

Teacher: _____

Date: _____

School: _____

Unit 4 Day 1

| <u>indicator</u> | <u>comments</u> |
|--|------------------------|
| Review <ul style="list-style-type: none">• T reviews prefix re- and negative prefixes | |
| Introduce –er/-or, -ist and suffix study <ul style="list-style-type: none">• T introduces and models riddles activity• Ss work in pairs on riddles• T elicits riddle responses from Ss• T introduces the idea of suffixes in general and –er/-or and –ist in particular. | |
| Objectives: <ul style="list-style-type: none">• T posts objectives and reads them to class. | |
| Review of traffic light metaphor <ul style="list-style-type: none">• T posts –er/-or, -ist worksheet on overhead and passes out worksheet to students• T reviews 3 parts of speech and traffic light mini-posters | |
| Guided practice -er/-or, -ist <ul style="list-style-type: none">• T and S complete and discuss worksheet | |
| Wrap-up <ul style="list-style-type: none">• T reviews objectives• T directs students to put away materials• (optional) T projects rap song lyrics and plays song for students | |

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Unit 4 Day 2

| <u>indicator</u> | <u>comments</u> |
|---|------------------------|
| Objectives: <ul style="list-style-type: none">• T posts objectives and reads them to class | |
| Review <ul style="list-style-type: none">• T reviews 3 parts of speech and traffic light mini-posters• T reviews –er/-or/-ist and brainstorms words with students | |
| Introduce solv/solu <ul style="list-style-type: none">• T does solution/dissolve demonstration with water, pebble, and tablet• T elicits root –solv/solu- from students• T explains that –solv/solu- means ‘to loosen’ | |
| Guided practice solv/solu <ul style="list-style-type: none">• T passes out strings and worksheets to students• T guides students in ‘knotty problem’ visualization• T and S complete and discuss worksheet. | |
| Introduce –tain/ten- <ul style="list-style-type: none">• T does demo with solution and container – creates container• T leads students to create their own containers• T explains that –tain- means ‘to hold’ | |

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Guided practice –tain/ten-

- T and S complete and discuss worksheet.

Wrap-up

- T reviews objectives
- T directs students to put away materials

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Unit 4 Day 3

| <u>indicator</u> | <u>comments</u> |
|---|------------------------|
| Review <ul style="list-style-type: none">• T reviews solv/solu and tain/ten• T extends tain/ten to show spelling change of root | |
| Objectives: <ul style="list-style-type: none">• T posts objectives and reads them to class | |
| Review of word learning strategies <ul style="list-style-type: none">• T walks to poster and reads the word learning strategies one by one. | |
| Introduce new target words <ul style="list-style-type: none">• T posts the new target words on the overhead.• T asks students if they recognize any word parts• T asks students if they have seen or heard any of the words before | |
| Introduce collage activity <ul style="list-style-type: none">• T models the last two strategies – context and glossary• T shows class a model collage | |
| Independent practice – collage <ul style="list-style-type: none">• T gives each pair/group one context card and other materials• T facilitates as students work to complete collage | |

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Vocabulary summary worksheet (may occur on Day 4)

- T invites students to present collages and state words and definitions
- T writes words and definitions on summary chart while students write on their worksheets.

Wrap-up

- T reviews objectives
- T directs students to put away materials

Teacher: _____

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Unit 4 Day 4

| <u>indicator</u> | <u>comments</u> |
|---|------------------------|
| Objectives: <ul style="list-style-type: none">• T posts objectives and reads them to class. | |
| Presentations <ul style="list-style-type: none">• T returns collages to Ss and passes out vocabulary summary sheets.• Ss present their collages to class.• T writes the words and definitions on the vocabulary summary chart overhead.• Ss copy words and definitions in their own summary charts.• If necessary, T provides remaining words and definitions. | |
| Practice <ul style="list-style-type: none">• T hands out U4 vocabulary cards and prompts Ss to take out part of speech cards.• Ss sort target words by part of speech and discuss with teacher.• T and Ss play one or more review game. | |
| Wrap-up <ul style="list-style-type: none">• T reviews objectives.• T and Ss do word transformer activity together.• T directs students to put away materials. | |

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Unit 4 Day 5 (same for monolingual and cross-linguistic)

| <u>indicator</u> | <u>comments</u> |
|--|-----------------|
| Objectives: <ul style="list-style-type: none">• T posts objectives and reads them to class. | |
| Building Background: <ul style="list-style-type: none">• T posts vocabulary summary chart overhead and reviews words.• T engages students in conversation about bullying.• T shows video and discusses with students. | |
| Introducing contexting strategy: <ul style="list-style-type: none">• T reviews synonym and antonym contexting strategies• T introduces example contexting strategy with crustaceans example. | |
| Independent practice <ul style="list-style-type: none">• T posts contexting activity on overhead and walks through steps with students.• T facilitates while Ss work in groups to complete activity.• T and Ss discuss answers. | |
| Wrap-up <ul style="list-style-type: none">• T and Ss complete cloze activity.• T reviews objectives.• T directs students to put away materials. | |

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Unit 4 Day 6 (same for both monolingual and cross-linguistic)

| <u>indicator</u> | <u>comments</u> |
|--|------------------------|
| Objectives: <ul style="list-style-type: none">• T posts objectives and reads them to class. | |
| Review Day 5 <ul style="list-style-type: none">• T and Ss complete cloze activity | |
| Introduce PSAs <ul style="list-style-type: none">• T reviews topic of bullying and introduces idea of PSAs• T projects and reads PSA script worksheet (sentence starters) to Ss• T provides model of PSA• T hands out PSA script worksheets to Ss. | |
| Independent Practice <ul style="list-style-type: none">• T facilitates while Ss work in independent groups to create PSAs• T or other adult records PSAs for groups that finish (optional) | |
| Wrap-Up <ul style="list-style-type: none">• T reviews objectives with students• T collects PSAs and directs students to put away materials. | |

Teacher: _____

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Unit 4 Day 7 (same for monolingual and cross-linguistic)

| <u>indicator</u> | <u>comments</u> |
|--|------------------------|
| Objectives: <ul style="list-style-type: none">• T posts objectives and reads them to class | |
| Day 6 presentations (optional) <ul style="list-style-type: none">• Students present activity from Day 6 | |
| Review game <ul style="list-style-type: none">• T reviews target vocabulary, roots, and affixes through a review game | |
| Quiz <ul style="list-style-type: none">• T distributes quiz and students work on it individually | |