

Teacher: _____

Date: _____

School: _____

Unit 6 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 reviews stoplight metaphor and 3 meaningful word parts (prefix, root, suffix) with students• T elicits taught word parts from Ss and writes them on the board.• T plays the rap song.• T elicits examples of prefixes, roots, and suffixes in the song from Ss and adds them to the lists on the board.• T reviews key point about suffixes – they ‘change the grammar function of a word.’	
Word Transformer – -tion, -ity review <ul style="list-style-type: none">• T and Ss complete and discuss the worksheet• <u>T elicits Spanish counterparts of English –tion, -ity words and notices similar suffixes (-ción, idad) in Spanish.</u>• T points out how the part of speech of the words changes from nouns to verbs or adjectives when the suffixes are removed.	
Introduce –al <ul style="list-style-type: none">• T and Ss use the words <i>personal</i> and <i>original</i> to introduce the suffix –al• T tells students that words that end with the suffix –al are adjectives• T and Ss complete and discuss worksheet.• <u>T elicits Spanish counterparts of English –al words and points out</u>	

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<p><u>Spanish suffix counterparts (-al, -o).</u></p>	
<p>Introduce suffix -able</p> <ul style="list-style-type: none">• T plays 'The Twistable Turnable Man' cd• T and Ss complete and discuss worksheet• T tells students that -able is also an adjectival suffix.• <u>T tells students that -able is the same suffix in Spanish and elicits Spanish -able words from Ss.</u>	
<p>Wrap-up</p> <ul style="list-style-type: none">• T reviews objectives• T directs students to put away materials	

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Unit 6 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 the suffixes –able and –al.• T and Ss brainstorm and discuss previously taught <u>English and Spanish</u> words that end in –able or –al.• T and Ss complete and discuss the worksheet to review the roots –form- and –rupt- and <u>English and Spanish</u> words that contain them.	
Introduce –struct- <ul style="list-style-type: none">• T projects the construction overhead and uses it to elicit the words <i>construction</i> and <i>structure</i> from students, <u>as well as the Spanish counterparts of those words.</u>• T writes the word <i>construction</i> and <i>structure</i> on the white board <u>along with their Spanish counterparts</u> and uses these words to show students the root –struct-.• T explains that –struct- is a root meaning ‘to build’ and discusses the meaning of the root in the words <i>structure</i> and <i>construction</i>.• T directs students to <i>construct structures</i> with legos and calls on a few students to describe what they have done, using the provided sentence stems.	

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Introduce –port-

- T shows the 4 –port- photos and asks students to write what they are on their white boards.
- T and Ss discuss words that Ss came up with and notice the root –port- in all of the words.
- T elicits Spanish equivalents of –port- words.
- T explains that –port- means ‘to carry.’

Wrap-up

- T and Ss play –struct-/-port- relay (optional)
- T reviews objectives
- T directs students to put away materials

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Final morphology review

<u>indicator</u>	<u>comments</u>
Objectives: <ul style="list-style-type: none">• T posts objectives and reads them to class	
Suffix Review – Word Transformer <ul style="list-style-type: none">• T posts the word transformer handout and passes out worksheets to students.• T and Ss review the five words in the left column, using known word parts to figure out the meaning.• <u>T and Ss generate Spanish equivalents of words and word parts.</u>• T and Ss complete and discuss the worksheet by transforming the five words into nouns.• <u>T and Ss generate Spanish equivalents of transformed words.</u>	
Review roots <ul style="list-style-type: none">• T elicits taught roots from Ss and writes them on the board.• Together, T and Ss create a web of possible words using the root –form-.• <u>T and Ss generate Spanish equivalents of words and word parts.</u>• Ss work alone or in pairs to generate words using one or more additional roots.• For each root, T and Ss review the words created by students, noticing suffix patterns <u>and Spanish equivalents.</u>	

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Wrap-up

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

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Unit 6 Day 3

<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 meaning of –port-• T and Ss complete and discuss –port- worksheet.• <u>T elicits Spanish counterparts of –port- words on worksheet.</u>• T reviews meaning of –struct-• T and Ss complete and discuss –struct- worksheet.• <u>T elicits Spanish counterparts of –struct- words on worksheet.</u>	
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 (particularly –struct-, -tion, and –al)• 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 strategies activity <ul style="list-style-type: none">• T hands out the strategies worksheet and posts it on the overhead.• T explains the steps involved in completing the worksheet.	

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<p>Independent practice – strategies worksheet</p> <ul style="list-style-type: none">• T gives each pair/group one context card and other materials• T facilitates as students work to complete worksheet	
<p>Vocabulary summary worksheet (may occur on Day 4)</p> <ul style="list-style-type: none">• T invites students to present their words and definitions• T writes words and definitions on summary chart <u>in both English and Spanish</u> while students write on their worksheets.	
<p>Wrap-up</p> <ul style="list-style-type: none">• T reviews objectives• T directs students to put away materials	

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Unit 6 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 words 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 U6 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 6 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 school equity.• T shows video and discusses with students.	
Reviewing contexting strategies: <ul style="list-style-type: none">• T reviews synonym, antonym, example, and general contexting strategies• T reviews the functional language that signals each type of context clue	
Introducing cloze activity <ul style="list-style-type: none">• T posts cloze passage on overhead and passes it out to students.• T reads passage to Ss• T and Ss complete first paragraph together, identifying missing words and noting context clues and functional language	
Independent practice <ul style="list-style-type: none">• T facilitates while Ss work in groups to complete activity. (This may be done whole class at teacher's discretion.)• 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 6 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 posts completed cloze passage and reads it with Ss• T and Ss discuss key ideas in the passage	
Introduce poems/rap songs <ul style="list-style-type: none">• T tells Ss they will share their ideas on school equity by writing and performing a poem/rap song• T projects and reads poem/rap song worksheet (sentence starters) to Ss• T provides model of a poem/rap song•	
Independent Practice <ul style="list-style-type: none">• T hands out poem/rap song worksheets to Ss.• T facilitates while Ss work in independent groups to create poems/rap songs.• (optional) Ss present their rap songs to the class.	
Wrap-Up <ul style="list-style-type: none">• T reviews objectives with students• T collects poems/rap songs and directs students to put away materials.	

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Unit 6 Day 7

<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• T invites students to state <u>Spanish counterparts of target words</u>	
Quiz <ul style="list-style-type: none">• T distributes quiz and students work on it individually	

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Final vocabulary review (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	
Vocabulary Review – D4 games <ul style="list-style-type: none">• T and Ss play one or more review game.	
Quick-write Introduction and Guided Practice <ul style="list-style-type: none">• T tells Ss that they will have the chance to share their perspectives on Words in Motion• T projects the sentence starters worksheet and reads it to the Ss• T and Ss brainstorm some possible completions to sentence starters	
Quick-write Independent Practice <ul style="list-style-type: none">• T hands out sentence starters worksheet and reminds students that this is a quick-write• T facilitates as students write• T collects writing samples.	
Wrap-up <ul style="list-style-type: none">• T reviews objectives• T directs students to put away materials	