

## 3rd Grade Weekly Lesson Plans

January 6-10

Date	Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;"><b>8:00-8:30</b> Good Things/ Cursive Writing Practice</p>	<p><b>Review:</b> <b>*Social Contract</b> <b>*Procedures</b></p>	<p style="text-align: center;"><b>Cursive Writing</b></p>	<p style="text-align: center;"><b>Cursive Writing</b></p>	<p style="text-align: center;"><b>Cursive Writing</b></p>	<p style="text-align: center;"><b>Cursive Writing</b></p>
<p style="text-align: center;"><b>8:30-9:35</b> Reader's Workshop</p>	<p><u>Read Aloud: Ch 1-2</u> <u>Because of Winn-Dixie must be read before session 1</u></p> <p><u>Standard:</u> -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1)</b> -Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <b>(RL.3.2)</b> -Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. <b>(RL.3.3)</b> -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>(RL.3.4)</b></p>	<p><u>Shared Reading:</u></p> <p><b>**Ch 3 and 4 Because of Winn Dixie Must be read before session 2</b></p> <p><u>Standard:</u> -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1)</b> -Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <b>(RL.3.2)</b> -Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. <b>(RL.3.3)</b> -Determine the meaning of words and phrases as they are used in a text,</p>	<p><u>Shared Reading:</u></p> <p><b>**Ch 5 and 7 Because of Winn Dixie Must be read before session 3</b></p> <p><u>Standard:</u> -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1)</b> -Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <b>(RL.3.2)</b> -Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. <b>(RL.3.3)</b> -Determine the meaning of words and phrases as they are</p>	<p><u>Read Aloud: Ch 8</u> <u>Because of Winn-Dixie must be read before session 4</u></p> <p><u>Standard:</u> -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1)</b> -Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <b>(RL.3.2)</b> -Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. <b>(RL.3.3)</b> -Determine the meaning of words and phrases as they are</p>	<p><u>Assessment:</u></p>

	<p>-Distinguish their own perspective from that of the narrator or those of the characters, also distinguish the difference between first- and third-person point-of-view narrations. <b>(RL.3.6)</b></p> <p>-Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <b>(RL.3.9)</b></p> <p><u>Student-Friendly Objective:</u> <b>Pre CFA</b></p> <p><u>Materials:</u> <u>Reader's Notebook</u> <u>Mini-Lesson: I Do</u></p> <p><u>Guided Practice: We Do</u></p> <p><u>Independent Practice: You Do</u></p> <p><u>Small Group Instruction:</u></p>	<p>distinguishing literal from nonliteral language. <b>(RL.3.4)</b></p> <p>-Distinguish their own perspective from that of the narrator or those of the characters, also distinguish the difference between first- and third-person point-of-view narrations. <b>(RL.3.6)</b></p> <p>-Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <b>(RL.3.9)</b></p> <p><u>Student-Friendly Objective:</u> I can notice how a new character talks and acts.</p> <p><u>Materials:</u> <u>Reader's Notebook</u> <u>Mini-Lesson: I Do</u> <u>Unit 3: Character Studies Session 1</u></p> <p>Teach students "when readers begin a new book, they get to know the characters in the book by taking notice of how the characters talk and act". TTW Revisit a couple of parts that have been read</p>	<p>used in a text, distinguishing literal from nonliteral language. <b>(RL.3.4)</b></p> <p>-Distinguish their own perspective from that of the narrator or those of the characters, also distinguish the difference between first- and third-person point-of-view narrations. <b>(RL.3.6)</b></p> <p>-Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <b>(RL.3.9)</b></p> <p><u>Student-Friendly Objective:</u> I can come up with ideas about a character.</p> <p><u>Materials:</u> <u>Reader's Notebook</u> <u>Mini-Lesson: I Do</u> <u>Unit 3: Character Studies Session 2</u></p> <p>"Teach students that once readers have met a new character, they draw on their observations to come up with an idea about the character. They study the things the character says, does and</p>	<p>used in a text, distinguishing literal from nonliteral language. <b>(RL.3.4)</b></p> <p>-Distinguish their own perspective from that of the narrator or those of the characters, also distinguish the difference between first- and third-person point-of-view narrations. <b>(RL.3.6)</b></p> <p>-Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <b>(RL.3.9)</b></p> <p><u>Student-Friendly Objective:</u> I can notice patterns in the things a character does to come up with a theory.</p> <p><u>Materials:</u> <u>Reader's Notebook</u> <u>Mini-Lesson: I Do</u> <u>Unit 3: Character Studies Session 3</u></p> <p>Teach students that as you learn more about a character you will start to notice patterns.</p> <p><u>Guided Practice: We Do</u></p>	
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		<p>aloud, and model thinking what was noticed about the character Opal.</p> <p><u>Guided Practice:</u> <u>We Do</u> TSW channel this work in partnerships using another section that has already been read. Paying attention to more things they notice about the main character (record in readers notebook)</p> <p><u>Independent Practice: You Do</u> Remind students that we get to know characters by noticing what he or she does or says. Encourage students to pay attention to the characters in their independent books (<i>what are the saying; doing?</i>)</p> <p><u>Small Group Instruction:</u></p>	<p>think "What does this tell me about the character." TTW recall observations from the character Opal.</p> <p><u>Guided Practice:</u> <u>We Do</u> Encourage students to share their observations. Demonstrate the way to read to check if our initial thought is accurate and can we grow an idea about her.</p> <p><u>Independent Practice: You Do</u></p> <p>TSW recall the idea they have been growing about the main characters in their independent reading books. (record in Readers Notebook)</p> <p><u>Small Group Instruction:</u></p>	<p>Demonstrate how to grow an initial idea about a character.</p> <p><u>Independent Practice: You Do</u></p> <p>Students will try this work using their own books, noticing patterns that help them come up with a bigger theory about their character. (record in Reader's Notebook)</p> <p><u>Small Group Instruction:</u></p>	
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9:35-10:15 Intervention					
10:15-11:00 Lunch/Recess					
11:05-12:30 Number Talks Eureka Math	<p><b>Module 3</b></p> <p><b>Pre- CFA</b> (Math Lesson will begin after CFA if time allows.)</p> <p><b>Lesson 1 Objective:</b> Study commutativity to find known facts of 6, 7, 8, and 9.</p> <p><b>Number Talks:</b></p> <p><b>Application Problem</b> Geri brings 3 water jugs to her soccer game to share with teammates. Each jug contains 6 liters of water. How many liters of water does Geri bring?</p> <p><b>I Do:</b> Concept Development P.14 (using tape diagrams)</p>	<p><b>Lesson 2 Objective:</b> Apply the distributive and commutative properties to relate multiplication facts <math>5 \times n + n</math> to <math>6 \times n</math> and <math>n \times 6</math> where <math>n</math> is the size of the unit.</p> <p><b>Number Talks:</b></p> <p><b>Application Problem</b> Jocelyn says 7 fives has the same answer as 3 sevens + 2 sevens. Is she correct? Explain why or why not?</p> <p><b>I Do:</b> Concept Development P.26</p>	<p><b>Lesson 3 Objective:</b> Multiply and divide with familiar facts using a letter to represent the unknown.</p> <p><b>Number Talks:</b></p> <p><b>Application Problem</b> Twenty-four people lined up to use the canoes at the park. Three people were assigned to each canoe. How many canoes are used?</p> <p><b>I Do:</b> Concept Development P.39 (using tape diagrams)</p>	<p>Topic A Assessment</p>	<p><b>Lesson 4 Objective:</b> Count by units of 6 to multiply and divide using number bonds to decompose.</p> <p><b>Number Talks:</b></p> <p><b>Application Problem</b> Marshall puts 6 pictures on each of the 6 pages in his photo album. How many pictures does he put in the photo album in all?</p> <p><b>I Do:</b> Concept Development P.52 (using number bonds)</p> <p><b>We Do:</b> Problem Set: students will</p>

	<p><b>We Do:</b> Problem Set: students will solve using the RDW approach.</p> <p><b>Student Debrief</b> 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p><b>Questions to guide debrief**</b> How did commutativity help you solve more facts than you thought you knew in Problem 1(a)? **Invite students to share their processes for finding the multiplication facts for the array in Problem 2. **In Problems 3(a), 3(b), and 3(c), what did you notice about the words and numbers on each side of the equal sign? How are they related? How did you know to subtract 1 three in Problem 39(g)? What</p>	<p>(using cubes and manipulatives)</p> <p><b>We Do:</b> Problem Set: students will solve using the RDW approach.</p> <p><b>Student Debrief</b> 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p><b>Questions to guide debrief**</b> **What patterns did you notice between Problems 1 and 2? **Explain to your partner how one fact can help you solve two new facts? **Explain why you used multiplication or division to solve Problem 4. How does a division sentence in this problem relate to a multiplication sentence?</p>	<p><b>We Do:</b> Problem Set: students will solve using the RDW approach.</p> <p><b>Student Debrief</b> 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p><b>Questions to guide debrief**</b> **Explain to your partner how you solved Problem 3. (Review division as both an <i>unknown factor</i> and an <i>equal groups</i> problem.) **Tell your partner the steps you took to model and solve Problem 4. **Why is using a letter to represent the unknown more helpful than using a question mark?</p>	<p>solve using the RDW approach.</p> <p><b>Student Debrief</b> 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p><b>Questions to guide debrief**</b> **With a partner, list the related division facts for each number in the skip-counting sequence in Problem 1. **What other multiplication and division problems can you solve with the sequence you already have in Problem 2? **How was using the skip-counting strategy in Problem 4 different from the other problems? **How did the Application Problem connect</p>
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	would that problem look like rewritten as an equation?  <b>You Do:</b> Exit Ticket	**How does the strategy we learned today relate to the break apart and distribute strategy we studied in Module 1?  <b>You Do:</b> Exit Ticket	<b>You Do:</b> Exit Ticket		with today's lesson?  <b>You Do:</b> Exit
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**12:35-1:15**  
Special Class

<b>1:15-1:45</b> Word Study	<b>Decoding</b> <b>Encoding</b>	<b>Decoding</b> <b>Encoding</b>	<b>Decoding</b> <b>Encoding</b>	<b>Decoding</b> <b>Encoding</b>	<b>Decoding</b> <b>Encoding</b>
	Decoding:  Encoding:	Decoding:  Encoding:	Decoding:  Encoding:	Decoding:  Encoding:	Decoding:  Encoding:

**1:45-2:20  
Writer's  
Workshop**

**On Demand Narrative  
Writing Assessment  
(30 min.)**

Lucy Calkins-Unit 4  
Session 1: Standards: W.3.3,  
W 3.3 A, W.3.3 B, W. 3.3 C,  
W3.3E Student Friendly  
Objective: I can... adapt  
classic tales. Materials:  
\*Writing Journal Mini  
Lesson: "Today will be  
studying adaptations of a  
fairy tale. Inquiry: What is  
the author trying to do by  
changing/not changing  
things? How can these  
examples help me write  
my own adaptation?"  
Teach: The class will watch  
the story Prince Cinders.  
[https://www.youtube.com/  
watch?v=4H8KMJr\\_n7Y](https://www.youtube.com/watch?v=4H8KMJr_n7Y) The  
teacher will read the story  
Cinderella and the class  
will: · Study Cinderella  
adaptations – what  
changes author made,  
why? · Model with Prince  
Cinders - use anchor chart  
with phrases · Create list –  
Ways Authors Adapt Fairy  
Tales · Continue process,  
stopping every few pages  
to discuss Active  
Engagement: Students  
work in small groups with  
other adaptations –  
discussing and take notes  
and also focus on what  
stays the same. Closing:  
Groups share changes they  
noticed and why – record  
on chart Decide which

Lucy CalkinsUnit 4  
Session 2: Standards:  
W.3.3, W 3.3 A, W.3.3 B,  
W. 3.3 C, W3.3E Student  
Friendly Objective: I  
can... write story  
adaptations that can  
hold together.  
Materials: \*Writing  
Journal Mini Lesson:  
"Today we are going to  
focus on how making  
one change leads to  
other changes." Teach:  
The teacher will model  
writing an adaptation  
of Cinderella, recalling  
the main events in the  
tale. The class will:  
Think about big reason  
to change tale  
(disagree with/ don't  
like) · Identify how  
making one change  
leads to domino effect ·  
Add motivation to  
Ways Authors Adapt  
Fairy Tales chart Active  
Engagement: The  
Students repeat  
process with their tale,  
discussing w/partner.  
They will focus on  
highlighting major  
changes and write  
plans (not story) in  
notebook. Closing: The  
student will discuss  
plans w/partner –  
checking for significant

Lucy CalkinsUnit 4  
Session 3: Standards:  
W.3.3, W 3.3 A, W.3.3 B,  
W. 3.3 C, W3.3E Student  
Friendly Objective: I  
can... storytell, plan  
and draft adaptations  
of fairy tales.  
Materials: \*Writing  
Journal Mini Lesson:  
Help students recall  
and then embellish the  
steps of the small  
moment story they  
will be telling. Teach:  
The teacher will model  
writing an adaptation  
of Cinderella, recalling  
the main events in the  
tale. The class will:  
Think about big reason  
to change tale  
(disagree with/ don't  
like) · Identify how  
making one change  
leads to domino effect  
· Add motivation to  
Ways Authors Adapt  
Fairy Tales chart  
Active Engagement:  
The Students repeat  
process with their tale,  
discussing w/partner.  
They will focus on  
highlighting major  
changes and write  
plans (not story) in  
notebook. Closing: The  
student will discuss  
plans w/partner –

Lucy CalkinsUnit 4  
Session 4:  
Standards: W.3.3,  
W 3.3 A, W.3.3 B,  
W. 3.3 C, W3.3E  
Student Friendly  
Objective: I can...  
consider the  
audience when I am  
writing to persuade  
people. Materials:  
\*Writing Journal  
Mini Lesson: How  
to write a fairy  
tale anchor chart  
Teach: When  
writing you can  
rehearse in the  
middle of writing  
as well as the start  
of it. Active  
Engagement:  
Channel students  
to act out their  
own scenes with a  
partner. Closing:  
Revisit part of  
scene they just  
acted out,  
clarifying any  
words or actions

		<p>fairy tale to begin adapting tomorrow – Little Red Riding Hood or The Three Billy Goats Gruff</p>	<p>changes. Make sure your story has a character that wants something but runs into trouble.</p>	<p>checking for significant changes. Make sure your story has a character that wants something but runs into trouble.</p>	
<p><b>2:20-2:55</b></p> <p>C.2.3.4 Use deliberative processes when making decisions and acting upon civic problems in the classroom and school</p> <p>E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision</p> <p>E.5.3.2 Articulate ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services in Arkansas</p> <p>E.5.3.3 Analyze economic factors in a market</p>	<p><u>Running Records</u> <u>Handwriting</u></p>	<p><u>Science/Social Studies</u></p> <p><u>Essential Questions:</u></p> <p><u>How do natural resources affect the goods and services produced?</u></p> <p><u>How do human and capital resources affect the goods and services produced?</u></p> <p><u>TSW create a business plan.</u></p>	<p><u>Science Social Studies</u></p> <p><u>Essential Questions:</u></p> <p><u>How do natural resources affect the goods and services produced?</u></p> <p><u>How do human and capital resources affect the goods and services produced?</u></p> <p><u>TSW create a business plan.</u></p>	<p><u>Running Records</u> <u>Handwriting</u></p>	<p><u>Science Lab/Experiments/ Group Projects</u></p> <p><u>Essential Questions:</u></p> <p><u>How do natural resources affect the goods and services produced?</u></p> <p><u>How do human and capital resources affect the goods and services produced?</u></p> <p><u>TSW create a business plan.</u></p>



E.6.3.1 Explain functions and characteristics of money in the United States					
2:40-3:00 Teacher Monitored Recess					
2:55-3:00 Prepare for Dismissal					

### WORD STUDY SCRIPT

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Review Morpheme:</b> <b>2 minutes</b></p> <p>Using a flash card, have a previously taught prefix on one side. On the other side, have the definition and example of the prefix being.</p> <p><u>Example: Edited Daily</u></p> <p><b>non= (on front)</b> <b>Non=not, absent of</b> The formula is nontoxic. (on back) Review more than one if time allows.</p>	<p><b>Introduce/Review Morpheme:</b></p> <p>Using a flash card, have a previously taught prefix on one side. On the other side, have the definition and example of the prefix being used.</p> <p><u>This will be edited daily</u></p> <p><b>un (on front)</b> <b>un=Not</b> <i>Jack thought the game was unfair.</i> (on back) Review more than one if time allows.</p>	<p><b>Introduce/Review Morpheme:</b></p> <p>Using a flash card, have a previously taught prefix on one side. On the other side, have the definition and example of the prefix being used.</p> <p><u>This will be edited daily</u></p> <p><b>PRE (on front)</b> <b>Pre= before</b> <i>Be prepared for bad weather.</i> (on back) Review more than one if time allows.</p>	<p><b>Review Morpheme</b></p>	<p><a href="#">MultiSensory Activities</a></p> <p>Review with an activity from the link above, then students can take their assessment.</p> <p><b>Assessment</b> Over suffix -ed</p>

<p><b>Introduce new suffix:</b> <b>3 minutes</b></p> <p>Teacher will display the suffix on the board. *This suffix can be sounded out 3 different ways. “ ed”, “t”, or “d”. We will be going through all 3 this week.</p> <p><u>-ED:</u> <b>Let’s name the letters. E-D</b> <b>How is it read?</b> <b>/D/</b> <b>/ED/ means “ a past tense verb”</b> <b>Let’s look at a couple of words to determine the meaning. I want us to remember if the suffix does not have a base word with it, it cannot stand alone.</b> Write the word “acted” on the board. <b>“What does “acted” mean if we know that /ed/ means it is past tense?”</b></p> <p>Model defining the word from right to left.</p> <p>Write “expected” on the board. Model defining the word from right to left. <b>If I know what the base word means, what does it mean when I add my suffix /ed/ at the end?</b></p>	<p><b>Introduce new suffix:</b> <b>2 minutes:</b></p> <p>*This suffix can be sounded out 3 different ways. “ ed”, “t”, or “d”. We will be going through all 3 this week.</p> <p>Display the suffix “ED” on the board. Remind students of yesterday’s lesson. Spell it: E-D Read it: /ED/ OR /D/ Define it: past-tense verb</p>	<p><b>Introduce new prefix:</b> <b>3 minutes</b></p> <p>*This suffix can be sounded out 3 different ways. “ ed”, “t”, or “d”. We will be going through all 3 this week.</p> <p>Display the suffix “ED” on the board. Remind students of yesterday’s lesson. Spell it: E-D Read it: /ED/ OR /D/ Define it: past-tense verb</p>	<p><b>Introduce new prefix:</b> <b>3 minutes</b></p> <p>*This suffix can be sounded out 3 different ways. “ ed”, “t”, or “d”. We will be going through all 3 this week.</p> <p>Display the suffix “ED” on the board. Remind students of yesterday’s lesson. Spell it: E-D Read it: /ED/ OR /D/ OR /T/ Define it: past-tense verb</p> <p>Review what students need more time to master on this day with each /ed/ sound</p>	
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<p>(Record the definition and a sentence with one of the words on the back of that card.)</p>				
<p><b>Practice Reading</b> (Decoding) Words with Morpheme: 7 minutes</p> <p><b>Now let's read more words containing our new suffix.</b> (each student has a list of words to read) <b>Box the suffix in every word.</b></p> <p><b>Use syllable types and syllable division to decode the words.</b> Charts referenced: Syllable Types Syllable Division Decoding Strategy: Pronunciation</p> <p><b>I Do:</b> Teacher will model the above steps with the first word on the list. <b>We Do:</b> Students will work with an elbow partner to decode the next 2 words from the list. <b>You do:</b> Students will independently decode the last 3 words on the list.</p>	<p><b>Practice Reading</b> (Decoding) Words with Morpheme: 7 minutes</p> <p><b>Now let's read more words containing our new suffix.</b> (each student has a list of words to read) <b>Box the suffix in every word.</b></p> <p><b>Use syllable types and syllable division to decode the words.</b> Charts referenced: Syllable Types Syllable Division Decoding Strategy: Pronunciation</p> <p><b>I Do:</b> Teacher will model the above steps with the first word on the list. <b>We Do:</b> Students will work with an elbow partner to decode the next 2 words from the list. <b>You do:</b> Students will independently decode the</p>	<p><b>Practice Reading</b> (Decoding) Words with Morpheme: 7 minutes</p> <p><b>Now let's read more words containing our new suffix.</b> (each student has a list of words to read) <b>Box the suffix in every word.</b></p> <p><b>Use syllable types and syllable division to decode the words.</b> Charts referenced: Syllable Types Syllable Division Decoding Strategy: Pronunciation</p> <p><b>I Do:</b> Teacher will model the above steps with the first word on the list. <b>We Do:</b> Students will work with an elbow partner to decode the next 2 words from the list. <b>You do:</b> Students will independently decode the</p>		

	last 3 words on the list.	last 3 words on the list.		
<p>Practice Building (Encoding) Words with the Morpheme: 7minutes</p> <p><b>Now we are going to practice building words with our new suffix. Remember when you build a word, you need to build it one syllable at a time.</b></p> <p><b>I Do:</b> I am going to build the word “salted” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is <b>salt</b>. Let me think about all the ways the /a/ sound is spelled, refer to sound wall. (Write it). The next syllable is <b>ed</b>. I know how to spell that. Show students how to try it until it looks right. Spell salted.</p> <p><b>We Do:</b> Call out a word and tell students to work with a partner to build it. (<b>landed</b>)</p> <p><b>I Do:</b> Call out a word for students to build independently. (<b>Rented</b>) (Whiteboards or journals)</p>	<p>Practice Building (Encoding) Words with the Morpheme: 7 minutes</p> <p><b>Now we are going to practice building words with our new suffix. Remember when you build a word, you need to build it one syllable at a time.</b></p> <p><b>I Do:</b> I am going to build the word “filmed” Let me say it. Let me clap my syllables. There is 1 syllable. My syllable is <b>filmed</b>. Let me think of all the ways the vowel can be spelled here. (Write it). Refer to sound wall. What do we call the syllable at the end? (“ed”) Show students how to try it until it looks right. Spell <b>filmed</b>.</p> <p><b>We Do:</b> Call out a word and tell students to work with a partner to build it. (<b>dreamed</b>)</p> <p><b>I Do:</b> Call out a word for students to build independently. (<b>spilled</b>) (Whiteboards or journals) Repeat with another word. (<b>called</b>)</p>	<p>Practice Building (Encoding) Words with the Morpheme: 7 minutes</p> <p><b>Now we are going to practice building words with our new suffix. Remember when you build a word, you need to build it one syllable at a time.</b></p> <p><b>I Do:</b> I am going to build the word “jumped” Let me say it. Let me clap my syllables. There is 1 syllable. I need to think about all the ways the /U/ sound is spelled, refer to sound wall. Show students how to try it until it looks right. Spell <b>jumped</b>.</p> <p><b>We Do:</b> Call out a word and tell students to work with a partner to build it. (<b>walked</b>)</p> <p><b>I Do:</b> Call out a word for students to build independently. (<b>fished</b>) (Whiteboards or journals) Repeat with another word.</p>		
Practice defining words with	Practice defining words with	Practice defining words with		

<p><b>Morpheme:</b> 5 minutes</p> <p><b>Chart Referenced:</b> <b>Word Attack: Meaning</b> <b>I Do:</b> Display the word defining graphic organizer. Write the word “paint” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. Look up definition together. Model creating a sentence with the word. <b>We Do:</b> Provide pairs a word to define. Allow them to recreate the organizer in their journal, on the back of the word list, or on a white board. (Choose a word from your word list) Have a pair of students share their definitions and sentences. <b>You Do:</b> Have students define a word from the word list independently using the graphic organizer. Allow a pair each day to create a large chart of their word and sentence (student evidence).</p>	<p><b>Morpheme:</b> 5 minutes</p> <p><b>Chart Referenced:</b> <b>Word Attack: Meaning</b> <b>I Do:</b> Display the word defining graphic organizer. Write the word “laughed” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. Look up definition if needed. Model creating a sentence with the word. <b>We Do:</b> Provide pairs a word to define. Allow them to recreate the organizer in their journal, on the back of the word list, or on a white board. (Choose a word from your word list) Have a pair of students share their definitions and sentences. <b>You Do:</b> Have students define a word from the word list independently using the graphic organizer. Allow a pair each day to create a large chart of their word and sentence (student evidence).</p>	<p><b>Morpheme:</b> 5 minutes</p> <p><b>Chart Referenced:</b> <b>Word Attack: Meaning</b> <b>I Do:</b> Display the word defining graphic organizer. Write the word “walked” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. Model creating a sentence with the word. <b>We Do:</b> Provide pairs a word to define. Allow them to recreate the organizer in their journal, on the back of the word list, or on a white board. (Choose a word from your word list) Have a pair of students share their definitions and sentences. <b>You Do:</b> Have students define a word from the word list independently using the graphic organizer. Allow a pair each day to create a large chart of their word and sentence (student evidence).</p>		
<p>Practice decoding/encoding</p>	<p>Practice decoding/encoding</p>	<p>Practice decoding/encoding</p>		

<p>words with Morpheme in context: 6 minutes</p> <p><b>I Do:</b> Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the suffix. (the plane landed)</p> <p><b>We Do:</b> Display the following phrase and have students work with their partner to decode the phrase. (the wax melted)</p> <p><b>You Do:</b> Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (the blanket was twisted)</p> <p><b>Encoding:</b> Dictate a sentence using one of the phrases. <b>I Do:</b> You say the sentence. <b>We Do:</b> Say the sentence as a class and determine the number of words in the sentence. <b>I Do:</b> Students build the sentence on their board or in their journals.</p>	<p>words with Morpheme in context: 6 minutes</p> <p><b>I Do:</b> Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the suffix. (she smiled)</p> <p><b>We Do:</b> Display the following phrase and have students work with their partner to decode the phrase. (his teacher yelled)</p> <p><b>You Do:</b> Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (changed her hair)</p> <p><b>Encoding:</b> Dictate a sentence using one of the phrases. <b>I Do:</b> You say the sentence. <b>We Do:</b> Say the sentence as a class and determine the number of words in the sentence. <b>I Do:</b> Students build the sentence on their board or in their journals.</p>	<p>words with Morpheme in context: 6 minutes</p> <p><b>I Do:</b> Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the prefix. (he asked)</p> <p><b>We Do:</b> Display the following phrase and have students work with their partner to decode the phrase. (she kicked the ball)</p> <p><b>You Do:</b> Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (the dog limped)</p> <p><b>Encoding:</b> Dictate a sentence using one of the phrases. <b>I Do:</b> You say the sentence. <b>We Do:</b> Say the sentence as a class and determine the number of words in the sentence. <b>I Do:</b> Students build the sentence on their board or in their journals.</p>		
<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Day 1 word list</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Day 2 word list</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Day 3 word list</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Day 4 word list</li> </ul>	

<ul style="list-style-type: none"><li>● Defining words graphic organizer</li><li>● Flashcards of previously taught prefixes</li><li>● Blank flash card to build today's prefix</li><li>● White boards</li><li>● Word study notebooks/journals</li><li>● Anchor charts for decoding for pronunciation and meaning</li></ul>	<ul style="list-style-type: none"><li>● Defining words graphic organizer</li><li>● Flashcards of previously taught prefixes</li><li>● Blank flash card to build today's prefix</li><li>● White boards</li><li>● Word study notebooks/journals</li><li>● Anchor charts for decoding for pronunciation and meaning</li></ul>	<ul style="list-style-type: none"><li>● Defining words graphic organizer</li><li>● Flashcards of previously taught prefixes</li><li>● Blank flash card to build today's prefix</li><li>● White boards</li><li>● Word study notebooks/journals</li><li>● Anchor charts for decoding for pronunciation and meaning</li></ul>	<ul style="list-style-type: none"><li>● Defining words graphic organizer</li><li>● Flashcards of previously taught prefixes</li><li>● Blank flash card to build today's prefix</li><li>● White boards</li><li>● Word study notebooks/journals</li><li>● Anchor charts for decoding for pronunciation and meaning</li></ul>	
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