

**3rd Grade Weekly Lesson Plans**  
**January 13-17**

Date	Monday	Tuesday	Wednesday	Thursday	Friday
<p>8:00-8:30 Good Things/ Cursive Writing Practice</p>	<p>Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood). <b>**cursive writing**</b></p>	<p>Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood). <b>**cursive writing**</b></p>	<p>Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood). <b>**cursive writing**</b></p>	<p>Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood). <b>**cursive writing**</b></p>	<p>Form and use regular and irregular plural nouns. ● Use abstract nouns (e.g., childhood).</p>
<p>8:30-9:35 Reader's Workshop</p>	<p><u>Read Aloud: Ch 9 Because of Winn Dixie</u>  <u>Standard:</u> -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1)</b> -Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <b>(RL.3.2)</b> -Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence</p>	<p><u>Shared Reading: Winter Peaches</u> <b>**pace read aloud accordingly must have read through the end of Ch15 by session7**</b> <u>Standard:</u> -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1)</b> -Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <b>(RL.3.2)</b> -Describe characters in a story (e.g., their traits, motivations, feelings) and</p>	<p><u>Shared Reading: Winter Peaches</u> <b>**pace read aloud accordingly must have read through the end of Ch15 by session7**</b> <u>Standard:</u> -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1)</b> -Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <b>(RL.3.2)</b> -Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions</p>	<p><u>Read Aloud: Ch 16-17</u> <u>Standard:</u> -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <b>RL.3.1)</b> -Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <b>(RL.3.2)</b> -Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. <b>(RL.3.3)</b></p>	<p><u>Assessment:</u></p>

	<p>of events. <b>(RL.3.3)</b>  -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>(RL.3.4)</b>  -Distinguish their own perspective from that of the narrator or those of the characters, also distinguish the difference between first- and third-person point-of-view narrations. <b>(RL.3.6)</b>  -Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <b>(RL.3.9)</b></p> <p><u>Student-Friendly Objective:</u>  I can grow a bigger theory about a character.</p> <p><u>Materials:</u>  Readers Notebook</p> <p><u>Mini-Lesson: I Do Unit 3: Character Studies Session 4</u>  Teach students that a reader's initial theory</p>	<p>explain how their actions contribute to the sequence of events. <b>(RL.3.3)</b>  -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>(RL.3.4)</b>  -Distinguish their own perspective from that of the narrator or those of the characters, also distinguish the difference between first- and third-person point-of-view narrations. <b>(RL.3.6)</b>  -Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <b>(RL.3.9)</b></p> <p><u>Student-Friendly Objective: I can use theories about characters to make predictions.</u></p> <p><u>Materials:</u>  Readers Notebook</p> <p><u>Mini-Lesson: I Do Unit 3: Character Studies Session 5</u></p>	<p>contribute to the sequence of events. <b>(RL.3.3)</b>  -Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>(RL.3.4)</b>  -Distinguish their own perspective from that of the narrator or those of the characters, also distinguish the difference between first- and third-person point-of-view narrations. <b>(RL.3.6)</b>  -Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <b>(RL.3.9)</b></p> <p><u>Student-Friendly Objective: I can take stock and self assess.</u></p> <p><u>Materials:</u>  Readers Notebook</p> <p><u>Mini-Lesson: I Do Unit 3: Character Studies Session 6</u>  Teach students that readers set clear goals for themselves by studying their work and asking themselves how</p>	<p>-Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <b>(RL.3.4)</b>  -Distinguish their own perspective from that of the narrator or those of the characters, also distinguish the difference between first- and third-person point-of-view narrations. <b>(RL.3.6)</b>  -Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <b>(RL.3.9)</b></p> <p><u>Student-Friendly Objective: I understand that stories are shaped like mountains.</u></p> <p><u>Materials:</u>  Readers Notebook</p> <p><u>Mini-Lesson: I Do Unit 3: Character Studies Session 7</u>  Teach students that "the main characters in all stories travel</p>	
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	<p>about a character are usually the tip of much deeper thinking. Readers can dig deeper by asking "why is the character this way"</p> <p><u>Guided Practice: We Do</u> TTW model how to push past a simple initial theory about the character Opal by asking "WHY"</p> <p><u>Independent Practice: You Do</u></p> <p>TSW record their thinking in their reading notebook.</p> <p><u>Small Group Instruction:</u></p>	<p>Teach students that once readers understand a character in deeper ways, readers can use this knowledge to predict. TTW model how to predict what a character will do next, taking into account what is already known.</p> <p><u>Guided Practice: We Do</u> Working in partnerships students will make predictions in detail. Share out some students thinking.</p> <p><u>Independent Practice: You Do</u> Explain to children that the prediction work from today can be done anytime they read.</p> <p><u>Small Group Instruction:</u></p>	<p>can I develop even stronger ideas about my character.</p> <p><u>Guided Practice: We Do</u> Using "jots" that have been written about the story Because of Winn Dixie whole group we will determine where those jots best fit on the Narrative learning progression; inferring about characters and other story elements strand.</p> <p><u>Independent Practice: You Do</u></p> <p>TSW look at their individual jots and determine where they fall on the progression. Students are encouraged to make a goal to lift the level of their reading work and</p>	<p>along a story mountain and readers should expect that a character will face a problem that gets bigger and bigger and reaches a turning point and then is resolved."</p> <p><u>Guided Practice: We Do</u></p> <p>TTW show how characters from a story move along a story mountain in predictable ways using <i>Peter's Chair</i>.</p> <p><u>Independent Practice: You Do</u></p> <p><u>Students will draw a story mountain in their readers notebook. Remind students to read on the alert for predictable ways that</u></p>	
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			<u>record in their readers notebook.</u>	<u>characters progress in stories.</u>	
			<u>Small Group Instruction:</u>	<u>Small Group Instruction:</u>	
9:35-10:15 Intervention					
<b>10:15-11:00</b> Lunch/Recess					
11:05-12:30 Number Talks Eureka Math	<b>Lesson 4</b> <b>Objective:</b> Count by units of 6 to multiply and divide using number bonds to decompose.  <b>Number Talks:</b>  <b>Application Problem</b> Marshall puts 6 pictures on each of the 6 pages in his photo album. How	<b>Lesson 5</b> <b>Objective:</b> Count by units of 7 to multiply and divide using number bonds to decompose.  <b>Number Talks:</b>  <b>Application Problem</b> Gracie draws 7 rows of stars. In each row, she draws 4 stars.	<b>Lesson 6</b> <b>Objective:</b> Use the distributive property as a strategy to multiply and divide using units of 6 and 7.  <b>Number Talks:</b>  <b>Application Problem</b> Mabel cuts 9 pieces of ribbon for an art project. Each piece of	<b>Topic B Assessment</b>  <b>Lesson 7</b> <b>Objective:</b> Interpret the unknown in multiplication and division to model and solve problems using units of 6 and 7.  <b>Number Talks:</b>	<b>Lesson 8</b> <b>Objective:</b> Understand the function of parentheses and apply to solving problems.  <b>Number Talks:</b>  <b>Application Problem</b> Richard has 2

	<p>many pictures does he put in the photo album in all?</p> <p><b>I Do:</b> Concept Development P.52 (using number bonds)</p> <p><b>We Do:</b> Problem Set: students will solve using the RDW approach.</p> <p><b>Student Debrief</b> 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p><b>Questions to guide debrief**</b> **With a partner, list the related division facts for each number in the skip-counting sequence in Problem 1. **What other multiplication and division problems can you solve with the</p>	<p>How many stars does Gracie draw in all? Use a letter to represent the unknown and solve.</p> <p><b>I Do:</b> Concept Development P.63 (using number bonds)</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> **Take turns to read the multiplication facts in Problem 1 and related division facts. **How can you use number bonds to help you solve Problem 2?</p>	<p>ribbon is 7 centimeters long. What is the total length of the pieces of ribbon that Mabel cuts?</p> <p><b>I Do:</b> Concept Development P.74 (using tape diagrams and number bonds)</p> <p><b>We Do:</b> Problem Set: students will solve using the RDW approach.</p> <p><b>Student Debrief</b> 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p><b>Questions to guide debrief**</b> **What pattern did you notice in Problems 1(a) through 1(d)? What multiplication fact is used in all of these problems? How does</p>	<p><b>I Do:</b> Concept Development P.85 (using tape diagrams)</p> <p><b>We Do:</b> Problem Set: students will solve using the RDW approach.</p> <p><b>Student Debrief</b> 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p><b>Questions to guide debrief**</b> **What is the value of <math>n</math> in each equation in Problem 1? **What equation did you use to solve Problem 2? **Explain to your partner what your drawing looks like for Problem 3(a). **In Problem 3(a) through 3(d), what</p>	<p>cartons with 6 eggs in each. As he opens the carton, he drops 2 eggs. How many unbroken eggs does Richard have left?</p> <p><b>I Do:</b> Concept Development P.98 (using arrays)</p> <p><b>We Do:</b> Problem Set: students will solve using the RDW approach.</p> <p><b>Student Debrief</b> 10 minutes. TTW invite students to review their solutions for the Problem Set.</p> <p><b>Questions to guide debrief**</b> **How did you</p>
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	<p>sequence you already have in Problem 2?  <b>**How was using the skip-counting strategy in Problem 4 different from the other problems?</b>  <b>**How did the Application Problem connect with today's lesson?</b></p> <p><b>You Do:</b> Exit</p>	<p><b>**What are some different strategies that can help you solve multiplication facts using units of seven? How do you choose your strategy to solve?</b>  <b>**In Problem 3, would it make sense for Abe to use number bonds to find the next number after 21 in the count by seven sequence? Why or why not?</b></p> <p><b>You Do:</b> Exit Ticket</p>	<p>this fact help you solve these problems?  <b>**What division fact did you use to complete the number bond in Problem 3? Why?</b>  <b>**Show a partner your picture of Problem 4. How does your picture show the break apart and distribute strategy?</b></p> <p><b>You Do:</b> Exit Ticket</p>	<p>was unknown? Was it the group size or the number of groups?  <b>You Do:</b> Exit Ticket</p>	<p>discover where the parentheses belonged in Problem 2?  <b>**Why does moving the parentheses in an equation only change the answer sometimes?</b></p> <p><b>You Do:</b> Exit Ticket</p>
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**12:35-1:15**  
Special Class

<b>1:15-1:45</b> <b>Word Study</b>	<b>Decoding</b> <b>Encoding</b>	<b>Decoding</b> <b>Encoding</b>	<b>Decoding</b> <b>Encoding</b>	<b>Decoding</b> <b>Encoding</b>	<b>Decoding</b> <b>Encoding</b>
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<p>1:45-2:20 Writer's Workshop</p>	<p><b>Lucy Calkins- Unit 4 Session 4:</b> (pgs. 36-44) <b>Writer's can Story-tell and Act out as They Draft</b></p> <p><b>Standards:</b> W.3.3, W 3.3 A, W.3.3 B, W. 3.3 C, W3.3E</p> <p><b>Student Friendly Objective:</b> I can... describe and explain my scenes to make sure each moment is told.</p> <p><b>Materials:</b> *Writing Journal *narrative rubric *Fairy tale draft</p> <p><b>Mini Lesson:</b> How to write a fairy tale anchor chart</p> <p><b>Guided Practice:</b> When writing you can rehearse in the</p>	<p><b>Lucy Calkins- Unit 4 Session 5:</b> (pgs. 45-53) <b>Weaving Narration Through Stories</b></p> <p><b>Standards:</b> W.3.3.a,b,c,d; W.3.4, W.3.5, W.3.10, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.10, SL.3.1, SL.3.4, SL.3.6, L.3.3.a</p> <p><b>Student Friendly Objective:</b> I can... use narration to introduce, connect scenes and end the story.</p> <p><b>Materials:</b> *Writing Journal *narrative rubric *Fairy Tale draft for revising and publishing</p> <p><b>Mini-Lesson:</b> Explain and use some examples of narration in a fairy tale story</p>	<p><b>Lucy Calkins- Unit 4 Session 6:</b> (pgs. 54-60) <b>Mirror, Mirror on the Wall</b></p> <p><b>Standards:</b> W.3.3.a,b,c,d; W.3.4, W.3.5, W.3.10, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.10, SL.3.1, SL.3.4, SL.3.6, L.3.3.a</p> <p><b>Student Friendly Objective:</b> I can... use narration to introduce, connect scenes and end the story.</p> <p><b>Materials:</b> *Writing Journal *narrative rubric *Fairy Tale draft for revising and publishing, reflecting</p> <p><b>Mini-Lesson:</b> Reflecting on a finished piece of writing</p>	<p><b>Bend II Lucy Calkins-Unit 4 Session 7:</b> (pgs. 54-60) <b>Goals and Plans Are a Big Deal</b></p> <p><b>Standards:</b> W.3.3, W.3.4, W.3.5, W.3.10, RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.6, SL.3.1, SL.3.4, SL.3.6, L.3.1, L.3.2, L.3.3.a</p> <p><b>Student Friendly Objective:</b> I can... plan and create a story in my imagination and then in reality</p> <p><b>Materials:</b> *Writing Journal *narrative rubric *Fairy Tale draft for revising and publishing, reflecting *Make anchor chart (pg. 65)</p>	<p><b>Assessments</b></p> <p>They should have one or two drafts of a fairy-tale they want to retell in their writer's notebook. .</p>
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	<p>middle of writing as well as the start of it.</p> <p><b>Independent Practice:</b> Channel students to act out their own scenes with a partner.</p> <p><b>Closing:</b> Revisit part of scene they just acted out, clarifying any words or actions to paint a visual of a story.</p> <p><b>Small Group Instruction:</b> Help students who are struggling with telling their stories</p>	<p><b>Guided Practice:</b> TW read and show examples of narration used in telling a story, and how the beginning of the story can sometimes begin with some background and an introduction.</p> <p><b>Independent Practice:</b> SW begin by reading the beginning of their fairy-tales. Give each other ideas of how to add a narrator to give some of the background</p> <p><b>Closing:</b> Ask a student to read their beginning that shows a narrator starting their fairy-tale.</p> <p><b>Small Group Instruction:</b> Monitor students and</p>	<p><b>Guided Practice:</b> TW read through the rubric and reflect on whether they could see the structure and development in their fairy-tale</p> <p><b>Independent Practice:</b> SW work with their partner to go over the checklist to see what was done well and what needs to be written as a goal for their next writing project.</p> <p><b>Closing:</b> Let a couple of students nominate their partner if the writing met the Yes-I got it on the rubric.</p> <p><b>Small Group Instruction:</b> Monitor students and conference with those that are needing help.</p>	<p><b>Mini-Lesson:</b> Planning your writing and the process in which you put the story together.</p> <p><b>Guided Practice:</b> TW write out a plan for the process and order that will be best for how the story will be told and what order the events will happen.</p> <p><b>Independent Practice:</b> SW work on the plan and process they will use to tell their story.</p> <p><b>Closing:</b> Have a couple of students to share how this strategy worked and if it was helpful.</p> <p><b>Small Group Instruction:</b> Monitor students and</p>	
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		conference with those that are needing help.		conference with those that are needing help.	
2:20-2:55	<u>Running Records Handwriting</u>	<u>Science/Social Studies Essential Questions:</u>  <u>How do natural resources affect the goods and services produced?</u>  <u>How do human and capital resources affect the goods and services produced?</u>  <u>TSW create a business plan.</u>	<u>Science Social Studies Essential Questions:</u>  <u>How do natural resources affect the goods and services produced?</u>  <u>How do human and capital resources affect the goods and services produced?</u>  <u>TSW create a business plan.</u>	<u>Running Records Handwriting</u>	<u>Science Lab/Experiments /Group Projects Essential Questions:</u>  <u>How do natural resources affect the goods and services produced?</u>  <u>How do human and capital resources affect the goods and services produced?</u>  <u>TSW create a business plan.</u>
2:40-3:00 Teacher Monitored Recess					
2:55-3:00					

Prepare for Dismissal

**WORD STUDY SCRIPT**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>Review Morpheme:</b> <b>2 minutes</b></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><b>ed= (on front)</b> <b>ed=past tense verb</b> The ice cream melted. (on back) *Ask which sound does /ed/ make here. 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/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><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/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><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/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><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 suffix -s and -es</p>
<p><b>Introduce new suffix:</b> <b>3 minutes</b></p>	<p><b>Introduce new suffix:</b> <b>2 minutes:</b></p>	<p><b>Introduce new suffix:</b> <b>3 minutes</b></p>	<p><b>Introduce new suffix:</b> <b>3 minutes</b></p>	

<p>Teacher will display the suffix on the board.</p> <p><b><u>-s:</u></b>  <b><i>Let's name the letters. /S/</i></b>  <b><i>How is it read? /S/-"Sss"</i></b>  <b><i>/S/ means "plural noun (more than one) or present tense verb( something that is done in the present moment"</i></b>  <b><i>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.</i></b>  Write the word "tigers" on the board.  <b><i>"What does "tigers" mean if we know that /S/ means it is a plural noun?"</i></b></p> <p>Model defining the</p>	<p>Display the suffix "S" on the board.  Remind students of yesterday's lesson.  Spell it: S  Read it: /S/  Define it: plural noun or present tense verb</p>	<p><b><u>-es:</u></b>  <b><i>Let's name the letters. /ES/</i></b>  <b><i>How is it read? /ES/</i></b>  <b><i>/ES/ means "plural noun or present tense verb"</i></b>  <b><i>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.</i></b>  Write the word "dresses" on the board.  <b><i>"What does "dresses" mean if we know that /ES/ means it is a plural noun?"</i></b></p> <p>Model defining the word from right to left.</p> <p>Write "lunches" on the board. Model defining the word from right to left.  <b><i>If I know what the base word means, what does it mean when I add my suffix /ES/ at the end?</i></b></p>	<p>Display the suffix "ES" on the board. Remind students of yesterday's lesson.  Spell it: E-S  Read it: /ES/  Define it: plural noun or present tense verb</p>	
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<p>word from right to left.</p> <p>Write “tables” on the board. Model defining the word from right to left.</p> <p><b><i>If I know what the base word means, what does it mean when I add my suffix /S/ at the end?</i></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><b>Practice Reading (Decoding) Words with Morpheme: 7 minutes</b></p> <p><b><i>Now let’s read more words containing our new suffix.</i></b> (each student has a list of words to read)</p>	<p><b>Practice Reading (Decoding) Words with Morpheme: 7 minutes</b></p> <p><b><i>Now let’s read more words containing our new suffix.</i></b> (each student has a</p>	<p><b>Practice Reading (Decoding) Words with Morpheme: 7 minutes</b></p> <p><b><i>Now let’s read more words containing our new suffix.</i></b> (each student has a list of</p>	<p><b>Practice Reading (Decoding) Words with Morpheme: 7 minutes</b></p> <p><b><i>Now let’s read more words containing our new suffix.</i></b> (each student has a list of</p>	

<p><b>Box the suffix in every word.</b></p> <p><b>Use syllable types and syllable division to decode the words.</b> Charts referenced: Syllable Types Syllable Division Decoding Strategy: Pronunciation</p> <p><b>I Do:</b> Teacher will model the above steps with the first word on the list. <b>We Do:</b> Students will work with an elbow partner to decode the next 2 words from the list. <b>You do:</b> Students will independently decode the last 3 words on the list.</p>	<p>list of words to read) <b>Box the suffix in every word.</b></p> <p><b>Use syllable types and syllable division to decode the words.</b> Charts referenced: Syllable Types Syllable Division Decoding Strategy: Pronunciation</p> <p><b>I Do:</b> Teacher will model the above steps with the first word on the list. <b>We Do:</b> Students will work with an elbow partner to decode the next 2 words from the list. <b>You do:</b> Students will independently decode the last 3 words on the list.</p>	<p>words to read) <b>Box the suffix in every word.</b></p> <p><b>Use syllable types and syllable division to decode the words.</b> Charts referenced: Syllable Types Syllable Division Decoding Strategy: Pronunciation</p> <p><b>I Do:</b> Teacher will model the above steps with the first word on the list. <b>We Do:</b> Students will work with an elbow partner to decode the next 2 words from the list. <b>You do:</b> Students will independently decode the last 3 words on the list.</p>	<p>words to read) <b>Box the suffix in every word.</b></p> <p><b>Use syllable types and syllable division to decode the words.</b> Charts referenced: Syllable Types Syllable Division Decoding Strategy: Pronunciation</p> <p><b>I Do:</b> Teacher will model the above steps with the first word on the list. <b>We Do:</b> Students will work with an elbow partner to decode the next 2 words from the list. <b>You do:</b> Students will independently decode the last 3 words on the list.</p>	
<p>Practice Building (Encoding) Words with the Morpheme:</p>	<p>Practice Building (Encoding) Words with the Morpheme:</p>	<p>Practice Building (Encoding) Words with the Morpheme: 7 minutes</p>	<p>Practice Building (Encoding) Words with the Morpheme:</p>	

7minutes

**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.**

**I Do:** I am going to build the word "sunflowers" Let me say it. Let me clap my syllables. There are 3 syllables. My first syllable is **sun**. Let me think about all the ways the /u/ sound is spelled, refer to sound wall. (Write it). The next syllable is **flow**. Let me think of all of the ways I can spell the sound "ow". Refer to sound wall. Show students how to try it until it looks right. How do I spell the next syllable "er". Refer to sound wall. Now add my suffix. Spell sunflowers.

7 minutes

**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.**

**I Do:** I am going to build the word "chomps" Let me say it. Let me clap my syllables. There is 1 syllable. My syllable is **shirts**. Let me think of all the ways the vowel can be spelled here. (Write it). Refer to sound wall. What do we call the syllable at the end? ("s") Show students how to try it until it looks right. Spell **shirts**. **We Do:** Call out a word and tell students to work with a partner to build it. (**daydreams**) **I Do:** Call out a word

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**I Do:** I am going to build the word "misses" Let me say it. Let me clap my syllables. There is 2 syllables. I need to think about all the ways the /I/ sound is spelled, refer to sound wall. Show students how to try it until it looks right. Spell **misses**. **We Do:** Call out a word and tell students to work with a partner to build it. (**messes**) **I Do:** Call out a word for students to build independently. (**pfishes**) (Whiteboards or journals) Repeat with another word.

7 minutes

**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.**

**I Do:** I am going to build the word "swishes" Let me say it. Let me clap my syllables. There is 2 syllables. I need to think about all the ways the /I/ sound is spelled, refer to sound wall. Show students how to try it until it looks right. Spell **swishes**. **We Do:** Call out a word and tell students to work with a partner to build it. (**stitches**) **I Do:** Call out a word for students to build independently. (**ditches**) (Whiteboards or journals) Repeat with another word.

<p><b>We Do:</b> Call out a word and tell students to work with a partner to build it. <b>(computers)</b></p> <p><b>I Do:</b> Call out a word for students to build independently. <b>(students)</b> (Whiteboards or journals)</p>	<p>for students to build independently. <b>(baseballs)</b> (nails (Whiteboards or journals) Repeat with another word. <b>(markers)</b></p>			
<p>Practice defining words with Morpheme: 5 minutes</p> <p><b>Chart Referenced:</b> <b>Word Attack:</b> <b>Meaning</b> <b>I Do:</b> Display/Write the word attack boxes on the board. Write the word “bananas” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student</p>	<p>Practice defining words with Morpheme: 5 minutes</p> <p><b>Chart Referenced:</b> <b>Word Attack:</b> <b>Meaning</b> <b>I Do:</b> Display the word defining graphic organizer. Write the word “<b>sweatpants</b>” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student</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 “wishes” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. Model creating a sentence with the word. <b>We Do:</b> Provide pairs a word to</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 “riches” on the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. Model creating a sentence with the word. <b>We Do:</b> Provide pairs a word to</p>	



<p>friendly definition. Look up definition together. 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 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><b>(backpacks)</b></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><b>(lollipops)</b></p>	<p>friendly definition. Look up definition if needed. Model creating a sentence with the word.</p> <p><b>We Do:</b> Provide pairs a word to define. <b>(jackets)</b> 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><b>You Do:</b> Have students define a word from the word list independently using the graphic organizer.</p> <p><b>(splinters)</b> Allow a pair each day to create a large chart of their word and sentence (student evidence).</p>	<p>define. Allow them to recreate the organizer in their journal, on the back of the word list, or on a white board. <b>(witches)</b> 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>define. <b>(benches)</b> 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><b>You Do:</b> Have students define a word from the word list or <b>(bridges)</b> independently using the graphic organizer. Allow a pair each day to create a large chart of their word and sentence (student evidence).</p>	
Practice	Practice	Practice decoding/encoding	Practice decoding/encoding	

<p>decoding/encoding words with Morpheme in context: 6 minutes</p> <p><b>I Do:</b> Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the suffix. (bananas are rotten)</p> <p><b>We Do:</b> Display the following phrase and have students work with their partner to decode the phrase. (dark green backpacks)</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. (a few lollipops)</p> <p><b>Encoding:</b></p>	<p>decoding/encoding words with Morpheme in context: 6 minutes</p> <p><b>I Do:</b> Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the suffix. (she smiled)</p> <p><b>We Do:</b> Display the following phrase and have students work with their partner to decode the phrase. ( teachers smiled)</p> <p><b>You Do:</b> Have students decode a phrase . Display one on the board and have them read the sentence to their partner.  (changed her sweaters)</p> <p><b>Encoding:</b></p>	<p>words with Morpheme in context: 6 minutes</p> <p><b>I Do:</b> Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the prefix. (he asked)</p> <p><b>We Do:</b> Display the following phrase and have students work with their partner to decode the phrase. (she kicked the ball)</p> <p><b>You Do:</b> Have students decode a phrase . Display one on the board and have them read the sentence to their partner.  (the dog limped)</p> <p><b>Encoding:</b> Dictate a sentence using one of the phrases. <b>I Do:</b> You say the sentence. <b>We Do:</b> Say the sentence as a class and determine the number of words in the</p>	<p>words with Morpheme in context: 6 minutes</p> <p><b>I Do:</b> Display a phrase containing a word with the suffix on the board. Model using steps to decode to solve the word with the prefix. (her skirt swishes)</p> <p><b>We Do:</b> Display the following phrase and have students work with their partner to decode the phrase. (rain hit the benches)</p> <p><b>You Do:</b> Have students decode a phrase . Display one on the board and have them read the sentence to their partner.  (the dogs had leashes)</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>Dictate a sentence using one of the phrases. (<b>The bananas are rotten and stinky.</b>)</p> <p><b>I Do:</b> You say the sentence.</p> <p><b>We Do:</b> Say the sentence as a class and determine the number of words in the sentence.</p> <p><b>I Do:</b> Students build the sentence on their board or in their journals.</p>	<p>Dictate a sentence using one of the phrases.</p> <p><b>I Do:</b> You say the sentence.</p> <p><b>We Do:</b> Say the sentence as a class and determine the number of words in the sentence.</p> <p><b>I Do:</b> Students build the sentence on their board or in their journals.</p>	<p>sentence.</p> <p><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/</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/</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>	

<p>journals</p> <ul style="list-style-type: none"><li>• Anchor charts for decoding for pronunciation and meaning</li></ul>	<p>journals</p> <ul style="list-style-type: none"><li>• Anchor charts for decoding for pronunciation and meaning</li></ul>			
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