

3rd Grade Weekly Lesson Plans

Date	Monday	Tuesday	Wednesday	Thursday	Friday
<p>8:00-8:30 Good Things/ Cursive Writing Practice</p>	<p>L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). *cursive writing*</p>	<p>L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). *cursive writing*</p>	<p>L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). *cursive writing*</p>	<p>L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). *cursive writing*</p>	<p>L.3.5.A Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). *cursive writing*</p>
<p>8:30-9:35 Reader's Workshop</p>	<p><u>Read Aloud: CH 3 and 4 Make Way for Dyamonde Daniel</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. RL.3.1 -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. (RL.3.2) -Describe characters in a story (e.g., their traits,</p>	<p><u>Shared Reading: CH 5 and 6 Dyamonde Daniel</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. RL.3.1 -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. (RL.3.2)</p>	<p><u>Shared Reading: Ch 7 Dyamonde Daniel</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. RL.3.1 -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. (RL.3.2)</p>	<p><u>Read Aloud: Ch 8 Dyamonde Daniel</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. RL.3.1 -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. (RL.3.2)</p>	<p><u>Assessment:</u> <u>Unit 3: Character Studies Session 19</u> <u>**Celebration**</u> <u>**Post CFA**</u></p>

	<p>motivations, feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)</p> <p>-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)</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. (RL.3.6)</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). (RL.3.9)</p> <p><u>Student-Friendly Objective:</u> I can compare characters.</p> <p><u>Materials:</u> Readers Notebook</p> <p><u>Mini-Lesson: I Do</u> <u>Unit 3: Character Studies Session 15</u> Teach students that when reading books that go together,</p>	<p>-Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)</p> <p>-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)</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. (RL.3.6)</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). (RL.3.9)</p> <p><u>Student-Friendly Objective:</u> I can read to compare the problems characters face.</p> <p><u>Materials:</u> Readers Notebook</p> <p><u>Mini-Lesson: I Do</u></p>	<p>-Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)</p> <p>-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)</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. (RL.3.6)</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). (RL.3.9)</p> <p><u>Student-Friendly Objective: I understand that readers ask What makes you say that?</u></p> <p><u>Materials:</u> Readers Notebook</p>	<p>-Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)</p> <p>-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)</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. (RL.3.6)</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). (RL.3.9)</p> <p><u>Student-Friendly Objective:</u> I can compare and contrast the lessons characters learn.</p> <p><u>Materials:</u> Readers Notebook</p> <p><u>Mini-Lesson: I Do</u></p>	
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they can make comparisons. By thinking; In what ways are the characters similar;different. TTW model by making a comparison between students in class.

Guided Practice: We Do Using the read aloud Make Way for Dyamonde Daniel students will write noticeable ways the main characters (Opal, Dyamonde Daniel) are similar and different.

Independent Practice: You Do

Encourage students to make comparisons in their independent reading books.

Unit 3: Character Studies Session 16

Teach students to compare how characters tackle trouble, by asking how characters react to their problems.

Guided Practice: We Do

Use Make Way for Dyamonde Daniel to model how to compare the ways characters in two different books respond to problems. (Record in Readers Notebook)

Independent Practice: You Do

Encourage students to try this work in

Mini-Lesson: I Do
Unit 3: Character Studies Session 17

Teach students that readers can develop debatable ideas about characters across books by exploring a big question with no one right answer. Display questions that readers can ask to set up debates across texts. (Predictable Questions Chart) TTW demonstrate how to develop a quick flash argument: Opal is a better problem solver.

Guided Practice: We Do

Encourage students to gather evidence to support the opposing side choosing evidence to support..

Unit 3: Character Studies Session 18

Teach students that authors explore similar themes. When readers compare books, they can think about similar themes. Asking;What big lesson did each character learn? TTW use the read aloud text to highlight parts where the main characters resolve similar challenges.

Guided Practice: We Do

In partnerships students will compare the possible theme; friendship in both stories.

	<u>Small Group Instruction:</u>	their independent reading books. <u>Small Group Instruction:</u>	<u>Independent Practice: You Do</u> In partnerships encourage students to try this work across text using a debatable question from the chart. <u>Small Group Instruction:</u>	<u>Independent Practice: You Do</u> Remind students it's important to look at the lessons the characters learn and think, what big issues were resolved in the story. <u>Small Group Instruction:</u>	
9:35-10:15 Intervention					
10:15-11:00 Lunch/Recess					
11:05-12:30 Number Talks Eureka Math	Lesson 10 Objective: Use the distributive property as a strategy to multiply and divide. <u>Number Talks:</u> <u>Application Problem</u>	Lesson 11 Objective: Interpret the unknown in multiplication and division to model and solve problems. <u>Number Talks:</u>	Lesson 12 Objective: Apply the distributive property and the facts $9=10-1$ as a strategy to multiply. <u>Number Talks:</u> <u>Application Problem</u>	Lesson 13 Objective: Identify and use arithmetic patterns to multiply. <u>Number Talks:</u> <u>Application Problem</u>	<u>Mid-Module Assessment</u>

	<p>Use the 5 plus something break apart and distributive strategy to solve 6×8. Model with a tape diagram.</p> <p>I Do: Concept Development P.119 (using tape diagrams)</p> <p>We Do: Problem Set: students will solve using the RDW approach.</p> <p>Student Debrief 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p>Questions to guide debrief** **Describe the steps you took to solve for the unknown numbers in Problem 1(a). **How did you know what division fact to write for the unknown part in Problem 3?</p>	<p>I Do: Concept Development P.130 (using tape diagrams)</p> <p>We Do: Problem Set: students will solve using the RDW approach.</p> <p>Student Debrief 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p>Questions to guide debrief** **In Problem 1, did you solve to find the number of groups or the number of items in each group? **What equations can be used to solve Problem 1? **In Problem 4, how many parts did each pack need to be split into in order for each boy to get 1 part? (Two equal parts.) Could we use that fact to solve the</p>	<p>A scientist fills 5 test tubes with 9 milliliters of fresh water in each. She fills another 3 tubes with 9 milliliters of salt water in each. How many milliliters of water does she use in all? Use the break apart and distribute strategy to solve.</p> <p>I Do: Concept Development P.151 (using tape diagrams)</p> <p>We Do: Problem Set: students will solve using the RDW approach.</p> <p>Student Debrief 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p>Questions to guide debrief** **What does the 9 represent in problem 1?</p>	<p>Michaela and Gilda read the same book. It takes Michaela about 8 minutes to read a chapter and Gilda about 10 minutes. There are 9 chapters in the book. How many fewer minutes does Michaela spend than Gilda?</p> <p>I Do: Concept Development P.163 (identifying patterns in multiples of 9)</p> <p>We Do: Problem Set: students will solve using the RDW approach.</p> <p>Student Debrief 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p>Questions to guide debrief** **What</p>	
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	<p>**What multiplication sentence is used to solve Problem 4? How do you know?</p> <p>**Invite students to share how to apply the break apart strategy to any of the expressions in Problem 5.</p> <p>You Do: Exit Ticket</p>	<p>problem without first finding the total number of cards? Why or why not?</p> <p>You Do: Exit Ticket</p>	<p>(It represents the value of each unit.) What does the nine represent in Problem 2? (It represents the number of units.)</p> <p>**How can multiplication be used to solve the division facts in Problem 4?</p> <p>You Do: Exit Ticket</p>	<p>pattern did you use to solve Problem 1?</p> <p>**The add 10, subtract 1 strategy can be used to quickly find multiples of 9.</p> <p>** How could you change it to quickly find multiples of 8?</p> <p>**How is the add 10, subtract 1 strategy related to $9=10-1$ break apart and distribute strategy we learned recently?</p> <p>**How can the number of groups in a nines fact help you find the product?</p> <p>You Do: Exit Ticket</p>	
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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:	Decoding: Encoding:	Decoding: Encoding:	Decoding: Encoding:	Decoding: Encoding:

<p>1:45-2:20 Writer's Workshop</p>	<p>Lucy Calkins-Unit 4 Session 16: (pgs. 134-141) Using Descriptive Language While Drafting</p> <p>Standards: W.3.3.b, W.3.5, W.3.10, RL.3.1, RL.3.3, SL.3.1, L.3.1.i; L.3.2.c, L.3.3a; L.3.5</p> <p>Student Friendly Objective: I can...use descriptive language to show the setting, characters and objects.</p> <p>Materials: *Writing Journal *Anchor chart *narrative checklist *Working draft</p> <p>Mini-Lesson: Revision, using descriptive language is a quick and easy way to make changes in your writing that "shows" more than "tells".</p> <p>Guided Practice: TW share a couple of</p>	<p>Lucy Calkins-Unit 4 Session 17: (pgs. 142-149) Revising the Magic</p> <p>Standards: W.3.3.b, W.3.4, W.3.5, RFS.3.4, SL.3.1, SL.3.4, SL.3.6, L.3.1.a; L.3.2, L.3.3a;</p> <p>Student Friendly Objective: I can...use magic in my story to move the story along slowly or quickly.</p> <p>Materials: *Writing Journal *Anchor chart *narrative checklist *Working draft</p> <p>Mini-Lesson: Magic is tied to every fairy tale, whether it is good or bad. It slows the story down or speeds it up.</p> <p>Guided Practice: TW read a story and think and discuss how</p>	<p>Lucy Calkins-Unit 4 Session 18: (pgs. 134-141) Revising for Readers</p> <p>Standards: W.3.3.b, W.3.4, W.3.5, RFS.3.4, SL.3.1, SL.3.4, SL.3.6, L.3.1.a; L.3.2, L.3.3a;</p> <p>Student Friendly Objective: I can...revise my piece so that the pace varies</p> <p>Materials: *Writing Journal *Anchor chart *narrative checklist *Working draft</p> <p>Mini-Lesson: Revision, using ways in which the moments pass quickly with urgency or slowly to wonder what may happen next.</p> <p>Guided Practice: TW read the</p>	<p>Lucy Calkins-Unit 4 Session 19: (pgs. 157-160) Editing With an Eye out for Broken Patterns</p> <p>Standards: W.3.5, RL.3.2, SL.3.1, L.3.1.e; L.3.1, L.3.2</p> <p>Student Friendly Objective: I can...look for patterns that are broken.</p> <p>Materials: *Writing Journal *Anchor chart *narrative checklist *Working draft</p> <p>Mini-Lesson: Fairy Tales, Nursery rhymes and stories have a flow. It's how the writer wants you to read them. It's important that your writing does the same thing.</p> <p>Guided Practice: TW Read a couple of</p>	<p>Celebration Students sharing their finished Fairy Tales.</p> <p>Some students will illustrate a scene from their story.</p>
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	<p>sentences that show and then how it can be rewritten to show using descriptive details. (anchor chart)</p> <p>Independent Practice: SW look at their writing and think about how they can revise to show don't tell.</p> <p>Closing: Have a couple of students share .</p> <p>Small Group Instruction: Monitor students and conference with those that are needing help.</p>	<p>the writer added the magic.</p> <p>Independent Practice: SW look at their writing and think about how they can revise to add magic.</p> <p>Closing: Have a couple of students share .</p> <p>Small Group Instruction: Monitor students and conference with those that are needing help.</p>	<p>examples on pg. 152-153 Looking at the pacing of the piece for the reader. Can't all be slow, or move to fast, use a balance.</p> <p>Independent Practice: SW look at their writing and think about how they can revise to move their story slowly when it needs to be and fast when the action of the character is fast.</p> <p>Closing: Have a couple of students share .</p> <p>Small Group Instruction: Monitor students and conference with those that are needing help.</p>	<p>Nursery Rhymes and change a word: "Twinkle, Twinkle Little Star, how I wonder where you live." or "Hickory Dickory Dock, the mouse ran up the plate."</p> <p>Independent Practice: SW look at their writing, read it to your partner and see that it follows the flow of the story you are wanting to write.</p> <p>Closing: Have a couple of students share .</p> <p>Small Group Instruction: Monitor students and conference with those that are needing help.</p>	
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<p>2:20-2:40</p> <p>E.4.3.2 Identify problems, alternatives, and trade-offs involved in making a decision</p> <p>E.5.3.1 Examine the relationship between human capital and productivity</p> <p>E.5.3.3 Analyze economic factors in a market</p> <p>E.6.3.4 Identify factors that affect our economy</p> <p>E.7.3.1 Illustrate the relationships among imports, exports, and global interdependence</p> <p>E.7.3.2 Describe how people in various places and regions are affected by trade</p>	<p><u>Running Records Handwriting</u></p>	<p><u>Science/Social Studies</u></p> <p><u>TSW read passage Import/ Export</u></p>	<p><u>Science Social Studies</u></p> <p><u>TSW read passage Import/ Export and answer questions.</u></p>	<p><u>Running Records Handwriting</u></p>	<p><u>Science Lab/Experiments /Group Projects</u></p>
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2:40-3:00 Teacher Monitored Recess

3:00
Prepare for Dismissal

Feb. 3-7 WORD STUDY SCRIPT

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Introduce/Review Morpheme: 2 minutes</p> <p>Using a flash card, have a previously taught prefix/suffix on one side. On the other side, have the definition and example of the prefix/suffix being.</p> <p><u>Example: Edited Daily</u></p> <p>ed= (on front) ed=past tense verb</p> <p>The ice cream melted. (on back) *Ask which sound does /ed/ make here. Review more than one if time allows.</p>	<p>Introduce/Review Morpheme: 2 minutes</p> <p>Using a flash card, have a previously taught prefix/suffix on one side. On the other side, have the definition and example of the prefix/suffix being.</p> <p><u>Example: Edited Daily</u></p> <p>ed= (on front) ed=past tense verb</p> <p>The ice cream melted. (on back) *Ask which sound does /ed/ make here. Review more than one if time allows.</p>	<p>Introduce/Review Morpheme:</p> <p>Using a flash card, have a previously taught prefix/suffix on one side. On the other side, have the definition and example of the prefix/suffix being used.</p> <p><u>This will be edited daily</u></p> <p>PRE (on front) Pre= before <i>Be prepared for bad weather. (on back)</i> Review more than one if time allows.</p>	<p>Introduce/Review Morpheme:</p> <p>Using a flash card, have a previously taught prefix/suffix on one side. On the other side, have the definition and example of the prefix/suffix being used.</p> <p><u>This will be edited daily</u></p> <p>RE (on front) Re=back, again <i>Redo your work. (on back)</i> Review more than one if time allows.</p>	<p>Introduce/Review Morpheme: 2 minutes</p> <p>Using a flash card, have a previously taught prefix/suffix on one side. On the other side, have the definition and example of the prefix/suffix being.</p> <p><u>Example: Edited Daily</u></p> <p>ed= (on front) ed=past tense verb</p> <p>The ice cream melted. (on back) *Ask which sound does /ed/ make here. Review more than one if time allows.</p>
<p>Introduce new suffix: 3 minutes</p> <p>Teacher will display the suffix on the board.</p> <p>-less: Let's name the letters. <i>l-e-s-s</i> How is it read? <i>/less/</i></p>	<p>Introduce new suffix: 2 minutes:</p> <p>Display the "suffix" on the board. Remind students of yesterday's lesson. Spell it: LESS Read it: /LESS/ Define it: WITHOUT</p>	<p>Introduce new suffix: 3 minutes</p> <p>Teacher will display the suffix on the board.</p> <p>-less: Let's name the letters. <i>f-u-l-l</i> How is it read? <i>/full/</i></p>	<p>Introduce new suffix: 3 minutes</p> <p>Display the "suffix" on the board. Remind students of yesterday's lesson. Spell it: FULL Read it: /FULL/ Define it: "<i>being filled with; adjective</i>"</p>	<p>Introduce new suffix: 3 minutes</p> <p>Teacher will display the suffix on the board.</p> <p>-less: Let's name the letters. <i>l-e-s-s</i> How is it read? <i>/less/</i></p>

<p><i>/less/ means without. "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. Write the word "patternless" on the board. "What does "patternless" mean if we know that /less/ means it is without?"</i></p> <p>Model defining the word from right to left.</p> <p>Write "priceless" on the board. Model defining the word from right to left. Underline our base word. What does our base word mean? What does it mean when I add my suffix /less/ at the end?</p> <p>(Record the definition and a sentence with one of the words on the back of that card.)</p>		<p><i>/full/ means "being filled with; adjective". "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. Write the word "peaceful" on the board. "What does "peaceful" mean if we know that /full/ means it is filled with or full of?"</i></p> <p>Model defining the word from right to left.</p> <p>Write "joyful" on the board. Model defining the word from right to left. Underline our base word. What does our base word mean? What does it mean when I add my suffix /ful/ at the end?</p> <p>(Record the definition and a sentence with one of the words on the back of that card.)</p>		<p><i>/less/ means without. "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. Write the word "patternless" on the board. "What does "patternless" mean if we know that /less/ means it is without?"</i></p> <p>Model defining the word from right to left.</p> <p>Write "priceless" on the board. Model defining the word from right to left. Underline our base word. What does our base word mean? What does it mean when I add my suffix /less/ at the end?</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:</p>	<p>Practice Reading (Decoding) Words with Morpheme:</p>	<p>Practice Reading (Decoding) Words with Morpheme: 7 minutes</p>	<p>Practice Reading (Decoding) Words with Morpheme:</p>	<p>Practice Reading (Decoding) Words with Morpheme:</p>

<p>7 minutes</p> <p>Now let's read more words containing our new suffix. (each student has a list of words to read) Box the suffix in every word.</p> <p>Use syllable types and syllable division to decode the words. Charts referenced: Syllable Types Syllable Division Decoding Strategy: Pronunciation</p> <p>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 3 words on the list.</p>	<p>7 minutes</p> <p>Now let's read more words containing our new suffix. (each student has a list of words to read) Box the suffix in every word.</p> <p>Use syllable types and syllable division to decode the words. Charts referenced: Syllable Types Syllable Division Decoding Strategy: Pronunciation</p> <p>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 3 words on the list.</p>	<p>Now let's read more words containing our new suffix. (each student has a list of words to read) Box the suffix in every word.</p> <p>Use syllable types and syllable division to decode the words. Charts referenced: Syllable Types Syllable Division Decoding Strategy: Pronunciation</p> <p>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 3 words on the list.</p>	<p>7 minutes</p> <p>Now let's read more words containing our new suffix. (each student has a list of words to read) Box the suffix in every word.</p> <p>Use syllable types and syllable division to decode the words. Charts referenced: Syllable Types Syllable Division Decoding Strategy: Pronunciation</p> <p>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 3 words on the list.</p>	<p>7 minutes</p> <p>Now let's read more words containing our new suffix. (each student has a list of words to read) Box the suffix in every word.</p> <p>Use syllable types and syllable division to decode the words. Charts referenced: Syllable Types Syllable Division Decoding Strategy: Pronunciation</p> <p>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 3 words on the list.</p>
<p>Practice Building (Encoding) Words with the Morpheme: 7minutes</p>	<p>Practice Building (Encoding) Words with the Morpheme: 7minutes</p>	<p>Practice Building (Encoding) Words with the Morpheme: 7 minutes</p>	<p>Practice Building (Encoding) Words with the Morpheme: 7 minutes</p>	<p>Practice Building (Encoding) Words with the Morpheme: 7minutes</p>

<p>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.</p> <p>I Do: I am going to build the word “hairless” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is hair. Let me think about all the ways the /air/ sound is spelled, refer to sound wall. (Write it). The next syllable is less. Show students how to try it until it looks right. Now add my suffix. Spell furnishing.</p> <p>We Do: Call out a word and tell students to work with a partner to build it. (voiceless)</p> <p>I Do: Call out a word for students to build independently. (mannerless) (Whiteboards or journals)</p>	<p>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.</p> <p>I Do: I am going to build the word “computerless” Let me say it. Let me clap my syllables. There are 4 syllables. My first syllable is comp. Let me think about all the ways the /o/ sound is spelled, refer to sound wall. (Write it). The next syllable is /u/. Let me think of all of the ways I can spell the long sound “u”. Refer to sound wall. Show students how to try it until it looks right. The next syllable is /ter/Now add my suffix. Spell computerless.</p> <p>We Do: Call out a word and tell students to work with a partner to build it. (humorless)</p> <p>I Do: Call out a word for students to build independently. (merciless) (Whiteboards or journals)</p>	<p>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.</p> <p>I Do: I am going to build the word “vengeful” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is venge. Let me think of all the ways the vowel can be spelled here. (Write it). The next syllable is ful. Write my suffix. Show students how to try it until it looks right. Spell vengeful.</p> <p>We Do: Call out a word and tell students to work with a partner to build it. (meaningful)</p> <p>I Do: Call out a word for students to build independently. (beautiful) (Whiteboards or journals) Repeat with another word. (masterful)</p>	<p>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.</p> <p>I Do: I am going to build the word “regretful” Let me say it. Let me clap my syllables. There are 3 syllables. What is the first syllable? “re”I need to think about all the ways the /e/ sound is spelled, refer to sound wall. What is my next syllable? “gret”. Tell me all the ways to spell the “e” sound. What is the next syllable? “Our suffix -ful” We know how to spell that. Spell regretful.</p> <p>We Do: Call out a word and tell students to work with a partner to build it. (lawful)</p> <p>I Do: Call out a word for students to build independently. (powerful) (Whiteboards or journals) Repeat with another word.</p>	<p>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.</p> <p>I Do: I am going to build the word “hairless” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is hair. Let me think about all the ways the /air/ sound is spelled, refer to sound wall. (Write it). The next syllable is less. Show students how to try it until it looks right. Now add my suffix. Spell furnishing.</p> <p>We Do: Call out a word and tell students to work with a partner to build it. (voiceless)</p> <p>I Do: Call out a word for students to build independently. (mannerless) (Whiteboards or journals)</p>
<p>Practice defining words with Morpheme:</p>	<p>Practice defining words with Morpheme:</p>	<p>Practice defining words with Morpheme:</p>	<p>Practice defining words with Morpheme:</p>	<p>Practice defining words with Morpheme:</p>

<p>5 minutes</p> <p>Chart Referenced: Word Attack: Meaning I Do: Display/Write the word attack boxes on the board. Write the word “passionless” 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.</p> <p>We Do: Provide pairs a word to define. Allow them to recreate the organizer in their journals, or on a white board. (Choose a word from your word list) Have a pair of students share their definitions and sentences.</p> <p>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).</p>	<p>5 minutes</p> <p>Chart Referenced: Word Attack: Meaning I Do: Display/Write the word attack boxes on the board. Write the word “senseless” 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.</p> <p>We Do: Provide pairs a word to define. Allow them to recreate the organizer in their journals, or on a white board. (Choose a word from your word list) Have a pair of students share their definitions and sentences.</p> <p>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).</p>	<p>5 minutes</p> <p>Chart Referenced: Word Attack: Meaning I Do: Display the word defining graphic organizer. Write the word “deceitful” 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.</p> <p>We Do: Provide pairs a word to define from list. Allow them to recreate the organizer in their journal, on the back of the word list, or on a white board. Have a pair of students share their definitions and sentences.</p> <p>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).</p>	<p>5 minutes</p> <p>Chart Referenced: Word Attack: Meaning I Do: Display the word defining graphic organizer. Write the word “lawful” 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.</p> <p>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. (merciful) Have a pair of students share their definitions and sentences.</p> <p>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).</p>	<p>5 minutes</p> <p>Chart Referenced: Word Attack: Meaning I Do: Display/Write the word attack boxes on the board. Write the word “passionless” 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.</p> <p>We Do: Provide pairs a word to define. Allow them to recreate the organizer in their journals, or on a white board. (Choose a word from your word list) Have a pair of students share their definitions and sentences.</p> <p>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</p>
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				evidence).
<p>Practice decoding/encoding words with Morpheme in context: 6 minutes</p> <p>I Do: 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 man lay motionless)</p> <p>We Do: Display the following phrase and have students work with their partner to decode the phrase. (the wall was shadowless)</p> <p>You Do: Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (it was a sunless day)</p> <p>Encoding: Dictate a sentence using one of the phrases.</p> <p>I Do: You say the sentence.</p> <p>We Do: Say the sentence</p>	<p>Practice decoding/encoding words with Morpheme in context: 6 minutes</p> <p>I Do: Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the suffix. (that was a senseless act)</p> <p>We Do: Display the following phrase and have students work with their partner to decode the phrase. (reserving the seat)</p> <p>You Do: Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (that was pointless)</p> <p>Encoding: Dictate a sentence using one of the phrases.</p> <p>I Do: You say the sentence.</p> <p>We Do: Say the sentence</p>	<p>Practice decoding/encoding words with Morpheme in context: 6 minutes</p> <p>I Do: Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the suffix. (her words seemed deceitful)</p> <p>We Do: Display the following phrase and have students work with their partner to decode the phrase. (it was a blissful day)</p> <p>You Do: Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (they were being mindful)</p> <p>Encoding: Dictate a sentence using one of the phrases.</p> <p>I Do: You say the sentence.</p> <p>We Do: Say the sentence as a class and determine the number of words in the sentence.</p> <p>I Do: Students build the sentence on their board or in</p>	<p>Practice decoding/encoding words with Morpheme in context: 6 minutes</p> <p>I Do: Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the suffix.</p> <p>We Do: Display the following phrase and have students work with their partner to decode the phrase. (lifting the chair from the ground)</p> <p>You Do: Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (baby was whining)</p> <p>Encoding: Dictate a sentence using one of the phrases.</p> <p>I Do: You say the sentence.</p> <p>We Do: Say the sentence</p>	<p>Practice decoding/encoding words with Morpheme in context: 6 minutes</p> <p>I Do: 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 man lay motionless)</p> <p>We Do: Display the following phrase and have students work with their partner to decode the phrase. (the wall was shadowless)</p> <p>You Do: Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (it was a sunless day)</p> <p>Encoding: Dictate a sentence using one of the</p>

<p>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.</p>	<p>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.</p>	<p>their journals.</p>	<p>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. (They were catching fish in the nearby pond.)</p>	<p>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.</p>
<p>Materials Needed:</p> <ul style="list-style-type: none"> ● 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 	<p>Materials Needed:</p> <ul style="list-style-type: none"> ● 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 	<p>Materials Needed:</p> <ul style="list-style-type: none"> ● 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 	<p>Materials Needed:</p> <ul style="list-style-type: none"> ● 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 	<p>Materials Needed:</p> <ul style="list-style-type: none"> ● *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