

3rd Grade Weekly Lesson Plans

November 11 - 15

Date	Monday	Tuesday	Wednesday	Thursday	Friday
<p style="text-align: center;">8:00-8:30 Good Things/ Cursive Writing Practice</p>	<p>Explain the function of d adverbs in general and their functions in particular sentences.</p>	<p>Explain the function of d adverbs in general and their functions in particular sentences.</p>	<p>Explain the function of d adverbs in general and their functions in particular sentences.</p>	<p>Explain the function of d adverbs in general and their functions in particular sentences.</p>	<p>Explain the function of d adverbs in general and their functions in particular sentences. **assessment**</p>
<p style="text-align: center;">8:30-9:35 Reader's Workshop</p>	<p><u>Read Aloud:</u> Standard: RI.3.2 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</p>	<p><u>Shared Reading:</u> <u>Bees Passage</u> Standard: RI.3.2 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,</p>	<p><u>Shared Reading:</u> <u>Bees Passage</u> Standard: RI.3.2 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,</p>	<p><u>Read Aloud:</u> Standard: RI.3.2 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.. <u>Student-Friendly Objective: I can read differently</u></p>	<p><u>Assessment:</u></p>

	<p>text (e.g., where, when, why, and how key events occur).</p> <p><u>Student-Friendly Objective: I can read for significance.</u></p> <p><u>Materials:</u> Readers Notebook</p> <p><u>Mini-Lesson:</u> Unit 2: Reading to Learn Session 7 Teaching I Do "Teach students that the difference between a boring text and a fascinating text is the person reading it" Explain that to be affected by nonfiction readers have to read with engagement.</p> <p><u>Guided Practice: We Do</u> TSW role-play viewing the world first as a curmudgeon, then as a learner.</p>	<p>photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><u>Student-Friendly Objective: I can read for significance.</u></p> <p><u>Materials:</u> Readers Notebook</p> <p><u>Mini-Lesson:</u> Unit 2: Reading to Learn Session 7 Teaching I Do "Teach students that the difference between a boring text and a fascinating text is the person reading it" Explain that to be affected by nonfiction readers have to read with engagement</p>	<p>photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><u>Student-Friendly Objective: I can read differently because of conversations.</u></p> <p><u>Materials:</u> Readers Notebook</p> <p><u>Mini-Lesson:</u> Unit 2: Reading to Learn Session 8 Teaching I Do Teach students that "readers read differently when they know there will be conversations later." "They read and hold conversations in their minds." Explain that one way to start a conversation from a text is to locate the</p>	<p><u>because of conversations.</u></p> <p><u>Materials:</u> Readers Notebook</p> <p><u>Mini-Lesson:</u> Unit 2: Reading to Learn Session 8 Teaching I Do Teach students that "readers read differently when they know there will be conversations later." "They read and hold conversations in their minds." Explain that one way to start a conversation from a text is to locate the big idea and then "talk back" to that idea. Demonstrate to show children that readers can use thought prompts to extend their own</p>	
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	<p><u>Independent Practice:You Do</u></p> <p>Remind students to always read like learners instead of curmudgeons, which means thinking while reading.</p> <p><u>Small Group Instruction:</u> Pulling low groups-justice, nicolas, zion, michael</p> <p>-ladell, ely, londyn</p>	<p><u>Guided Practice:We Do</u> <u>We Do</u> TSW role-play viewing the world first as a curmudgeon, then as a learner. <u>Independent Practice:You Do</u></p> <p>Remind students to always read like learners instead of curmudgeons, which means thinking while reading.</p> <p><u>Small Group Instruction:</u> -justice, nicolas, zion, michael</p> <p>-ladell, ely, londyn, payton</p> <p>-Jacqueline, Jayla, Jesus, Eryc</p>	<p>big idea and then “talk back” to that idea. Demonstrate to show children that readers can use thought prompts to extend their own thinking about a bit of information.</p> <p><u>Guided Practice:We Do</u> Channel partners to say the big points to each other.</p> <p><u>Independent Practice:You Do</u></p> <p>Send students off with the reminder of all the work they can do and to think in response to the big ideas in their text.</p> <p><u>Small Group Instruction:</u> -justice, nicolas, zion, michael</p> <p>-ladell, ely, londyn</p>	<p>thinking about a bit of information.</p> <p><u>Guided Practice:We Do</u>Channel partners to say the big points to each other.</p> <p><u>Independent Practice:You Do</u></p> <p>Send students off with the reminder of all the work they can do and to think in response to the big ideas in their text.</p> <p><u>Small Group Instruction:</u> ladell, ely, londyn</p> <p>-Tistian, Conner, Max, Crystion, Kayleigh, Lauryn</p>	
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9:35-10:15 Intervention					
10:15-11:00 Lunch/Recess					
11:05-12:30 Number Talks Eureka Math	Lesson 9 Objective: Decompose a liter to reason about the size of 1 liter, 100 milliliters, 10 milliliters, and 1 milliliter.. Number Talks: Breaking Each Number into Its Place Value I Do: Concept Development P.105 (using liters and milliliters) 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.	<u>Continue Lesson 9</u> *Moby Max Math if time allows	Lesson 10 Objective: Estimate and measure liquid volume in liters and milliliters using the vertical number line. Number Talks: Breaking Each Number into Its Place Value Application Problem: Subha drinks 4 large glasses of water each day. How many large glasses of water does she drink in 7 days? I Do: Concept Development P.116 (using liters and milliliters)	<u>Continue Lesson 10</u>	<u>Assessment Topic B</u>

	<p>Questions to guide debrief**Revisit predictions from Part 1. Lead a discussion about why students may have thought taller containers had larger capacities. Guide students to articulate understanding about conversation and capacity.</p> <p>**Review the difference between capacity and liquid volume.</p> <p>**In the equations for Part 2, why are the first number and quotient in each followed by the word milliliters? Why not the 10?</p> <p>**How is decomposing 1 liter similar to decomposing 1 kilogram?</p> <p>**How do our decompositions of 1 liter and 1 kilogram remind you of the place value chart?</p> <p>You Do: Exit Ticket</p> <p>*Moby Max Math if time allows</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 4, describe the position of the points plotted in Part (a) helped you solve parts (b) and (c).</p> <p>**Students may have different answers for Problems 4 (d). (Barrel B is closest to 70, but Barrel A has enough capacity to hold 70 liters, plus a little extra.) Invite students with both answers to explain their thinking.</p> <p>**Compare the beaker with your measuring bottle.</p>		
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			<p>**How would we have labeled our vertical number lines differently if we had measured 10 mL instead of 100 mL cups to make our measuring bottles?</p> <p>**If we had measured 10 mL instead of 100 mL cups to make our measuring bottles, would our halfway mark have have been the same or different? How do you know?</p> <p>**Would our estimates change if our bottles had marks at every 10 mL instead of every 100 mL?</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

	See Plans Below	See Plans Below	See Plans Below	See Plans Below	See Plans Below
<p>1:45-2:20 Writer's Workshop</p>	<p>Lesson 7: Pgs. 55-62 Making Connections within and across Chapters</p> <p>Standard: W.3.2.a.b, W.3.4, W.3.5, W.3.7, RI.3.3, RI.3.8, RI.3.10, RFS.3.3, SL.3.6, L.3.1, L.3.2.e,f,g; L.3.4.d, L.3.6</p> <p>Student-Friendly Objective: I can... use linking words and phrases to connect ideas within categories of information in an informative/explanatory text.</p> <p>Materials: *Information Writing Checklist: 3rd grade *Teacher's Writing Sample</p> <p>Mini-Lesson: Writing chapters and content is like creating a paper chain. Each links together with the one</p>	<p>Lesson 7: cont'd Making Connections within and across Chapters</p> <p>Continue this lesson to help students get their writing to a finished piece.</p> <p>Mini-Lesson: Writing chapters and content is like creating a paper chain. Each links together with the one before. Information should be linked together from one chain to the next using transition words.</p>	<p>Lesson 8: Pgs. 63-70 Balancing Facts and Ideas from the start.</p> <p>Standard: W.3.2, W.3.5, RI.3.4, SL.3.1, SL.3.3, SL.3.6, L.3.1, L.3.2, L.3.3.a, L.3.6</p> <p>Student-Friendly Objective: I can... introduce a topic and group related information in an informative/explanatory text.</p> <p>Materials: *Information Writing Checklist: 3rd grade *Teacher's Writing Sample with something that will grab the reader's attention.</p> <p>Mini-Lesson: Writing nonfiction you have to interest</p>	<p>Lesson 8: cont'd Pgs. 63-70 Balancing Facts and Ideas from the start.</p> <p>Mini-Lesson: Writing nonfiction you have to interest your reader not only in the facts, but interesting ideas.</p>	<p><u>Assessments</u></p>

before. Information should be linked together from one chain to the next using transition words.

Guided Practice:
TW show an example of writing using a Table of Contents to show how the writing should flow from one chapter to the next.

Independent Practice:
SW organize the writing of the chapters to give enough information that builds the flow from one to another. Students may also read their chapters to a peer for clarity and feedback.

Small Group Instruction:
*Work with struggling students to get their words and thoughts on the page

your reader not only in the facts, but interesting ideas.

Guided Practice:
TW demonstrate a couple of ways to add an idea to a fact filled paragraph.

Independent Practice:
SW read their writing to a classmate to think about where an idea or something interesting and unique could be added to their writing.

Small Group Instruction:
*Work with struggling students to get their words and thoughts on the page. Help them with the content of their writing.

<p>2:20-2:40 Compare changes over time (e.g., transportation, technology, jobs, urban growth, population density, natural resources, communication)</p>	<p><u>Running Records Handwriting</u></p>	<p><u>Science/Social Studies Timelines in History of Arkansas presentation.</u></p>	<p><u>Science Social Studies TSW view Timelines in History of Arkansas presentation..</u></p>	<p><u>Running Records Handwriting</u></p>	<p><u>Science Lab/Experiments/Group Projects</u></p>
<p>2:40-3:00 Teacher Monitored Recess</p>					
<p>3:00 Prepare for Dismissal</p>					

WORD STUDY SCRIPT

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Review Morpheme: 2 minutes</p> <p>Using a flash card, have a previously taught prefix on one side. On the other side, have the definition and example of the prefix being used.</p> <p><i>Example: Edited Daily</i></p> <p>MIS (on front) Mis= bad or wrong Do not misbehave again. (on back) Review more than one if time allows.</p>	<p>Introduce/Review Morpheme:</p> <p>Using a flash card, have a previously taught prefix on one side. On the other side, have the definition and example of the prefix being used.</p> <p><i>This will be edited daily</i></p> <p>DIS (on front) Dis=Not <i>I dislike watching football.</i> (on back) Review more than one if time allows.</p>	<p>Introduce/Review Morpheme:</p> <p>Using a flash card, have a previously taught prefix on one side. On the other side, have the definition and example of the prefix being used.</p> <p><i>This will be edited daily</i></p> <p>SUB (on front) Sub= below or under <i>The submarine was large.</i> (on back) Review more than one if time allows.</p>	<p>Introduce/Review Morpheme:</p> <p>Using a flash card, have a previously taught prefix on one side. On the other side, have the definition and example of the prefix being used.</p> <p><i>This will be edited daily</i></p> <p>RE (on front) Re=back, again <i>Redo your work.</i> (on back) Review more than one if time allows.</p>	<p>MultiSensory Activities</p> <p>Review with an activity from the link above, then students can take their assessment.</p> <p style="background-color: red; color: black; padding: 2px;">Assessment</p>
<p>Introduce new prefix: 3 minutes</p> <p>Teacher will display the prefix on the board.</p> <p><i>Example: U-N</i> Let's name the letters. U-N How is it read: notice the short vowel/closed syllable. /UN/ Let's look at a couple of words to determine the</p>	<p>Introduce new prefix: 2 minutes:</p> <p>Display the prefix "UN" on the board. Remind students of yesterday's lesson. Spell it: U-N Read it: un Define it: un=not</p>	<p>Introduce new prefix: 3 minutes</p> <p>Teacher will display the prefix on the board.</p> <p><i>Example: N-O-N</i> Let's name the letters. N-O-N How is it read: notice the short vowel/closed syllable. /non/ Let's look at a couple of</p>	<p>Introduce new prefix: 2 minutes</p> <p>Display the prefix "NON" on the board. Remind students of yesterday's lesson. Spell it: N-O-N Read it: non Define it: non=not</p>	

<p>meaning. Write the word HAPPY on the board. Using prefix card, place UN in the front of it.</p> <p>What does UNHAPPY mean?</p> <p>Model defining the word from right to left (happy means cheer or showing pleasure and un means ?) Write "LIKE" on the board. Place the flash card UN in front of LIKE. Model defining the word from right to left.</p> <p>Like means "similar to" or "the same as". What does unlike mean?</p> <p>"UN" means not.</p> <p>(Record the definition and a sentence with one of the words on the back of that card.)</p>		<p>words to determine the meaning. Write the word "nonfiction" on the board. Using prefix card, place non in the front of it.</p> <p>What does NONFICTION mean?</p> <p>Model defining the word from right to left (fiction means a story that is not true) Write "NONTOXIC" on the board. Place the flash card NON in front of TOXIC. Model defining the word from right to left.</p> <p>What do we infer "NON" to mean?</p> <p>"NON" means not.</p> <p>(Record the definition and a sentence with one of the words on the back of that card.)</p>		
<p>Practice Reading (Decoding) Words with Morpheme: 7 minutes</p> <p>Now let's read more words containing our</p>	<p>Practice Reading (Decoding) Words with Morpheme: 7 minutes</p> <p>Now let's read more</p>	<p>Practice Reading (Decoding) Words with Morpheme: 7 minutes</p> <p>Now let's read more</p>	<p>Practice Reading (Decoding) Words with Morpheme: 7 minutes</p> <p>Now let's read more</p>	

<p>new prefix. (each student has a list of words to read) Box the prefix 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>words containing our new prefix. (each student has a list of words to read) Box the prefix 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>words containing our new prefix. (each student has a list of words to read) Box the prefix 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>words containing our new prefix. (each student has a list of words to read) Box the prefix 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 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</p>	<p>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</p>	<p>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</p>	<p>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</p>	

<p>time. I Do: I am going to build the word “unlike.” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is un. I know how to spell that. (Write it). The next syllable is like. I need to think about all the ways long /i/ 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 unlike. We Do: Call out a word and tell students to work with a partner to build it. (untie) I Do: Call out a word for students to build independently. (Whiteboards or journals) Repeat with another word.</p>	<p>build it one syllable at a time. I Do: I am going to build the word “unlock” Let me say it. Let me clap my syllables. There are 2 syllables. My first syllable is un. I know how to spell that. (Write it). The next syllable is lock. I need to think about all the ways long /o/ is spelled, refer to sound wall. Show students how to try it until it looks right. Spell unlock. We Do: Call out a word and tell students to work with a partner to build it. (unwind) I Do: Call out a word for students to build independently. (Whiteboards or journals) Repeat with another word.</p>	<p>build it one syllable at a time. I Do: I am going to build the word “nontoxic” Let me say it. Let me clap my syllables. There are 3 syllables. My first syllable is non. I know how to spell that. (Write it). The next syllable is tox. I need to think about all the ways /x/ is spelled, refer to sound wall. Show students how to try it until it looks right. The last syllable is /ic/. I need to think about all the ways to spell /c/. Spell nontoxic. We Do: Call out a word and tell students to work with a partner to build it. (nonsense) I Do: Call out a word for students to build independently. (Whiteboards or journals) Repeat with another word.</p>	<p>build it one syllable at a time. I Do: Model encoding a word 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. I Do: Call out a word for students to build independently. (Whiteboards or journals) Repeat with another word.</p>	
<p>Practice defining words with Morpheme: 5 minutes</p> <p>Chart Referenced: Word Attack: Meaning I Do: Display the word defining graphic organizer. Write the word “unafraid” on the</p>	<p>Practice defining words with Morpheme: 5 minutes</p> <p>Chart Referenced: Word Attack: Meaning I Do: Display the word defining graphic organizer. Write the word “unclear” on the</p>	<p>Practice defining words with Morpheme: 5 minutes</p> <p>Chart Referenced: Word Attack: Meaning I Do: Display the word defining graphic organizer. Write the word “nontoxic” on the</p>	<p>Practice defining words with Morpheme: 5 minutes:</p> <p>Chart Referenced: Word Attack: Meaning I Do: Display the word defining graphic organizer. Write the word “nonexistent” on</p>	

<p>top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. (to feel fear or anxiety) 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. (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>top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. (to understand or be certain) 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. (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>top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. (toxic means poisonous nontoxic means not poisonous) 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. (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>the top line. Model completing the organizer by finding the meaning for each word part. Model writing the student friendly definition. (not alive) 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. (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>Practice decoding/encoding words with Morpheme in context: 6 minutes</p> <p>I Do: Display a phrase containing a word with the prefix on the board. Model using steps to decode to</p>	<p>Practice decoding/encoding words with Morpheme in context: 6 minutes</p> <p>I Do: Display a phrase containing a word with the prefix on the board. Model using steps to decode to</p>	<p>Practice decoding/encoding words with Morpheme in context: 6 minutes</p> <p>I Do: Display a phrase containing a word with the prefix on the board. Model using steps to decode to</p>	<p>Practice decoding/encoding words with Morpheme in context: 6 minutes</p> <p>I Do: Display a phrase containing a word with the prefix on the board. Model using steps to decode to</p>	

<p>solve the word with the prefix. (an unhappy teacher)</p> <p>We Do: Display the following phrase and have students work with their partner to decode the phrase. (an unclean room)</p> <p>You Do: Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (unlock the door)</p> <p>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.</p>	<p>solve the word with the prefix. (the problem was unclear)</p> <p>We Do: Display the following phrase and have students work with their partner to decode the phrase. (Unwind the rope)</p> <p>You Do: Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (the spider went unnoticed)</p> <p>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.</p>	<p>solve the word with the prefix. (his answer was nonsense)</p> <p>We Do: Display the following phrase and have students work with their partner to decode the phrase. (she used a nonstick pan)</p> <p>You Do: Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (they went to a nonsmoking room)</p> <p>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.</p>	<p>solve the word with the prefix. (he is a nonsmoker)</p> <p>We Do: Display the following phrase and have students work with their partner to decode the phrase. (a rock is a nonliving thing)</p> <p>You Do: Have students decode a phrase . Display one on the board and have them read the sentence to their partner. (the flight was nonstop)</p> <p>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.</p>	
<p>Materials Needed:</p> <ul style="list-style-type: none"> • Day 1 word list • Defining words graphic organizer • Flashcards of previously taught 	<p>Materials Needed:</p> <ul style="list-style-type: none"> • Day 2 word list • Defining words graphic organizer • Flashcards of previously taught 	<p>Materials Needed:</p> <ul style="list-style-type: none"> • Day 3 word list • Defining words graphic organizer • Flashcards of previously taught 	<p>Materials Needed:</p> <ul style="list-style-type: none"> • Day 4 word list • Defining words graphic organizer • Flashcards of previously taught 	

<p>prefixes</p> <ul style="list-style-type: none">• Blank flash card to build today's prefix• White boards• Word study notebooks/journals• Anchor charts for decoding for pronunciation and meaning	<p>prefixes</p> <ul style="list-style-type: none">• Blank flash card to build today's prefix• White boards• Word study notebooks/journals• Anchor charts for decoding for pronunciation and meaning	<p>prefixes</p> <ul style="list-style-type: none">• Blank flash card to build today's prefix• White boards• Word study notebooks/journals• Anchor charts for decoding for pronunciation and meaning	<p>prefixes</p> <ul style="list-style-type: none">• Blank flash card to build today's prefix• White boards• Word study notebooks/journals• Anchor charts for decoding for pronunciation and meaning	
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