**3rd Grade Weekly Lesson Plans**

**December 9-13**

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| **Date** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 8:00-8:30Good Things/ Cursive Writing Practice | **L.3.2.C Use commas according to the conventions of standard English. ● Use a comma before a coordinating conjunction in a compound sentence. ● Use commas in addresses. ● Use commas and quotation marks in dialogue.** | **L.3.2.C Use commas according to the conventions of standard English. ● Use a comma before a coordinating conjunction in a compound sentence. ● Use commas in addresses. ● Use commas and quotation marks in dialogue** | **L.3.2.C Use commas according to the conventions of standard English. ● Use a comma before a coordinating conjunction in a compound sentence. ● Use commas in addresses. ● Use commas and quotation marks in dialogue** | **L.3.2.C Use commas according to the conventions of standard English. ● Use a comma before a coordinating conjunction in a compound sentence. ● Use commas in addresses. ● Use commas and quotation marks in dialogue** | **L.3.2.C Use commas according to the conventions of standard English. ● Use a comma before a coordinating conjunction in a compound sentence. ● Use commas in addresses. ● Use commas and quotation marks in dialogue** |
| 8:30-9:35Reader’s Workshop | Read Aloud: Standard:  **RI3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.**RL.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**RI.3.7** 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).Student-Friendly Objective: I can read biographies through a different lense.Materials:Readers NotebookThe Story of Ruby Bridges**Mini-Lesson: I Do**Unit 2: Reading to Learn Session 14Teach students that readers read through different lenses. Explain that students will learn to read through the lens of reading information.Using The Story of Ruby Bridges as a mentor text TTW model what reading through the lens of narrative would look like. **Guided Practice: We Do** TTW practice reading the same story through the lense of reading information. ASking students to think about the information they learned from the section. Remind students it is important to organize the information that was gathered.**Independent Practice: You Do**“Send students off with the reminder that readers read narrative fiction through different lenses.”Small Group Instruction: | Shared Reading: Life In the PastStandard:  **RI3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.**RL.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**RI.3.7** 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).Student-Friendly Objective: I can read biographies through a different lense.Materials:Readers Notebook,The Story of Ruby Bridges**Mini-Lesson**:**I Do**Unit 2: Reading to Learn Session 14 Teach students that readers read through different lenses. Explain that students will learn to read through the lens of reading information.Using The Story of Ruby Bridges as a mentor text TTW model what reading through the lens of narrative would look like. **Guided Practice:We Do**TTW practice reading the same story through the lense of reading information. ASking students to think about the information they learned from the section. Remind students it is important to organize the information that was gathered.**Independent Practice: You Do**“Send students off with the reminder that readers read narrative fiction through different lenses.”Small Group Instruction: | **\*READING INVENTORY TESTING\* -if we are able to get finished in time we will continue with original lesson plans.**Shared Reading: Life In the PastStandard:  **RI3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.**RL.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**RI.3.7** 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).Student-Friendly Objective: I can seek underlying ideas in true stories.Materials:Readers Notebook**Mini-Lesson**: **I Do**Unit 2: Reading to Learn Session 15Teach students that sometimes the author doesn’t come right out and tell you the main idea. Sometimes it helps to ask What did the main subject learn?**Guided Practice: We Do**Referring to the biography of Ezra Jack Keats TTW help students identify the underlying idea within the story**.****Independent Practice: You Do**Send students off with the reminder to read highlighting the related work of maintaining a good place of holding on to the storyline and ask what is the underlying idea in this nonfiction text.Small Group Instruction: | Read Aloud: Standard: **RI3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.**RL.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**RI.3.7** 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).Student-Friendly Objective: I can bring my narrative lense to a broader range of texts.Materials:Readers Notebook**Mini-Lesson**:**I Do**Unit 2: Reading to Learn Session 16 Teach students that readers use strategies they’ve developed for reading biographies on any text that is narrative nonfiction.**Guided Practice: We Do**TTW read an excerpt from Cactus Hotel asking children to consider who the characters are, what they want, and how they overcome obstacles. *(Somebody Wanted But So Chart* ***as a scaffold****)*Set students up to talk with each other about the story elements found in the narrative nonfiction text.**Independent Practice: You Do**Remind students that objects like a rocket or cactus might not be considered an actual character but it can be helpful to adopt a story frame and let the actors in the narrative nonfiction story assume the role of protagonistSmall Group Instruction: | Assessment:  |
| 9:35-10:15Intervention |  |  |  |  |  |
| **10:15-11:00**Lunch/Recess |
| 11:05-12:30Number TalksEureka Math  | **Lesson 15****Objective:** Add measurements using the standard algorithm to compose larger units once.**Number Talks:** **Application Problem:** Use mental math to solve these problems. Record your strategy for solving each problem.46 mL + 5 mL39 cm + 8 cm125 g + 7 g108 L + 4 L**I Do**: Concept Development P. 186 (using place value charts)**We Do**: Problem Set: students will solve using the RDW approach. **Student Debrief**10 minutes. TTW invite students to review their solutions for the Problem Set.**Questions to guide debrief\*\***Notice the units in Problems 1(j) and 1(k). Both problems use kilograms and grams. Did having two units in the problem change anything about the way you solved?\*\*What pattern did you notice between Problems 1(a), 1(b), and 1(c)? How did this pattern help you solve the problems?\*\*Did you rewrite any of the horizontal problems vertically? Why?\*\*Which problems did you solve use mental math? The **standard algorithm**? Why did you use the standard algorithm for some problems and mental math for other problems? Think about the strategies you used to solve today’s Application Problem to help you answer this question.\*\*Explain to your partner how you used the standard algorithm to solve Problem 3. Did you rename the ones? Tens? Hundreds?**You Do**: Exit Ticket | **Lesson 16****Objective:** Add measurements using the standard algorithm to compose larger units twice.**Number Talks:** **Application Problem:** Josh’s apple weighs 93 grams. His pear weighs 152 grams. What is the total weight of the apple and the pear?**I Do**: Concept Development P.197(using place value charts)**We Do**: Problem Set: students will solve using the RDW approach. **Student Debrief**10 minutes. TTW invite students to review their solutions for the Problem Set.**Questions to guide debrief\*\***What pattern did you notice between Problems 1(a), 1(b), and 1(c)? How did the pattern help you solve these problems?\*\*Did you or your partner use mental math? For which problems? Why?\*\*Look at your work for Problem 2. Did you rename ones? Tens? Hundreds? How can you tell?\*\*Explain to a partner how Problem 4 is different than the other problems. What steps did you use to solve this problem?**You Do**: Exit Ticket | **\*MOBY MAX PLACEMENT TESTING\*- If we are finished in time we will continue with original plans****Lesson 17****Objective:** Estimate sums by rounding and apply to solve measurement word problems.**Number Talks:** **I Do**: Concept Development P.207 **We Do**: Problem Set: students will solve using the RDW approach. **Student Debrief**10 minutes. TTW invite students to review their solutions for the Problem Set.**Questions to guide debrief\*\***What are some of your observations about Problem 1(a)? What did the closest estimates have in common?\*\*Talk to a partner: Which way of rounding in Problem 2 gave an estimate closer to the actual sum?\*\*How does estimation help you check if your answer is reasonable?\*\*How might noticing how close the addends are to the halfway point change the way you choose to round?\*\*In Problem 3(a) how did you round? Compare your method to your partner’s. Which was closer to the actual answer? Why?**You Do**: Exit Ticket | **Lesson 18****Objective:** Decompose once to subtract measurements including three-digit minuends with zeros in the tens or ones place.**Number Talks:** **Application Problem:** Tara brings 2 bottles of water on her hike. The first bottle has 471 milliliters of water, and the second bottle has 354 milliliters of water. How many milliliters of water does Tara bring on her hike?**I Do**: Concept Development P.223 (using place value charts)**We Do**: Problem Set: students will solve using the RDW approach. **Student Debrief**10 minutes. TTW invite students to review their solutions for the Problem Set.**Questions to guide debrief\*\***What is the relationship between Problems 1(a), 1(b), and 1(c)?\*\*How are Problems 1(j) and 1(k) different from the problems that come before them?\*\*Invite students to share the tape diagram used to solve Problem 2.\*\*Compare Problems 2 and 4. What extra steps were needed to solve Problem 4? What models could be used to solve this problem?\*\*Describe the steps of the standard algorithm for subtraction.**You Do**: Exit Ticket | Topic D Assessment |
| **12:35-1:15**Special Class |
| 1:15-1:45Word Study | **Decoding****Encoding** | **Decoding****Encoding** | **Decoding****Encoding** | **Decoding****Encoding** | **Decoding****Encoding** |
| **Decoding:****Encoding:**  | **Decoding:****Encoding:**  | **1:15-2:15 HOUR OF CODE**  | **Decoding:****Encoding:**  | **Decoding:****Encoding:**  |
| **1:45-2:20****Writer’s Workshop** | **Lesson 13:** Pgs. 98-104**Putting Oneself in Readers’ Shoes to Clear Up Confusion****Standard:**W.3.2, W.3.5, RI.3.1, RI.3.6, SL.3.1, L.3.1.h,l; L.3.2, L.3.3**Student-Friendly Objective:** I can… reread my writing to revise for confusion and underdevelopment **Materials:**\*Graphic organizer\*Rough Draft**Mini-Lesson:** Writers need to understand that when we write, eventually someone else is going to read it. So, making sure that the information is presented in an order that makes sense. **Guided Practice:**Ask yourself… if I am writing about a person… What order do I want to give the information to the reader? What do they need to know first, next, last… ?\*What Questions do I have?\*What do I want to share with the reader?**Independent Practice:**Students will be writing their information in chronological order. **Small Group Instruction:**Help students with what needs to be told first, next, last. | **Lesson 13:** (cont’d)Pgs. 98-104**Putting Oneself in Readers’ Shoes to Clear Up Confusion****Standard:**W.3.2, W.3.5, RI.3.1, RI.3.6, SL.3.1, L.3.1.h,l; L.3.2, L.3.3**Student-Friendly Objective:** I can… reread my writing to revise for confusion and underdevelopment **Materials:**\*Graphic organizer\*Rough Draft**Mini-Lesson:** Writers need to understand that when we write, eventually someone else is going to read it. So, making sure that the information is presented in an order that makes sense. **Guided Practice:**Ask yourself… if I am writing about a person… What order do I want to give the information to the reader? What do they need to know first, next, last… ?\*What Questions do I have?\*What do I want to share with the reader?**Independent Practice:**Students will be writing their information in chronological order. **Small Group Instruction:**Help students with what needs to be told first, next, last. | **1:15-2:15 HOUR OF CODE** **Lesson 14: Pgs. 105-111Using Text Features Makes it Easier for Readers to LearnStandard:****W.3.2, W.3.5, RI.3.1, RI.3.6, SL.3.1, L.3.1.h,l; L.3.2, L.3.3****Student-Friendly Objective: I can… identify text features that will help the reader follow the information in the writing****Materials:\*Graphic organizer\*Rough Draft****Mini-Lesson:** **Text features can clear up information so choosing carefully which will help and not using to many that will be confusing.****Guided Practice:****When writing information text it can help to give a visual that will help with understanding of the information. What to use? And Where will it be most beneficial in the writing.****Independent Practice:****Students will be writing their information and choosing where a nonfiction text feature might clear up some of the information that can sometimes be confusing.** **Small Group Instruction:****Help students with what text feature might be most beneficial.** | **Lesson 14:** (cont’d)Pgs. 105-111**Using Text Features Makes it Easier for Readers to Learn****Standard:**W.3.2, W.3.5, RI.3.1, RI.3.6, SL.3.1, L.3.1.h,l; L.3.2, L.3.3**Student-Friendly Objective:** I can… identify text features that will help the reader follow the information in the writing**Materials:**\*Graphic organizer\*Rough Draft**Mini-Lesson:** Text features can clear up information so choosing carefully which will help and not using to many that will be confusing.**Guided Practice:**When writing information text it can help to give a visual that will help with understanding of the information. What to use? And Where will it be most beneficial in the writing.**Independent Practice:**Students will be writing their information and choosing where a nonfiction text feature might clear up some of the information that can sometimes be confusing. **Small Group Instruction:**Help students with what text feature might be most beneficial. | Students will continue their writing process. |
| **2:20-2:40****Compare changes over time (e.g., transportation, technology,** **jobs, urban growth, population density, natural resources, communication)** | Running RecordsHandwriting | Science/Social StudiesLife In the Past organizer\*\* | Science Social Studies Life In the Past organizer\*\* | Running RecordsHandwriting | Science Lab/Experiments/Group Projects |
| 2:40-3:00 |
| 3:00Prepare for Dismissal |

**WORD STUDY SCRIPT**

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| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday**  |
| Review Morpheme: 2 minutesUsing a flash card, have a previously taught prefix on one side. On the other side, have the definition and example of the prefix being. *Example: Edited Daily***non= (on front)****Non=not, absent of**The formula is nontoxic. (on back)Review more than one if time allows. \*adjustments for review time will be different in every class\* | Introduce/Review Morpheme: 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. *This will be edited daily****un*** *(on front)****un=Not*** *Jack thought the game was unfair.* *(on back)*Review more than one if time allows. \*adjustments for review time will be different in every class\* | Introduce/Review Morpheme: 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. *This will be edited daily****PRE*** *(on front)****Pre= before*** *Be prepared for bad weather. (on back)*Review more than one if time allows. \*adjustments for review time will be different in every class\* | Introduce/Review Morpheme: 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. *This will be edited daily****RE*** *(on front)****Re=back, again****Redo your work. (on back)*Review more than one if time allows. \*adjustments for review time will be different in every class\* | [MultiSensory Activities](https://fcrr.org/resources/resources_sca_2-3.html)Review with an activity from the link above, then students can take their assessment. Assessment  Over prefixes a- and de- |
| Introduce new prefix: 3 minutes Teacher will display the prefix on the board. A:***Let’s name the letters.*** ***A*** ***How is it read:A*** ***Sometimes it can make an “uh” sound.******/A/ means “on, in, to”******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.*** Write the word “alone” on the board.  “***What does alone mean if we know that “a” means on, in, to?”***Model defining the word from right to left. Write “alone” on the board. Model defining the word from right to left. ***Lone means single or by yourself. What does alone mean?*** (Record the definition and a sentence with one of the words on the back of that card.)  | Introduce new prefix:2 minutes:Display the prefix “A” on the board. Remind students of yesterday’s lesson. Spell it: ARead it: A Define it: on, in, to | Introduce new prefix:3 minutesTeacher will display the prefix on the board. Fore:***Let’s name the letters. D-E******How is it read: /DE/ long vowel******Let’s look at a couple of words to determine the meaning.*** Write the word “BUG” on the board. Place the flashcard DE in front of it. ***What does DE mean?*** Model defining the word from right to left. What does DEBUG mean? Write “THRONE” on the board. Place the flash card in front of THRONE. Model defining the word from right to left. “DETHRONE” ***What do we infer “DE” to mean?*** ***“DE means reduce, away, down, remove, to seperate”***(Record the definition and a sentence with one of the words on the back of that card.)  | Introduce new prefix:2 minutesDisplay the prefix “DE” on the board. Remind students of yesterday’s lesson. Spell it: D-ERead it: DEDefine it: ***“DE means reduce, away, down, remove, to seperate”*** |
| Practice Reading (Decoding) Words with Morpheme: 7 minutes ***Now let’s read more words containing our new prefix.*** (each student has a list of words to read)***Box the prefix in every word.*** ***Use syllable types and syllable division to decode the words.*** Charts referenced: Syllable TypesSyllable DivisionDecoding Strategy: Pronunciation **I Do:** Teacher will model the above steps with the first word on the list. **We Do**: Students will work with an elbow partner to decode the next 2 words from the list. **You do:** Students will independently decode the last 2 words on the list.  | Practice Reading (Decoding) Words with Morpheme: 7 minutes***Now let’s read more words containing our new prefix.*** (each student has a list of words to read)***Box the prefix in every word.*** ***Use syllable types and syllable division to decode the words.*** Charts referenced: Syllable TypesSyllable DivisionDecoding Strategy: Pronunciation **I Do:** Teacher will model the above steps with the first word on the list. **We Do**: Students will work with an elbow partner to decode the next 2 words from the list. **You do:** Students will independently decode the last 2 words on the list.  | Practice Reading (Decoding) Words with Morpheme: 7 minutes***Now let’s read more words containing our new prefix.*** (each student has a list of words to read)***Box the prefix in every word.*** ***Use syllable types and syllable division to decode the words.*** Charts referenced: Syllable TypesSyllable DivisionDecoding Strategy: Pronunciation **I Do:** Teacher will model the above steps with the first word on the list. **We Do**: Students will work with an elbow partner to decode the next 2 words from the list. **You do:** Students will independently decode the last 2 words on the list.  | Practice Reading (Decoding) Words with Morpheme:7minutes***Now let’s read more words containing our new prefix.*** (each student has a list of words to read)***Box the prefix in every word.*** ***Use syllable types and syllable division to decode the words.*** Charts referenced: Syllable TypesSyllable DivisionDecoding Strategy: Pronunciation **I Do:** Teacher will model the above steps with the first word on the list. **We Do**: Students will work with an elbow partner to decode the next 2 words from the list. **You do:** Students will independently decode the last 2 words on the list.  |
| Practice Building (Encoding) Words with the Morpheme:7minutes***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.*** **I Do:** *I am going to build the word “amount” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is* ***a*** *. I know how to spell that. (Write it). The next syllable is* ***mount****. I need to think about all the ways the “ou” 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* ***amount.*****We Do:**  Call out a word and tell students to work with a partner to build it. (**adrift**)**I Do:** Call out a word for students to build independently. (**awake)**(Whiteboards or journals) Repeat with another word.  | Practice Building (Encoding) Words with the Morpheme:7 minutes***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.*** **I Do:** *I am going to build the word “afire” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is* ***a****. I know how to spell that. (Write it). The next syllable is* ***fire****. I need to think about all the ways the /i/ sound is spelled, refer to sound wall. What do we need at the end if the vowel is long?* *Show students how to try it until it looks right. Spell* ***afire*****We Do:**  Call out a word and tell students to work with a partner to build it. (**ashore**)**I Do:** Call out a word for students to build independently. (**aside**) (Whiteboards or journals) Repeat with another word.  | Practice Building (Encoding) Words with the Morpheme:7 minutes***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.*** **I Do:** *I am going to build the word “dethrone” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is* ***DE****. I know how to spell that. (Write it). The next syllable is* ***THRONE****. I need to think about all the ways the /****O****/ sound is spelled, refer to sound wall. Show students how to try it until it looks right. Spell* ***DETHRONE.*****We Do:**  Call out a word and tell students to work with a partner to build it. (**detach**)**I Do:** Call out a word for students to build independently. (**deduct**)(Whiteboards or journals) Repeat with another word.  | Practice Building (Encoding) Words with the Morpheme:7 minutes***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.*** **I Do:** *Model encoding a word (***decode**) *containing the prefix. Build the word syllable by syllable using the phoneme/grapheme card to aid in spelling.* **We Do:**  Call out a word and tell students to work with a partner to build it. (**defile)****I Do:** Call out a word for students to build independently. (**define**)(Whiteboards or journals) Repeat with another word.  |
| Practice defining words with Morpheme: 5 minutes**Chart Referenced:** **Word Attack: Meaning****I Do:** Display the word defining graphic organizer. Write the word “adrift” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. (adrift means to be carried) Model creating a sentence with the word. **We Do:** 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. **You Do:** 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).  | Practice defining words with Morpheme:5 minutes**Chart Referenced:** **Word Attack: Meaning****I Do:** Display the word defining graphic organizer. Write the word “accelerate” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. (to increase the speed of) Model creating a sentence with the word. **We Do:** 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-**example:** **abyss**) Have a pair of students share their definitions and sentences. **You Do:** 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). | Practice defining words with Morpheme:5 minutes **Chart Referenced:** **Word Attack: Meaning****I Do:** Display the word defining graphic organizer. Write the word “decelerate” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. (-**celer**- comes from Latin, where it has the **meaning** "swift, quick.) Model creating a sentence with the word.**We Do:** 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. **You Do:** 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). | Practice defining words with Morpheme5 minutes: **Chart Referenced:** **Word Attack: Meaning****I Do:** Display the word defining graphic organizer. Write the word “decrease” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. (*crescere* ‘grow’ and de meaning down) Model creating a sentence with the word. **We Do:** 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. **You Do:** 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). |
| Practice decoding/encoding words with Morpheme in context: 6 minutes **I Do:** Display a phrase containing a word with the prefix on the board. Model using steps to decode to solve the word with the prefix.  (owing a large amount of money) **We Do:**Display the following phrase and have students work with their partner to decode the phrase. (the boat is adrift)**You Do:** Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (the boat ran aground on the beachside)Encoding: Dictate a sentence using one of the phrases. **I Do:** You say the sentence. **We Do:** Say the sentence as a class and determine the number of words in the sentence. **I Do**: Students build the sentence on their board or in their journals.  | Practice decoding/encoding words with Morpheme in context:6 minutes **I Do:** Display a phrase containing a word with the prefix on the board. Model using steps to decode to solve the word with the prefix. (the car accelerated) \*-**celer**- comes from Latin, where it has the **meaning** "swift, quick.**We Do:**Display the following phrase and have students work with their partner to decode the phrase.  (the rope lead down to a dark abyss)**You Do:** Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (The forest was afire.)Encoding: Dictate a sentence using one of the phrases. **I Do:** You say the sentence. **We Do:** Say the sentence as a class and determine the number of words in the sentence. **I Do**: Students build the sentence on their board or in their journals. | Practice decoding/encoding words with Morpheme in context:6 minutes **I Do:** Display a phrase containing a word with the prefix on the board. Model using steps to decode to solve the word with the prefix. (dethrone the king) **We Do:**Display the following phrase and have students work with their partner to decode the phrase. (the place has been debugged)**You Do:** Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (the car decelerated)Encoding: Dictate a sentence using one of the phrases. **I Do:** You say the sentence. **We Do:** Say the sentence as a class and determine the number of words in the sentence. **I Do**: Students build the sentence on their board or in their journals. | Practice decoding/encoding words with Morpheme in context:6 minutes **I Do:** Display a phrase containing a word with the prefix on the board. Model using steps to decode to solve the word with the prefix. (try to decode the word)**We Do:**Display the following phrase and have students work with their partner to decode the phrase. (your speed will decrease)**You Do:** Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (deduct points from DOJO)Encoding: Dictate a sentence using one of the phrases. **I Do:** You say the sentence. **We Do:** Say the sentence as a class and determine the number of words in the sentence. **I Do**: Students build the sentence on their board or in their journals. |
| Materials Needed: * Day 1 word list
* Defining words graphic organizer
* Flashcards of previously taught prefixes
* Blank flash card to build today’s prefix
* White boards
* Word study notebooks/journals
* Anchor charts for decoding for pronunciation and meaning
 | Materials Needed: * Day 2 word list
* Defining words graphic organizer
* Flashcards of previously taught prefixes
* Blank flash card to build today’s prefix
* White boards
* Word study notebooks/journals
* Anchor charts for decoding for pronunciation and meaning
 | Materials Needed: * Day 3 word list
* Defining words graphic organizer
* Flashcards of previously taught prefixes
* Blank flash card to build today’s prefix
* White boards
* Word study notebooks/journals
* Anchor charts for decoding for pronunciation and meaning
 | Materials Needed: * Day 4 word list
* Defining words graphic organizer
* Flashcards of previously taught prefixes
* Blank flash card to build today’s prefix
* White boards
* Word study notebooks/journals
* Anchor charts for decoding for pronunciation and meaning
 |