

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• <u>T elicits Spanish counterparts of English riddle responses.</u>• T introduces the idea of suffixes in general and –er/-or and –ist in particular.• <u>T discusses parallels between English and Spanish suffixes.</u>	
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• <u>T elicits Spanish words and reviews Spanish suffixes as well</u>	
Introduce solv/solu <ul style="list-style-type: none">• T does solution/dissolve demonstration with water, pebble, and tablet• <u>T writes <i>solution</i> and <i>dissolve</i> on board in English and Spanish.</u>• 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.
- T writes *contener* and *retener* and discusses how they have the same root.

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• <u>T highlights how root always appears as –ten- in Spanish.</u>	
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• <u>T asks students if they recognize any of the Spanish words.</u>	
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 in both English and Spanish while students write on their worksheets.

Wrap-up

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

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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 in English and Spanish.• 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.	

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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	