Teacher:_____     Date:_____

School:_____

**Unit 5 Day 1**

| indicator | comments |
|---|---|
| **Objectives:**<br>• T posts objectives and reads them to class. | |
| **Review**<br><br>• T plays prefix/root/suffix rap<br><br>• T and Ss discuss what the song says about suffixes – come after roots and 'change the grammar function of a word.' | |
| **Word Transformer – er/or review**<br><br>• T and Ss use the word transformer to review the suffixes –er and -or | |
| **Word Transformer – introduce –tion/sion**<br><br>• T and Ss use the word transformer to introduce the suffix –tion/sion<br><br>• T tells students that –tion/sion changes verbs into nouns<br><br>• T and Ss notice spelling variation with –tion/sion. | |
| **Introduce suffix -ity**<br><br>• T and Ss complete and discuss word search<br><br>• T tells students that –ity is a suffix that changes adjectives into nouns | |
| **Wrap-up**<br><br>• T reviews objectives<br><br>• T directs students to put away materials<br><br>• (optional) T projects rap song lyrics and plays song for students | |

*Words in Motion ©*

Teacher:_____ Date:_____

School:_____

**Unit 5 Day 2**

| indicator | comments |
|---|---|
| **Objectives:**<br>• T posts objectives and reads them to class | |
| **Review**<br>• T reviews 3 parts of speech and traffic light mini-posters<br>• T and Ss brainstorm and discuss –tion/sion and –ity words. | |
| **Introduce –form-**<br>• T projects form noun/verb overhead and discusses with students.<br>• T directs students to form forms with pipe cleaners and calls on a few students to describe what they have done.<br>• T writes the word unformed on the white board and uses it to show students the root –form-.<br>• T explains that –form- is a root meaning 'to shape or style.' | |
| **Guided practice –form-**<br>• T and S complete and discuss worksheet. | |
| **Introduce –rupt-**<br>• T introduces –rupt- by showing and discussing how a *form* can *rupture*.<br>• T explains that –rupt- means 'to break' | |
| **Guided practice –rupt-**<br>• T and S complete and discuss worksheet. | |
| **Wrap-up**<br>• T reviews objectives<br>• T directs students to put away materials | |

*Words in Motion ©*

Teacher:_____        Date:_____

School:_____

**Unit 5 Day 3**

| indicator | comments |
|---|---|
| **Review**<br><br>• T reviews meaning of –form-<br><br>• T elicits words that use the root –form-.<br><br>• T reviews meaning of –rupt-<br><br>• T elicits words that use the root –rupt-. | |
| **Objectives:**<br>• T posts objectives and reads them to class | |
| **Review of word learning strategies**<br><br>• T walks to poster and reads the word learning strategies one by one. | |
| **Introduce new target words**<br><br>• T posts the new target words on the overhead.<br><br>• T asks students if they recognize any word parts<br><br>• T asks students if they have seen or heard any of the words before | |
| **Introduce collage activity**<br><br>• T models the last two strategies – context and glossary<br><br>• T shows class a model poster | |
| **Independent practice – poster**<br><br>• T gives each pair/group one context card and other materials<br><br>• T facilitates as students work to complete poster | |

*Words in Motion ©*

Teacher:_____          Date:_____

School:_____

| | |
|---|---|
| **Vocabulary summary worksheet (may occur on Day 4)**<br><br>• T invites students to present posters and state words and definitions<br><br>• T writes words and definitions on summary chart while students write on their worksheets. | |
| **Wrap-up**<br><br>• T reviews objectives<br><br>• T directs students to put away materials | |

*Words in Motion ©*

Teacher:_____     Date:_____

School:_____

**Unit 5 Day 4**

| indicator | comments |
|---|---|
| **Objectives:**<br>• T posts objectives and reads them to class. | |
| **Presentations (if not completed D3)**<br><br>• Ss present their posters to class.<br>• T writes the words and definitions on the vocabulary summary chart overhead.<br>• Ss copy words and definitions in their own summary charts.<br>• If necessary, T provides remaining words and definitions. | |
| **Review**<br><br>• T posts the completed vocabulary summary chart on the overhead.<br>• T reviews the target words and their meanings. | |
| **Practice**<br><br>• T hands out U5 vocabulary cards and prompts Ss to take out part of speech cards.<br>• Ss sort target words by part of speech and discuss with teacher.<br>• T and Ss play one or more review game. | |
| **Wrap-up**<br><br>• T reviews objectives.<br><br>• T and Ss do word transformer activity together.<br><br>• T directs students to put away materials. | |

*Words in Motion* ©

Teacher:_____      Date:_____

School:_____

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

| indicator | comments |
|---|---|
| **Objectives:**<br>• T posts objectives and reads them to class. | |
| **Building Background:**<br><br>• T posts vocabulary summary chart overhead and reviews words.<br>• T engages students in conversation about paying students to do well in school.<br>• T shows video and discusses with students. | |
| **Introducing contexting strategy:**<br><br>• T reviews synonym, antonym, and example contexting strategies<br>• T introduces general contexting strategy with *inconsiderate* example from poster. | |
| **Independent practice**<br><br>• T posts contexting activity on overhead and walks through steps with students.<br>• T facilitates while Ss work in groups to complete activity.<br>• T and Ss discuss answers. | |
| **Wrap-up**<br><br>• T reviews objectives.<br><br>• T directs students to put away materials. | |

*Words in Motion* ©

Teacher:_____          Date:_____

School:_____

**<u>Unit 5 Day 6 (same for both monolingual and cross-linguistic)</u>**

| <u>indicator</u> | <u>comments</u> |
|---|---|
| **Objectives:** <br> • T posts objectives and reads them to class. | |
| **Review Day 5** <br> • T and Ss complete cloze activity | |
| **Introduce debates** <br> • T reviews topic of paying students and introduces idea of debates <br> • T projects and reads position statement script worksheet (sentence starters) to Ss <br> • T provides model of a position statement for a debate <br> • T hands out position statement script worksheets to Ss. | |
| **Independent Practice** <br> • T facilitates while Ss work in independent groups to create position statements. <br> • T (as principal) convenes debate and invites student groups to present their positions. | |
| **Wrap-Up** <br> • T reviews objectives with students <br> • T collects position statements and directs students to put away materials. | |

*Words in Motion ©*

Teacher:_____ Date:_____

School:_____

**Unit 5 Day 7 (same for monolingual and cross-linguistic)**

| indicator | comments |
|---|---|
| **Objectives:**<br>• T posts objectives and reads them to class | |
| **Day 6 presentations (optional)**<br>• Students present activity from Day 6 | |
| **Review game**<br>• T reviews target vocabulary, roots, and affixes through a review game | |
| **Quiz**<br>• T distributes quiz and students work on it individually | |

*Words in Motion* ©