

## 3rd Grade Weekly Lesson Plans

December 2-6

Date	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 Good Things/ Language Skills	L.3.1.H Demonstrate command of simple sentences and produce compound sentences <b>**cursive writing**</b>	L.3.1.H Demonstrate command of simple sentences and produce compound sentences <b>**cursive writing**</b>	L.3.1.H Demonstrate command of simple sentences and produce compound sentences <b>**cursive writing**</b>	L.3.1.H Demonstrate command of simple sentences and produce compound sentences <b>**cursive writing**</b>	L.3.1.H Demonstrate command of simple sentences and produce compound sentences <b>**cursive writing**</b>
8:30-9:35 Reader's Workshop	<p><u>Read Aloud:</u></p> <p><u>Standard: RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RL.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p><u>Shared Reading:</u> <u>Bowling (science a-z passage).</u></p> <p><u>Standard: RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RL.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information</p>	<p><u>Shared Reading:</u> <u>Bowling (science a-z passage).</u></p> <p><u>Standard: RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RL.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate</p>	<p><u>Read Aloud:</u></p> <p><u>Standard: RI.3.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>RL.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information</p>	<p><u>Assessment:</u> <b>Computer Prep ACTAspire</b></p>

	<p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><u>Student-Friendly Objective:</u> <b>I can use text structure to hold on to meaning in narrative nonfiction.</b></p> <p><u>Materials:</u> Readers Notebook</p> <p><u>Mini-Lesson: I Do</u> <u>Unit 2: Reading to Learn Session 11</u></p> <p>Teach students “that readers use different ways of reading depending if the nonfiction text is an expository text or a story. Readers of nonfiction stories use their knowledge of how stories go to organize their understanding” TTW began reading the</p>	<p>relevant to a given topic efficiently.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><u>Student-Friendly Objective:</u> <b>I can summarize narrative nonfiction.</b></p> <p><u>Materials:</u> Readers Notebook</p> <p><u>Mini-Lesson: I Do</u> <u>Unit 2: Reading to Learn Session 12</u></p> <p>Teach students that when readers read a true story about a person or an event in history, they usually know from the start why the person or event is famous.</p>	<p>information relevant to a given topic efficiently.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><u>Student-Friendly Objective:</u> <b>I can summarize narrative nonfiction.</b></p> <p><u>Materials:</u> Readers Notebook</p> <p><u>Mini-Lesson: I Do</u> <u>Unit 2: Reading to Learn Session 12</u></p> <p>Teach students that when readers read a true story about a person or an event in history, they usually know from the start why the</p>	<p>relevant to a given topic efficiently.</p> <p><b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><u>Student-Friendly Objective:</u> <b>I can tackle hard words that complicate meaning.</b></p> <p><u>Materials:</u> Readers Notebook</p> <p><u>Mini-Lesson: I Do</u> <u>Unit 2: Reading to Learn Session 13</u></p> <p>Teach students that “nonfiction readers keep a careful balance. They don’t stop in their tracks every</p>	
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	<p>text aloud reminding students that we “will read this text like Stone Fox instead of thinking about Willie, we will be thinking about the main character of this text.”</p> <p><b><u>Guided Practice:</u></b> <b><u>We Do</u></b> Continue reading the text together ask students to share what they notice about the character (his traits and struggles)</p> <p><b><u>Independent Practice:You Do</u></b></p> <p>Remind readers to notice text structure and bring their knowledge of story to narrative fiction.</p> <p><b><u>Small Group Instruction:</u></b></p>	<p><b><u>Guided Practice:</u></b> <b><u>We Do</u></b> TTW remind readers that they cannot only identify the “through-lines” in their biography but they can also think about how parts of the text fit into the storyline.Channel students to identify the through-line in the biography and talk about parts that relate to the through line.</p> <p><b><u>Independent Practice:You Do</u></b></p> <p>Students will assess their summarizing work against the learning progression.</p> <p><b><u>Small Group Instruction:</u></b></p>	<p>person or event is famous.</p> <p><b><u>Guided Practice:</u></b> <b><u>We Do</u></b> TTW remind readers that they cannot only identify the “through-lines” in their biography but they can also think about how parts of the text fit into the storyline.Channel students to identify the through-line in the biography and talk about parts that relate to the through line.</p> <p><b><u>Independent Practice:You Do</u></b></p> <p>Students will assess their summarizing work against the learning progression.</p> <p><b><u>Small Group Instruction:</u></b></p>	<p>time they come across a hard word, but they do stop to figure out tricky parts when they become confused or lose meaning.” Using the Ezra Jack Keats biography TTW demonstrate tackling tricky words <b>emigrated</b> and <b>quarter</b>.</p> <p><b><u>Guided Practice:</u></b> <b><u>We Do</u></b> Refer to <i>Readers climb the hurdle of hard words anchor chart</i></p> <p>Using the above biography, In partnerships students will figure out the meaning of <b>pretense</b> and <b>criticize</b>.</p>	
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				<p><b><u>Independent Practice: You Do</u></b></p> <p>Remind students they need to decide whether to stop at a word or keep going and use their strategies when figuring out tricky words.</p> <p><b><u>Small Group Instruction:</u></b></p>	
9:35-10:15 Intervention					
<p><b>10:15-11:00</b> Lunch/Recess</p>					
11:05-12:30 Number Talks Eureka Math	<p><b>Lesson 12</b> <b>Objective:</b> Round two-digit measurements to the nearest ten on the vertical number line.</p> <p><b>Number Talks:</b></p>	<p><b>Lesson 13</b> <b>Objective:</b> Round two- and three- digit numbers to the nearest ten on the vertical number line.</p>	<p><u>Review 12 and 13</u></p>	<p><b>Lesson 14</b> <b>Objective:</b> Round to the nearest hundred on the vertical number line.</p>	<p><u>Topic C Assessment</u></p>

	<p>Subtraction: Category 1 p.209</p> <p><b>I Do:</b> Concept Development P.150 (using liters and milliliters)</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>Discuss new vocabulary from today's lesson: <b>round</b> and <b>about</b>. **Why is a vertical number line a good tool to use for rounding? **How does labeling the halfway point help you round?</p>	<p><b>Number Talks:</b> Subtraction: Category 1 p.209</p> <p><b>Application Problem:</b> The school ballet recital begins at 12:17 p.m. and ends at 12:45 p.m. How many minutes long is the ballet recital?</p> <p><b>I Do:</b> Concept Development P.161 (using number lines)</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>Number Talks:</b> Subtraction: Category 1 p.209</p> <p><b>Application Problem:</b> Students model the following on the place value chart: 10 tens, 10 hundreds, 13 tens, 13 hundreds, 13 tens and 8 ones, 13 hundreds 8 tens 7 ones.</p> <p><b>I Do:</b> Concept Development P.71 (using number lines)</p> <p><b>We Do:</b> Problem Set: students will solve using the RDW approach.</p> <p><b>Student Debrief</b></p>	
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	<p><b>**How did you round numbers that were the same as the halfway point?</b></p> <p><b>**What are some real-world situations where it would be useful to round and estimate?</b></p> <p><b>You Do:</b> Exit Ticket</p>	<p><b>Questions to guide debrief**</b>What is the same and different about Problems 1 © and 1 (d)? Did you solve the problems differently? Why or why not?</p> <p><b>**Look at Problem 1 (F). Did the zero in 405 make the problem challenging? Why?</b></p> <p><b>**How did our fluency activities Rename the Ten and Halfway on the number Line help with our rounding work today?</b></p> <p><b>**Think back to yesterday's activity where we measured and then rounded at stations. How did that work help you envision the units we worked with today on the number line?</b></p> <p><b>You Do:</b> Exit Ticket</p>		<p>10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p><b>Questions to guide debrief**</b>Have students share their explanations for Problem 4, particularly if there is disagreement.</p> <p><b>**What strategies did you use to solve Problem 3?</b></p> <p><b>**How is the procedure for rounding to the nearest hundred the same or different for three-digit and four-digit numbers?</b></p> <p><b>**How is rounding to the nearest hundred different</b></p>	
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				from rounding to the nearest ten?  <b>You Do:</b> Exit Ticket	
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**12:35-1:15**  
Special Class

1:15-1:45 Word Study	Decoding Encoding	Decoding Encoding	Decoding Encoding	Decoding Encoding	Decoding Encoding
	Decoding: Encoding: <b>See Lesson Plans Below</b>	Decoding: Encoding:	Decoding: Encoding:	Decoding: Encoding:	Decoding: Encoding:
<b>1:45-2:20 Writer's Workshop</b>	<b>Lesson 11:</b> Pgs. 82-88 <b>Creating Introductions through Researching Mentor Authors</b>  <b>Standard:</b> W.3.2.a,d, W.3.5, W.3.7, RI.3.1, RI.3.10 SL.3.1, L.3.1, L.3.2, L.3.3  <b>Student-Friendly Objective:</b> I can... write a powerful introduction using informational mentor	<b>Lesson 11: (cont.)</b> Pgs. 82-88 <b>Creating Introductions through Researching Mentor Authors</b>  <b>Standard:</b> W.3.2.a,d, W.3.5, W.3.7, RI.3.1, RI.3.10 SL.3.1, L.3.1, L.3.2, L.3.3  <b>Student-Friendly Objective:</b> I can... write a	<b>BEND III</b> <b>Lesson 12:</b> Pgs. 90-97 <b>Taking Stock and Setting Goals</b>  <b>Standard:</b> W.3.2.a,d, W.3.5, W.3.7, RI.3.1, RI.3.10 SL.3.1, L.3.1, L.3.2, L.3.3  <b>Student-Friendly Objective:</b> I can... use a checklist as an	<b>Lesson 12: (cont.)</b> Pgs. 90-97 <b>Taking Stock and Setting Goals</b>  <b>Standard:</b> W.3.2.a,d, W.3.5, W.3.7, RI.3.1, RI.3.10 SL.3.1, L.3.1, L.3.2, L.3.3  <b>Student-Friendly Objective:</b> I can... use a checklist as an elaboration tool to	<b>Students will continue their research.</b>

	<p>texts</p> <p><b>Materials:</b>  *Anchor chart  pg.85 &amp; 86  *Graphic organizer</p> <p><b>Mini-Lesson:</b>  Students can't introduce a topic until you research and know more about it.  *Can you introduce someone you don't know  *There are many ways to introduce a topic  *When you don't know the answer pose it as a question, and then research for the answer.</p> <p><b>Guided Practice:</b>  Ask yourself... if I want to find information, where can I go? Have them list their ideas.  *What Questions do I have?</p>	<p>powerful introduction using informational mentor texts</p> <p><b>Materials:</b>  *Anchor chart  pg.85 &amp; 86  *Graphic organizer</p> <p><b>Mini-Lesson:</b>  Students can't introduce a topic until you research and know more about it.  *Can you introduce someone you don't know  *There are many ways to introduce a topic  *When you don't know the answer pose it as a question, and then research for the answer.</p> <p><b>Guided Practice:</b>  Ask yourself... if I want to find information, where can I go? Have them list their ideas.</p>	<p>elaboration tool to make my writing better.</p> <p><b>Materials:</b>  *Information Writing Checklist  *Graphic organizer</p> <p><b>Mini-Lesson:</b>  Review the checklist to make sure students understand vocabulary and how to set goals and ask questions to better understand what the writer wants to teach the reader.</p> <p><b>Guided Practice:</b>  TTW help students focus on the information and the best way to present that information.</p> <p><b>Independent Practice:</b></p>	<p>make my writing better.</p> <p><b>Materials:</b>  *Information Writing Checklist  *Graphic organizer</p> <p><b>Mini-Lesson:</b>  Review the checklist to make sure students understand vocabulary and how to set goals and ask questions to better understand what the writer wants to teach the reader.</p> <p><b>Guided Practice:</b>  TTW help students focus on the information and the best way to present that information.</p> <p><b>Independent Practice:</b></p>	
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	<p>*What do I want to share with the class?</p> <p><b>Independent Practice:</b> Students will be choosing a topic to research.</p> <p><b>Small Group Instruction:</b> Help students get started on the topic they choose to research.</p>	<p>*What Questions do I have? *What do I want to share with the class?</p> <p><b>Independent Practice:</b> Students will be choosing a topic to research.</p> <p><b>Small Group Instruction:</b> Help students get started on the topic they choose to research.</p>	<p>SW use the tools they have to research and answer questions on their topic.</p> <p><b>Small Group Instruction:</b> Help students research the topic they have chosen.</p>	<p>SW use the tools they have to research and answer questions on their topic.</p> <p><b>Small Group Instruction:</b> Help students research the topic they have chosen.</p>	
<p>2:20-2:40 3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make observations and/or</p>	<p><u>Running Records Handwriting</u></p>	<p><u>Science/Social Studies</u> Force and Motion Focus Book on science a-z **Moby max Science**</p>	<p><u>Science Social Studies</u> Force and Motion Focus Book on science a-z **Moby max Science**</p>	<p><u>Running Records Handwriting</u></p>	<p><u>Science Lab/Experiments/Group Projects</u></p>

<p>measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. 3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p>					
<p>2:40-3:00 Teacher Monitored Recess</p>					
<p>3:00 Prepare for Dismissal</p>					

### WORD STUDY SCRIPT

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>Review Morpheme:</b> 2 minutes</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><i>Example: Edited Daily</i></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><i>This will be edited daily</i></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><i>This will be edited daily</i></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>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><i>This will be edited daily</i></p> <p><b>RE (on front)</b> <b>Re=back, again</b> <i>Redo your work.</i> (on back) Review more than one if time allows.</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 prefixes ex- and fore-</p>
<p><b>Introduce new prefix:</b> 3 minutes</p> <p>Teacher will display the</p>	<p><b>Introduce new prefix:</b> 2 minutes:</p>	<p><b>Introduce new prefix:</b> 3 minutes</p>	<p><b>Introduce new prefix:</b> 2 minutes</p>	

<p>prefix on the board.</p> <p><u>EX:</u>  <b>Let's name the letters.</b>  <b>E-X</b>  <b>How is it read: notice it has a closed syllable.</b>  <b>What will the vowel be, long or short?</b>  <b>/EX/ means "out"</b>  <b>Let's look at a couple of words to determine the meaning. I want us to remember if the prefix does not have a base word with it, it cannot stand alone.</b></p> <p>Write the word "exit" on the board.  <b>"What does exit mean if we know that ex means out?"</b></p> <p>Model defining the word from right to left.</p> <p>Write "expand" on the board. Model defining the word from right to left.  <b>Pand comes from the Latin word pandere which means "to spread"</b>  <b>What does expand</b></p>	<p>Display the prefix "EX" on the board. Remind students of yesterday's lesson.  Spell it: E-X  Read it: EX  Define it: out</p>	<p>Teacher will display the prefix on the board.</p> <p><u>Fore:</u>  <b>Let's name the letters.</b>  <b>F-O-R-E</b>  <b>How is it read: notice the R-controlled vowel /FORE/</b>  <b>Let's look at a couple of words to determine the meaning.</b></p> <p>Write the word "ARM" on the board. Place the flashcard fore in front of it.  <b>What does FOREARM mean?</b></p> <p>Model defining the word from right to left. What does forearm mean?</p> <p>Write "HEAD" on the board. Place the flash card in front of HEAD. Model defining the word from right to left.  "FOREHEAD"</p> <p><b>What do we infer "FORE" to mean?</b></p> <p><b>"FORE means BEFORE"</b></p>	<p>Display the prefix "FORE" on the board. Remind students of yesterday's lesson.  Spell it: F-O-R-E  Read it: FORE  Define it: FORE=BEFORE</p>	
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<p><b>mean?</b></p> <p>(Record the definition and a sentence with one of the words on the back of that card.)</p>		<p>(Record the definition and a sentence with one of the words on the back of that card.)</p>		
<p>Practice Reading (Decoding) Words with Morpheme: 7 minutes</p> <p><b>Now let's read more words containing our new prefix.</b> (each student has a list of words to read) <b>Box the prefix 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:</p>	<p>Practice Reading (Decoding) Words with Morpheme: 7 minutes</p> <p><b>Now let's read more words containing our new prefix.</b> (each student has a list of words to read) <b>Box the prefix 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:</p>	<p>Practice Reading (Decoding) Words with Morpheme: 7 minutes</p> <p><b>Now let's read more words containing our new prefix.</b> (each student has a list of words to read) <b>Box the prefix 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:</p>	<p>Practice Reading (Decoding) Words with Morpheme: 7minutes</p> <p><b>Now let's read more words containing our new prefix.</b> (each student has a list of words to read) <b>Box the prefix 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:</p>	

<p>Pronunciation</p> <p><b>I Do:</b> Teacher will model the above steps with the first word on the list.</p> <p><b>We Do:</b> Students will work with an elbow partner to decode the next 2 words from the list.</p> <p><b>You do:</b> Students will independently decode the last 3 words on the list.</p>	<p>Pronunciation</p> <p><b>I Do:</b> Teacher will model the above steps with the first word on the list.</p> <p><b>We Do:</b> Students will work with an elbow partner to decode the next 2 words from the list.</p> <p><b>You do:</b> Students will independently decode the last 3 words on the list.</p>	<p>Pronunciation</p> <p><b>I Do:</b> Teacher will model the above steps with the first word on the list.</p> <p><b>We Do:</b> Students will work with an elbow partner to decode the next 2 words from the list.</p> <p><b>You do:</b> Students will independently decode the last 3 words on the list.</p>	<p>Pronunciation</p> <p><b>I Do:</b> Teacher will model the above steps with the first word on the list.</p> <p><b>We Do:</b> Students will work with an elbow partner to decode the next 2 words from the list.</p> <p><b>You do:</b> Students will independently decode the last 3 words on the list.</p>	
<p>Practice Building (Encoding) Words with the Morpheme: 7minutes</p> <p><b>Now we are going to practice building words with our new prefix. 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 “express” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is <b>ex</b> . I know how to spell that. (Write it). The next</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 prefix. 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 “example” Let me say it. Let me clap my syllables. There are 3 syllables. My first syllable is <b>ex</b>. I know how to spell</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 prefix. 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 “FORECAST” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is <b>FORE</b>. I know how to</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 prefix. Remember when you build a word, you need to build it one syllable at a time.</b></p> <p><b>I Do:</b> Model encoding a word containing the prefix. Build the word syllable by syllable using the phoneme/grapheme card to aid in spelling.</p>	

<p>syllable is <b>press</b>. I need to think about all the ways the “ess” sound is spelled, refer to sound wall (All students should have a copy of the phoneme/grapheme map). Show students how to try it until it looks right. Spell <b>express</b>.</p> <p><b>We Do:</b> Call out a word and tell students to work with a partner to build it. (<b>exclude</b>)</p> <p><b>I Do:</b> Call out a word for students to build independently. (Whiteboards or journals) Repeat with another word.</p>	<p>that. (Write it). The next syllable is <b>amp</b>. I need to think about all the ways the /a/ sound is spelled, refer to sound wall. What do we call the syllable at the end? (“c-le”)</p> <p>Show students how to try it until it looks right. Spell <b>example</b></p> <p><b>We Do:</b> Call out a word and tell students to work with a partner to build it. (<b>export</b>)</p> <p><b>I Do:</b> Call out a word for students to build independently. (Whiteboards or journals) Repeat with another word.</p>	<p>spell that. (Write it). The next syllable is <b>CAST</b>. I need to think about all the ways the /A/ sound is spelled, refer to sound wall. Show students how to try it until it looks right. Spell <b>forecast</b>.</p> <p><b>We Do:</b> Call out a word and tell students to work with a partner to build it. (<b>forewarn</b>)</p> <p><b>I Do:</b> Call out a word for students to build independently. (Whiteboards or journals) Repeat with another word.</p>	<p><b>We Do:</b> Call out a word and tell students to work with a partner to build it.</p> <p><b>I Do:</b> Call out a word for students to build independently. (Whiteboards or journals) Repeat with another word.</p>	
<p>Practice defining words with Morpheme: 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 “exhale” on the top line. Model completing the organizer by finding the</p>	<p>Practice defining words with Morpheme: 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 “explore” on the top line. Model completing the organizer by finding the</p>	<p>Practice defining words with Morpheme: 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 “foresee” on the top line. Model completing the organizer by finding the</p>	<p>Practice defining words with Morpheme 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 “forefather” on the top line. Model completing the organizer by finding the</p>	

<p>meaning for each word part. Model writing the student friendly definition. (halare in latin means breathe and ex means out) Model creating a sentence with the word.</p> <p><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.</p> <p><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>meaning for each word part. Model writing the student friendly definition. (The <b>Latin root</b> of <b>explore</b> is explorare, meaning "investigate or search out.") Model creating a sentence with the word.</p> <p><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.</p> <p><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>meaning for each word part. Model writing the student friendly definition. (see means to view) Model creating a sentence with the word.</p> <p><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.</p> <p><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>meaning for each word part. Model writing the student friendly definition. (members in someone's family that was(lived) before them) Model creating a sentence with the word.</p> <p><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.</p> <p><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 words with Morpheme in context:</p>	<p>Practice decoding/encoding words with Morpheme in context:</p>	<p>Practice decoding/encoding words with Morpheme in context:</p>	<p>Practice decoding/encoding words with Morpheme in context:</p>	



<p><b>6 minutes</b></p> <p><b>I Do:</b> Display a phrase containing a word with the prefix on the board. Model using steps to decode to solve the word with the prefix. (they expanded the building)</p> <p><b>We Do:</b> Display the following phrase and have students work with their partner to decode the phrase. (take a breath then exhale)</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. (export the furniture)</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</p>	<p><b>6 minutes</b></p> <p><b>I Do:</b> Display a phrase containing a word with the prefix on the board. Model using steps to decode to solve the word with the prefix. (show me an example)</p> <p><b>We Do:</b> Display the following phrase and have students work with their partner to decode the phrase. (express yourself) <b>You Do:</b> Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (explore the rainforest)</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</p>	<p><b>6 minutes</b></p> <p><b>I Do:</b> Display a phrase containing a word with the prefix on the board. Model using steps to decode to solve the word with the prefix. (hold out your forearm)</p> <p><b>We Do:</b> Display the following phrase and have students work with their partner to decode the phrase. (she felt his forehead) <b>You Do:</b> Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (he was forewarned)</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</p>	<p><b>6 minutes</b></p> <p><b>I Do:</b> Display a phrase containing a word with the prefix on the board. Model using steps to decode to solve the word with the prefix. (he foretold the future)</p> <p><b>We Do:</b> Display the following phrase and have students work with their partner to decode the phrase. (check the forecast) <b>You Do:</b> Have students decode a phrase . Display one on the board and have them read the sentence to their partner.</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</p>	
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<p>the number of words in the sentence.  <b>I Do:</b> Students build the sentence on their board or in their journals.</p>	<p>sentence.  <b>I Do:</b> Students build the sentence on their board or in their journals.</p>	<p>sentence.  <b>I Do:</b> Students build the sentence on their board or in their journals.</p>	<p>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> <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>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>● Day 2 word list</li> <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>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>● Day 3 word list</li> <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>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>● Day 4 word list</li> <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>	