomatopoeia is a literary term that describes words that sound like what they are expressing. For example, buzz sounds like the noise you hear when a fly or a mosquito gets close to your ear. The same is true for a door that creaks or a person who sighs. Onomatopoeia is a colorful way to share meaning with another person.

Ask students to provide several examples of onomatopoeia. Write them on the board or chart. Ask other students to think about the list and select the word they most believe represent onomatopoeia.

#### Onomatopoeia

##### Directions:

1. Divide students into pairs.
2. Give each pair an Onomatopoeia Card and white boards.
3. Invite students to think about each item on the list and what sounds could be associated with that word that fit the guidelines of onomatopoeia (meow, thump, buzz).
4. When pair has a list, they should select the 5 they believe are the strongest examples and use in a sentence.
5. When finished, pair should share with another pair and then finally offer several examples to the class.

### Reciprocal Teaching

There are four sections of Reciprocal Teaching:

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

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

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

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

For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Questioning:</b></p> <p><b>Question and Connection:</b> Students form groups of four or five. Student read the information. Students develop Question and Connect Cards for what they have read. The group then finds another group and trades questions. Students answer the other team's questions, going back and forth.</p> <p><b>Example:</b> If students read something about Columbus, the <b>QUESTION</b> card might read: What were the names of the three ships Columbus sailed with? If the same article was read, a <b>CONNECTION</b> card might read: How does Columbus coming to the new world connect to the Pilgrims coming over 100 years later?</p>	
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Adjectives</b></p> <p>Adjectives are words that describe nouns. The add clarity to the noun by providing more information. For example, picture the following: dog, brown dog, barking, brown dog, barking and jumping brown dog. Now try this picture: dog, brown, log, lazy, brown dog, sleepy, lazy brown dog. Two totally different mental pictures. The adjectives make the difference.</p> <p>Ask students to provide several examples of adjectives describing a noun. Write them on the board or chart. Discuss the clarity of the picture that is created by the adjectives.</p> <p>Adjectives can also compare two nouns. When comparing two items we either add "er" to the adjective or if the adjective has 3 or more syllables, we add the word more in front of the adjective. If the comparison is of three or more nouns, then we add "est" to the adjective, or if the adjective has 3 or more syllables, we add the word most in front of the adjective.</p> <p><b>Adjectives</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Adjective Card that contains a list of nouns and white boards.</li> <li>3. Working together, pair brainstorms all of the adjectives they can think of that will describe each of the nouns, writing the adjectives on the white board.</li> <li>4. Pair will then work together to write a sentence with 5 of the nouns, using as many of the adjectives in the sentence as they can and still make sense.</li> <li>5. Pair meets with another pair and shares the sentences.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

#### DIGA

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

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

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

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

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

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

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Onomatopoeia

1. goose
2. sound of an ambulance
3. river flowing swiftly
4. a waterfall
5. boiling water
6. broom sweeping the garage
7. phone ringing
8. breaking eggs
9. laughter
10. change added to a piggy bank
11. fireworks
12. hammer
13. jack hammer
14. a wet sponge
15. cars braking to a stop
16. crying
17. a breeze
18. whispering
19. stretching
20. swarm of bees

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Adjective Card

glass

skunk

dad

monkey

peanut butter

baby

water

story

snake

clown

house

sandpaper

squirrel

Jill

Jack

pencil

cookie

theme park

pig

celebrity

candle

food

cake

penguin

pants

money

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Metaphors
<b>Focus:</b>	Vocabulary (Metaphors), Summarizing, and Nouns (collective, plural, irregular)

**Materials:**

Activity at end of lesson plan

White Boards, pens and/or crayons

### Opening

#### State the objective

The purpose of these lessons are to:

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

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

What do you know about metaphors? If you have the word “like” or “as” in the comparison, is it a simile or a metaphor? How do you know? What are nouns? What three things can they identify? Where in sentences do you find nouns? What is the difference between a collective noun and plural nouns? 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:

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

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

## Consult 4 Kids Lesson Plans

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.

### Metaphors

A metaphor is also a figure of speech that makes a comparison. However, a metaphor does not use the words like or as. A metaphor describes a noun (person, place or thing) in an interesting way that will help the reader/listener visualize the noun being described more clearly, and more in line with the author's vision.

Examples: John is taller than the Empire State Building or Freedom is choice on steroids. Each of these metaphors conjures an image.

Have students practice creating metaphors to describe:

- favorite food
- favorite color
- scariest moment

Write them on the board and discuss with the group. Ask for several examples for each topic. Explain that it is not about right or wrong metaphors, but rather which metaphor most clearly creates the appropriate visualization/meaning.

### Metaphor Meaning

#### Directions:

1. Divide students into pairs.
2. Give each pair a Metaphor Meaning Card and white boards.
3. Working together, students decide what the metaphor means and write the meaning on the white board.
4. Pair then shares what they believe the metaphors mean with another pair.
5. At the end, have 2-3 groups share their thoughts regarding the different metaphors.

### 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

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.



## Consult 4 Kids Lesson Plans

<p>information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you've read—not retelling detail by detail).</p> <p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b></p> <p><b>10 or Less:</b> Ask students to summarize in ten words or less the material that they have read. They can answer questions like, “what was the best part of what you read? What didn't you like about what you read? What could make the material better? In what way will this information apply to your life?”</p>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>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><b>Nouns</b></p> <p>Nouns are a part of speech that identifies a person, place, or thing. We have common nouns (words that name non-specific people, places, and things) Proper Nouns (words that name specific people, places, and things and are always capitalized), and possessive nouns which let the reader know that something belongs to the noun, such as Frank's tacos or taco's shell. When we have a possessive noun we use the apostrophe "s" most of the time unless the word ends in a "s" sound, in which case we just use the apostrophe.</p> <p>There are two other types of nouns that require us to think a little differently. The first is the collective noun. There are some words, like team, cast, armada, and so on that already are plural—they are referring to more than one item. The collective noun names a group and groups have members. For example: The cast of the play will be going to lunch after the matinee.</p> <p>The second is irregular plural nouns, nouns that don't follow the plural patterns of add s or es, or even change the y to i and add es. These irregular nouns are words that change the form of the word when it becomes plural. For example, tooth becomes teeth, child becomes children, and deer remains deer. Have student provide several examples of both collective nouns and irregular plural nouns. List them on the board or chart.</p> <p><b>Collective and Irregular Plural Nouns</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a Collective and Irregular Plural Nouns card and white boards.</li> <li>3. Together, the pair needs to determine if each word on the list is an example of either a collective or irregular plural noun.</li> <li>4. They should write collective nouns on white board and irregular plural nouns on the other.</li> <li>5. Once the nouns have been sorted, pair should select 5 from each white board and write a sentence with the noun.</li> <li>6. Pairs should share the sentences they have written with another pair.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

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

#### Debrief

##### 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

### 4<sup>th</sup> – 5<sup>th</sup> Grade Metaphor Meaning

1. eyes bigger than saucers
2. make-up that was put on with a trowel
3. day hotter than a sauna
4. person prouder than a peacock
5. girl with the attention span of a gnat
6. a person stronger than an ox
7. a song sweeter than a lark's
8. handwriting worse than a chicken scratching
9. posture straighter than a ruler
10. bread was a rock
11. book older than a dinosaur
12. at 50 Jill is over the hill
13. can calculate faster than an Excel Spreadsheet
14. spread faster than a You Tube post
15. the bride's friends were busy bees
16. neighbors were nosey Nellies when new neighbors arrived
17. necklace sparkled brighter than a new penny
18. story is Abraham Lincoln honest
19. bedroom neat as a pin
20. fan running smoother than a purring kitten

## Consult 4 Kids Lesson Plans

### 4<sup>th</sup> – 5<sup>th</sup> Grade Collective and Irregular Plural Nouns

team

army

atlas

band

squad

brood

mob

bunch

armada

cast

woman

fish

litter

flock

goose

foot

knife

man

ox

mouse

pool

roll of coins

deer

scarf

swarm

school of fish

half

sheep

elf

tooth

board of directors

troop

man

wolf

## Consult 4 Kids Lesson Plans

<b>Component:</b>	English Language Arts
<b>Grade Level:</b>	4 <sup>th</sup> – 5 <sup>th</sup> Grades
<b>Lesson Title:</b>	Somebody Wanted, Adjectives
<b>Focus:</b>	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 do you know about onomatopoeia? If the word buzz is a sample of onomatopoeia what other words can you think of that are examples? Why would these words be helpful in communication? What is an adjective? Make a list of 10 nouns. Beside each noun list 3-5 adjectives that will describe each noun. What are some of the strategies that you utilize to uncover the meaning of unfamiliar words?

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

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

### Content (the “Meat”)

#### Fluency

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

#### Repeated Reading Process

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

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

Repeated Reading passages can be found at:

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

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

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

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<p>Record the number of words next to the first number recorded.</p> <ol style="list-style-type: none"> <li>6. Celebrate success.</li> <li>7. Students should stay on the same passage level for 4-6 weeks and then transition students to the next level.</li> </ol> <p><b>Fluency Activity of the Day</b></p> <p><b>Chunk Reading:</b> This process helps youth to read more quickly by seeing phrases or groups of words, instead of reading “word by word”. For example, look at the following two sentences:</p> <p><u>“Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess.</u> He travelled all over the world to find one, <u>but nowhere could he get what he wanted.”</u></p>	
<p style="text-align: center;"><b>Vocabulary</b></p> <p>Vocabulary development is a huge part of becoming proficient in reading. This section will build both academic vocabulary and important text vocabulary.</p> <p><b>Onomatopoeia</b></p> <p>Onomatopoeia is a literary term that describes words that sound like what they are expressing. For example, buzz sounds like the noise you hear when a fly or a mosquito gets close to your ear. The same is true for a door that creaks or a person who sighs. Onomatopoeia is a colorful way to share meaning with another person.</p> <p>Ask students to provide several examples of onomatopoeia. Write them on the board or chart. Ask other students to think about the list and select the word they most believe represent onomatopoeia.</p> <p><b>Onomatopoeia</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Onomatopoeia Card and white boards.</li> <li>3. Invite students to think about each item on the list and what sounds could be associated with that word that fit the guidelines of onomatopoeia (meow, thump, buzz).</li> <li>4. When pair has a list, they should select the 5 they believe are the strongest examples and use in a sentence.</li> <li>5. When finished, pair should share with another pair and then finally offer several examples to the class.</li> </ol>	
<p style="text-align: center;"><b>Reciprocal Teaching</b></p> <p>There are four sections of Reciprocal Teaching:</p> <p><b>Predicting</b> (what do you think will happen next—not a guess but based on evidence in the text).</p> <p><b>Clarifying</b> (understanding the meaning of each of the words—remember that many English words have multiple meanings).</p> <p><b>Questioning</b> (asking right there, interpretive, and applying questions so you can utilize the information).</p> <p><b>Summarizing</b> (listing the key bullet points of what you’ve read—not retelling detail by detail).</p>	<p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-</p>

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<p>For Reciprocal Teaching you may use a trade book (you can buy these in any book store or check them out of the library, or you may be interested in subscribing to Reading A-Z and having access to a large variety of books and other texts.</p> <p style="text-align: center;"><b>Activity</b></p> <p><b>Summarizing:</b>  <b>Somebody/Wanted? But? So:</b> This is a good way to summarize a story. Provide students with a white board or a piece of paper. Fold the paper into fourths. Write the headings in each square: 1<sup>st</sup> Square: somebody (Identify the character), 2<sup>nd</sup> Square: Wanted (Describe the character's goal), 3<sup>rd</sup> Square: But (Describe the conflict or the problem), 4<sup>th</sup> Square: So (Describe the resolution of the conflict.)</p>	<p>ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Conventions</b></p> <p>This section will have activities and games that will focus on spelling, capitalization, punctuation, sentence structures, and grammar. Once the game has been learned, it can be used as a "when homework is finished" activity.</p> <p><b>Adjectives</b>          Adjectives are words that describe nouns. They add clarity to the noun by providing more information. For example, picture the following: dog, brown dog, barking, brown dog, barking and jumping brown dog. Now try this picture: dog, brown, log, lazy, brown dog, sleepy, lazy brown dog. Two totally different mental pictures. The adjectives make the difference.          Ask students to provide several examples of adjectives describing a noun. Write them on the board or chart. Discuss the clarity of the picture that is created by the adjectives.          Adjectives can also compare two nouns. When comparing two items we either add "er" to the adjective or if the adjective has 3 or more syllables, we add the word more in front of the adjective. If the comparison is of three or more nouns, then we add "est" to the adjective, or if the adjective has 3 or more syllables, we add the word most in front of the adjective.</p> <p><b>Adjectives</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair an Adjective Card that contains a list of nouns and white boards.</li> <li>3. Working together, pair brainstorms all of the adjectives they can think of that will describe each of the nouns, writing the adjectives on the white board.</li> <li>4. Pair will then work together to write a sentence with 5 of the nouns, using as many of the adjectives in the sentence as they can and still make sense.</li> <li>5. Pair meets with another pair and shares the sentences.</li> </ol>	<p>Often, this activity will be centered on a game to provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.</p>

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### 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!)



4<sup>th</sup> – 5<sup>th</sup> Grade Onomatopoeia

1. goose
2. sound of an ambulance
3. river flowing swiftly
4. a waterfall
5. boiling water
6. broom sweeping the garage
7. phone ringing
8. breaking eggs
9. laughter
10. change added to a piggy bank
11. fireworks
12. hammer
13. jack hammer
14. a wet sponge
15. cars braking to a stop
16. crying
17. a breeze
18. whispering
19. stretching
20. swarm of bees

4<sup>th</sup> – 5<sup>th</sup> Grade Adjective Card

glass

skunk

dad

monkey

peanut butter

baby

water

story

snake

clown

house

sandpaper

squirrel

Jill

Jack

pencil

cookie

theme park

pig

celebrity

candle

food

cake

penguin

pants

money

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

**Materials:**

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

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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

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

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:

- Appositives**
- Collective and Irregular Nouns**
- Verbs**
- Linking Verbs**
- Adjectives**
- Adverbs**

provide practice time on key conventions. Be sure to check in with kids to determine if they have and understanding of these key elements.

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