

Set 1

FAMOUS KIDS



Lesson Plans for Primary Grade Struggling Readers

TEACHING GUIDE

Teaching Tips

- Please read the lesson plan before working with a student
- During planning stage, consider the need for extension activities
- A timer, if available, may be needed for some sessions
- Implement lessons in one-on-one or small group (3 to 5 students) settings

Target Audience

These lessons are designed for primary/elementary school students

- in Grade/Years 3 and 4
- who are below average at word reading, reading comprehension, and/or other reading-related tasks compared to their grade-level peers

Lesson Objectives

To improve students'

- decoding skills
- sight word reading skills
- reading fluency
- vocabulary knowledge
- reading comprehension monitoring
- writing skills

ACKNOWLEDGEMENT

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Vocabulary Instruction (3 to 4 minutes)

Write **famous** on the white board.

Say: *famous. What word?* (Wait for students to repeat the word)

Student friendly definition: *Famous means someone or something that is known to many people*

Example Sentence: Say *Cristiano Ronaldo is a famous football player.*

[If football is not big in your country, use the example of another famous person]

Example:

The Queen of England.

NonExample:

My grandma.

Deeper Engagement with the Word

I'll say names of people and places. If I say the name of a place or person that is an example of famous, say "it's famous" for places or "he/she is famous" for people. If not, don't say anything.

1. *Lionel Messi* (students respond: **He's famous**)
2. *Ed Sheeran* (students respond: **He's famous**)
3. *Name someone from your school* (**No response**)
4. *London* (students respond: **It's famous**)
5. *Adele* (students respond: **She's famous**)

Say the word again:

Ask: *What word describes a person who is known to many people?* (famous)

Activity 3

Vocabulary word:
Famous

Definition:
Known to many people

In a sentence:
Cristiano Ronaldo is a **famous** football player.

Example:
The Queen of England.

Nonexample:
My grandma.



Vocabulary Instruction (3 to 4 minutes)

Write **protect** on the white board.

Say: *protect*. *What word?* (Wait for students to repeat the word)

Student friendly definition: *Protect means to keep someone or something safe from harm or damage*

Example Sentence: *The mask protects her from catching COVID.*

Example: *Keeping your bicycle covered in the rain.*

NonExample: *Leaving your mobile phone out in the rain.*

Deeper Engagement with Word

I'm going to ask some questions. For each question tell me if someone or something is being protected or harmed.

*Remember **harm** means to hurt or damage something and **protect** means to keep something or someone safe from harm.*

- 1. People throw a lot of garbage/trash in the river. Is that protecting the river or harming it? [harming]*
- 2. You wear a raincoat when it starts raining. Are you protecting or harming yourself? [protecting]*
- 3. Old cars produce a lot of smoke. Are they protecting or harming the air we breathe? [harming]*
- 4. You wear swim shoes on a pebbly beach. Are you protecting or harming your feet? [protecting]*
- 5. Your friend throws your favourite toy against the wall. Is your friend protecting or harming your toy? [harming]*

Say the word again:

Ask: What word describes keeping someone or something safe from harm or damage?
(Protect)

Activity 3

Vocabulary word:
Protect

Definition:
To keep someone or something safe from harm or damage.

Example Sentence:
The mask **protects** her from catching COVID.

Example:
Keeping your bicycle covered in the rain.

Nonexample:
Leaving your mobile phone out in the rain.



Vocabulary Instruction (3 to 4 minutes)

Write **build / built** on the white board.

Say: *build. What word? (Wait for students to repeat the word)*

Say: *The past tense of the word build is built. What is the past tense of build? (built)*

Student friendly definition: *Build means to put parts together and make something*

Example Sentence: *Construction workers build houses and bridges.*

Example: *My friend used Lego blocks to make a tower.*

NonExample: *My mum made a stack of pancakes.*

Deeper Engagement with Word

Turn to your partner and tell them about one thing you've built. Also, tell them what parts you needed to build it.

- Give students a minute to share with their peers.
- Have students share with the group what their peer told them.
- Provide corrective feedback as necessary

Say the word again:

Ask: *What word describes putting parts together to make something? (build)*

Activity 2

Vocabulary word:
Build

Definition:
To put together parts
and make something.

Example Sentence:
The construction workers **build** houses and bridges.

Example:
My friend used Lego
blocks to make a tower.

Nonexample:
My mum made a stack
of pancakes.



Vocabulary Instruction (3 to 4 minutes)

Write **skill** on the white board.

Say: *skill. What word?* (Wait for students to repeat the word)

Student friendly definition: *Skill means the ability to do something well*

Example Sentence: *You need special skills to perform heart surgery.*

Example: *A doctor performing brain surgery.*

NonExample: *A doctor checking your temperature.*

Deeper Engagement with Word

What skills would these sportspeople need to be good at their sport

- *Football player* [Wait for students to respond]
 - (running with the ball, shooting, passing, speed, dribbling)
- *Basketball player* [Wait for students to respond]
 - (shooting, dribbling, passing, jumping, speed)
- *Skateboarder* [Wait for students to respond]
 - (balance, rolling, stopping, falling, turning)
- *Swimmer* [Wait for students to respond]
 - (breathing properly, diving, learning strokes, speed)

Say the word again:

Ask: *What word describes the ability to do something well?* (skill)

Activity 3

Vocabulary word:
Skill

Definition:
the ability to do
something well.

Example Sentence:
You need special **skills** to perform a heart surgery.

Example:
A doctor who performs
a brain surgery.

Nonexample:
A friend who checks
your temperature.



Vocabulary Instruction (3 to 4 minutes)

Write **focus** on the white board.

Say: *focus*. *What word?* (Wait for students to repeat the word)

Student friendly definition: *Focus means to direct your attention to a particular person or task*

Example Sentence: [Point to the image on the student sheet] *Mark's sister watches him focus on his writing.*

Example: A student uses his magnifying glass to understand how ants eat.

NonExample: A student playing catch with the magnifying glass when asked to look at how ants eat.

Deeper Engagement with Word

*If any of the things I say are examples of people **focused** on someone or something, say "he/she is focused", if not don't say anything.*

- 1. Noah's teacher is showing the class how to add two numbers. Noah is sharpening his pencil and talking to his friend.*
- 2. Jay is working with dangerous chemicals in the lab. He is not talking to anyone and is quietly working on his experiment. [He is focused]*
- 3. Ali is trying to build the tallest Lego tower. His eyes are on the tower, and he is thinking of ways to make the tower taller. [He is focused]*
- 4. Neha is driving, listening to music, and talking on the phone with her mother.*
- 5. Marta is sitting in class, listening to her teacher, and taking notes. [She is focused]*

Say the word again:

Ask: *What word means to direct your attention to a particular person or task?* (focus)

Activity 2

Vocabulary word:
Focus

Definition:
To direct your attention
to one particular person
or thing.

Example Sentence:
Mark's sister is helping him **focus** on his writing.

Example:
A student uses his
magnifying glass to
understand how ants eat.

Nonexample:
A student playing catch
with the magnifying
glass when asked to
look at how ants eat.



Vocabulary Knowledge Check (5 minutes)

Now we'll read a list of sentences and choose the best answer.

- Call on a student to read sentence 1a and another student to read sentence 1b. After both sentences are read, ask the class, *Which of these two sentences talks about [vocabulary word]?*
- Have students independently read and answer the remaining questions
- As a group, discuss answers and provide feedback

1. Which one of these two sentences talks about a **famous** person:
 - a. My brother is going to see the Adele concert next week.
 - b. My brother is going on a school trip tomorrow.

Teacher: *Yes, A is the right answer. Can someone tell me who the famous person is?* [Wait] *Yes, Adele. What is she famous for?* [wait]

2. Which of these two sentences talks about **protecting** something or someone:
 - a. Last week, some primary school children cleaned a beach to save our seas.
 - b. Last week, some primary school children went to the museum to watch a movie on life in the sea.

Teacher: *Yes, A is the right answer. Can someone tell me what or who the children were protecting?* [Wait] *Yes, the beach/the sea.*

3. Which of these two sentences talks about **building** something:
 - a. Mario and his mum are working on giving their dog a bath.
 - b. Mario and his mum are working on a tree house in their backyard.

Teacher: *Yes, B is the right answer. Can someone tell me what Mario and his mum are building?* [Wait] *Yes, a treehouse.*

4. Which of these two sentences talks about a **skill**:
 - a. Gemma is going to the beach to watch the sunset.
 - b. Gemma is going to the beach to surf in the sea.

Teacher: *Yes, B is the right answer. Can someone tell me what skill Gemma has?* [Wait] *Yes, she knows how to surf in the sea.*

Activity 4

Read the following questions and circle the correct answer.

1. Which one of these two sentences talks about a **famous** person:
 - a My brother is going to see the Adele concert next week.
 - b My brother is going on a school trip tomorrow.

2. Which of these two sentences talks about **protecting** something or someone:
 - a Last week, some primary school children cleaned a beach to save our seas.
 - b Last week, some primary school children went to the museum to watch a movie on life in the sea.

3. Which of these two sentences talks about **building** something:
 - a Mario and his mom are working on giving their dog a bath.
 - b Mario and his mom are working on a tree house in their backyard.

4. Which of these two sentences talks about a **skill**:
 - a Gemma is going to the beach to watch the sunset.
 - b Gemma is going to the beach to surf in the sea.

Vocabulary Instruction (3 to 4 minutes)

Write **harvest** on the white board.

Say: *harvest. What word?* (Wait for students to repeat the word)

Student friendly definition: *To Harvest is to gather crops from the fields.*

Example Sentence: *Farmers harvest tomatoes between July and October each year.*

Example: *Farmers sometimes use machines to gather the crops when they are ready.*

NonExample: *My parents go to the grocery store to buy the vegetables and fruits we need.*

Deeper Engagement with Word

When I name an item that you think can be harvested, say harvest, if not, don't say anything.

1. *Potatoes* [Harvest]
2. *Rice* [Harvest]
3. *Milkshake*
4. *Corn* [Harvest]
5. *Bread*
6. *Apples* [Harvest]

Say the word again: *What word describes gathering crops from the fields?* [harvest]

Activity 3

Vocabulary word:
Harvest

Definition:
to gather crops from
the fields

Example Sentence:
Farmers **harvest** tomatoes between July and
October each year.

Example:
Farmers sometimes use
machines to gather the
crops when they are
ready.

Nonexample:
My parents go to the
grocery store to get all
the vegetables and
fruits we need.



Vocabulary Instruction (3 to 4 minutes)

Write **forced** on the white board.

Say: *Force. What word? (Wait for students to repeat the word)*

Student friendly definition: *Force means to make someone do something they don't want to do*

Example Sentence: *Some kids are forced to work and cannot go to school.*

Example: *Jim does not eat fish, but his friends made him eat fish for lunch.*

NonExample: *David's friends asked him to try some fish and chips. David said no. He did not eat the fish.*

Deeper Engagement with Word:

I am going to start a sentence and I want you to think of an ending that makes sense.

1. *I was forced to open the door because...* [e.g., someone kept banging on the it]
2. *The bus driver was forced to take a different road because...* [e.g., they were repairing the road; there was an accident]
3. *Some people are forced to leave their homes because...* [e.g., of war, of floods]
4. *I was forced to walk home because...* [e.g., I missed the bus]

Say the word again: *What word means to make someone do something they don't want to do? [Force/Forced]*

Activity 3

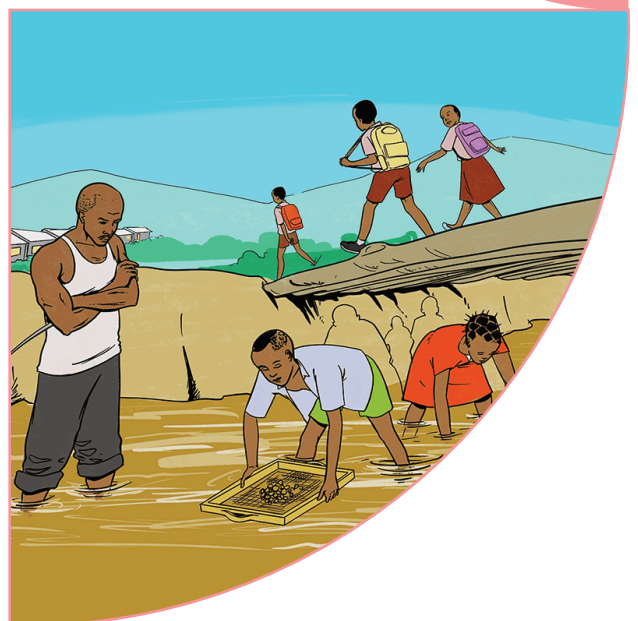
Vocabulary word:
Force

Definition:
To make someone do something that they don't want to do.

Example Sentence:
Some kids are **forced** to work and cannot go to school.

Example:
Jim does not eat fish, but his friends made him eat fish for lunch.

Nonexample:
David's friends asked him to try some fish and chips. David tried some fish but did not like it. He did not eat the rest of the fish.



We want to hear from *you*.

Thank you for downloading our lessons. We hope the lessons have a positive impact on your students' reading-related outcomes.

As you implement these lessons, we'd love to hear your thoughts. Your feedback can help us make our lessons more accessible and improve teachers' and students' experiences.

Please click the below link or scan the QR code to access the feedback form.

<https://www.readingresourcecentre.org/contact>



Below we reference past literature that has guided us in developing this open educational resource:

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