

Teacher: _____

Date: _____

School: _____

Unit 5 Day 1

<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 plays prefix/root/suffix rap• 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 <ul style="list-style-type: none">• T and Ss use the word transformer to review the suffixes –er and -or• <u>T elicits Spanish counterparts of English –er/or words and notices similar suffixes (ero/or) in Spanish.</u>	
Word Transformer – introduce –tion/sion <ul style="list-style-type: none">• T and Ss use the word transformer to introduce the suffix –tion/sion• T tells students that –tion/sion changes verbs into nouns• T and Ss notice spelling variation with –tion/sion.• <u>T elicits Spanish counterparts of English –tion/sion words and points out similar suffixes (ción/sión) in Spanish.</u>	
Introduce suffix -ity <ul style="list-style-type: none">• T and Ss complete and discuss word search• T tells students that –ity is a suffix that changes adjectives into nouns• <u>T helps students notice that –idad is the corresponding suffix in Spanish.</u>	
Wrap-up	

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| <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 5 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 and Ss brainstorm and discuss –tion/sion and –ity words.• <u>T and Ss notice that ción/sión and –idad are the Spanish counterparts of –tion/sion and –ity.</u>	
Introduce –form- <ul style="list-style-type: none">• T projects form noun/verb overhead and discusses with students.• T directs students to form forms with pipe cleaners and calls on a few students to describe what they have done.• T writes the word unformed on the white board and uses it to show students the root –form-.• T explains that –form- is a root meaning ‘to shape or style.’	
Guided practice –form- <ul style="list-style-type: none">• T and S complete and discuss worksheet.• <u>T and S generate and discuss Spanish counterparts of English words on chart.</u>	
Introduce –rupt- <ul style="list-style-type: none">• T introduces –rupt- by showing and discussing how a <i>form</i> can <i>rupture</i>.• T explains that –rupt- means ‘to break’	

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Guided practice –rupt-

- T and S complete and discuss worksheet.
- T elicits Spanish counterparts of English words on worksheet and discusses how they are cognates because they have the same root –rupt-

Wrap-up

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

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Unit 5 Day 3

<u>indicator</u>	<u>comments</u>
Review <ul style="list-style-type: none">• T reviews meaning of –form-• <u>T elicits English and Spanish words that use the root –form-.</u>• T reviews meaning of –rupt-• <u>T elicits English and Spanish words that use the root –rupt-.</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 poster	
Independent practice – poster <ul style="list-style-type: none">• T gives each pair/group one context card and other materials• T facilitates as students work to complete poster	

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Vocabulary summary worksheet (may occur on Day 4)

- T invites students to present posters 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 5 Day 4

<u>indicator</u>	<u>comments</u>
Objectives: <ul style="list-style-type: none">• T posts objectives and reads them to class.	
Presentations (if not completed D3) <ul style="list-style-type: none">• Ss present their posters to class.• T writes the words and definitions on the vocabulary summary chart overhead <u>in English and Spanish</u>.• Ss copy words and definitions in their own summary charts.• If necessary, T provides remaining words and definitions.	
Review <ul style="list-style-type: none">• T posts the completed vocabulary summary chart on the overhead.• T reviews the target words in <u>English and Spanish</u> and their meanings.	
Practice <ul style="list-style-type: none">• T hands out U5 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 5 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 paying students to do well in school.• T shows video and discusses with students.	
Introducing contexting strategy: <ul style="list-style-type: none">• T reviews synonym, antonym, and example contexting strategies• T introduces general contexting strategy with <i>inconsiderate</i> example from poster.	
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 reviews objectives.• T directs students to put away materials.	

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Unit 5 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 debates <ul style="list-style-type: none">• T reviews topic of paying students and introduces idea of debates• T projects and reads position statement script worksheet (sentence starters) to Ss• T provides model of a position statement for a debate• T hands out position statement script worksheets to Ss.	
Independent Practice <ul style="list-style-type: none">• T facilitates while Ss work in independent groups to create position statements.• T (as principal) convenes debate and invites student groups to present their positions.	
Wrap-Up <ul style="list-style-type: none">• T reviews objectives with students• T collects position statements and directs students to put away materials.	

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Unit 5 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	