

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

**Unit 6 Day 1**

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

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**Introduce suffix -able**

- T plays 'The Twistable Turnable Man' cd
- T and Ss complete and discuss worksheet
- T tells students that -able is also an adjectival suffix.

**Wrap-up**

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

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**Unit 6 Day 2**

<b><u>indicator</u></b>	<b><u>comments</u></b>
<b>Objectives:</b> <ul style="list-style-type: none"><li>• T posts objectives and reads them to class</li></ul>	
<b>Review</b> <ul style="list-style-type: none"><li>• T reviews the suffixes –able and –al.</li><li>• T and Ss brainstorm and discuss previously taught words that end in –able or -al.</li><li>• T and Ss complete and discuss the worksheet to review the roots –form- and –rupt- and words that contain them.</li></ul>	
<b>Introduce –struct-</b> <ul style="list-style-type: none"><li>• T projects the construction overhead and uses it to elicit the words <i>construction</i> and <i>structure</i> from students.</li><li>• T writes the word <i>construction</i> and <i>structure</i> on the white board and uses these words to show students the root –struct-.</li><li>• 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>.</li><li>• 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.</li></ul>	

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

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**Unit 6 Day 3**

<b><u>indicator</u></b>	<b><u>comments</u></b>
<b>Objectives:</b> <ul style="list-style-type: none"><li>• T posts objectives and reads them to class</li></ul>	
<b>Review</b> <ul style="list-style-type: none"><li>• T reviews meaning of –port-</li><li>• T and Ss complete and discuss –port- worksheet.</li><li>• T reviews meaning of –struct-</li><li>• T and Ss complete and discuss –struct- worksheet.</li></ul>	
<b>Review of word learning strategies</b> <ul style="list-style-type: none"><li>• T walks to poster and reads the word learning strategies one by one.</li></ul>	
<b>Introduce new target words</b> <ul style="list-style-type: none"><li>• T posts the new target words on the overhead.</li><li>• T asks students if they recognize any word parts (particularly –struct-, -tion, and –al)</li><li>• T asks students if they have seen or heard any of the words before</li></ul>	
<b>Introduce strategies activity</b> <ul style="list-style-type: none"><li>• T hands out the strategies worksheet and posts it on the overhead.</li><li>• T explains the steps involved in completing the worksheet.</li></ul>	
<b>Independent practice – strategies worksheet</b> <ul style="list-style-type: none"><li>• T gives each pair/group one context card and other materials</li><li>• T facilitates as students work to complete worksheet</li></ul>	

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**Vocabulary summary worksheet (may occur on Day 4)**

- T invites students to present their 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

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**Unit 6 Day 4**

<b><u>indicator</u></b>	<b><u>comments</u></b>
<b>Objectives:</b> <ul style="list-style-type: none"><li>• T posts objectives and reads them to class.</li></ul>	
<b>Presentations (if not completed D3)</b> <ul style="list-style-type: none"><li>• Ss present their words to class.</li><li>• T writes the words and definitions on the vocabulary summary chart overhead</li><li>• Ss copy words and definitions in their own summary charts.</li><li>• If necessary, T provides remaining words and definitions.</li></ul>	
<b>Review</b> <ul style="list-style-type: none"><li>• T posts the completed vocabulary summary chart on the overhead.</li><li>• T reviews the target words and their meanings.</li></ul>	
<b>Practice</b> <ul style="list-style-type: none"><li>• T hands out U6 vocabulary cards and prompts Ss to take out part of speech cards.</li><li>• Ss sort target words by part of speech and discuss with teacher.</li><li>• T and Ss play one or more review game.</li></ul>	
<b>Wrap-up</b> <ul style="list-style-type: none"><li>• T reviews objectives.</li><li>• T and Ss do word transformer activity together.</li><li>• T directs students to put away materials.</li></ul>	



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**Unit 6 Day 5 (same for monolingual and cross-linguistic)**

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<b>Objectives:</b> <ul style="list-style-type: none"><li>• T posts objectives and reads them to class.</li></ul>	
<b>Building Background:</b> <ul style="list-style-type: none"><li>• T posts vocabulary summary chart overhead and reviews words.</li><li>• T engages students in conversation about school equity.</li><li>• T shows video and discusses with students.</li></ul>	
<b>Reviewing contexting strategies:</b> <ul style="list-style-type: none"><li>• T reviews synonym, antonym, example, and general contexting strategies</li><li>• T reviews the functional language that signals each type of context clue</li></ul>	
<b>Introducing cloze activity</b> <ul style="list-style-type: none"><li>• T posts cloze passage on overhead and passes it out to students.</li><li>• T reads passage to Ss</li><li>• T and Ss complete first paragraph together, identifying missing words and noting context clues and functional language</li></ul>	
<b>Independent practice</b> <ul style="list-style-type: none"><li>• T facilitates while Ss work in groups to complete activity. (This may be done whole class at teacher's discretion.)</li><li>• T and Ss discuss answers</li></ul>	
<b>Wrap-up</b> <ul style="list-style-type: none"><li>• T reviews objectives.</li><li>• T directs students to put away materials.</li></ul>	

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

<b><u>indicator</u></b>	<b><u>comments</u></b>
<b>Objectives:</b> <ul style="list-style-type: none"><li>• T posts objectives and reads them to class.</li></ul>	
<b>Review Day 5</b> <ul style="list-style-type: none"><li>• T posts completed cloze passage and reads it with Ss</li><li>• T and Ss discuss key ideas in the passage</li></ul>	
<b>Introduce poems/rap songs</b> <ul style="list-style-type: none"><li>• T tells Ss they will share their ideas on school equity by writing and performing a poem/rap song</li><li>• T projects and reads poem/rap song worksheet (sentence starters) to Ss</li><li>• T provides model of a poem/rap song</li><li>•</li></ul>	
<b>Independent Practice</b> <ul style="list-style-type: none"><li>• T hands out poem/rap song worksheets to Ss.</li><li>• T facilitates while Ss work in independent groups to create poems/rap songs.</li><li>• (optional) Ss present their rap songs to the class.</li></ul>	
<b>Wrap-Up</b> <ul style="list-style-type: none"><li>• T reviews objectives with students</li><li>• T collects poems/rap songs and directs students to put away materials.</li></ul>	

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**Unit 6 Day 7**

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

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**Final vocabulary review (same for monolingual and cross-linguistic)**

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