

## Word Study Lesson Plan Template

Grade: 3		Subject: Language Arts
Materials: matching cards, word lists, word finds, whiteboards, EXPO markers, erasers, tracing pages, iPads, definition sheet, sand tables, letter stamps, paper, stamp pads, shaving cream, test		Technology Needed: iPads
Learning Level of the Group: Emerging Proficiency		
<p><b>Learning Standard:</b>  <b>3.RF.3-</b>  <b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>  <b>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</b>  <b>b. Decode words with common Latin suffixes.</b>  <b>c. Decode multi-syllable words.</b>  <b>d. Read grade-appropriate irregularly spelled words.</b></p>		
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  The teacher will hand out a matching card set to each student. Students will be partnered with the student that is sitting next to them so they do not have to get up to move. When the students are done discussing, they will wait quietly. Each student will be handed an iPad and given the website for Kahoot. If students are sitting by the same partner they were with the day before, they are allowed to switch spots with someone so that they have a new partner. When students are allowed to walk around and discuss, they should stay on topic and use walking feet to get to their partner. When students are ready to share their sentences, they should sit quietly to indicate they are ready to move on. I will bring each student a sand table. When we are done with the sand tables, students should get as much sand off of their hands as possible by brushing them off over the table. If students still have sand on their hands, they will be allowed to take turns going to wash their hands before transitioning. Each student will return the sand tables to the desired location while holding the table with two hands. Before they return to the table, they should grab their letter stamps and stamp pad. Students will each be given a glob of shaving cream and be able to spread it out in front of them. Students should make sure that the shaving cream stays on the table. When we are ready to move on, they will be allowed to rub in the shaving cream. Students will be asked which manipulative they would like to use for the last activity and be allowed to grab it from its location. Students do not have to choose the same manipulative as their partner. Students should stay on task with their partner so that they are prepared for the test. At the end of each lesson, music will be played as the group cleans up their area and get ready to move on to the next subject. Students will be given directives for every transition. Students should not show they are upset if they end up with a partner that they did not want. Each student needs to show respect for all of the people in the room. Students will use walking feet in the room.</p>		<p><b>Behavior Expectations</b>  Students should repeat the teacher once when saying each compound word and then get ready to move on. When students are working with a partner, they should remain on task. Students should use inside voices when repeating their partner. Students are expected to sit quietly to indicate that they are done with their partner activity and ready to move on. Students should use their technology appropriately. The students should only be on the app that is given by the teacher while they are on their iPad. Students should not run when they are allowed to move around and discuss with different partners. If a student runs, talk to them about it and then allow them to be your partner for that rotation. If there are an even number of students, the other student that does not have a partner because of this person's behavior may join another group (creating a group of 3 for that rotation). Students should create appropriate sentences. Students should keep the sand in the sand table. Students should be careful when writing in the sand table, trying to keep as much sand in the tables as possible. Students should carry the sand tables with both hands. Students should only use the letter stamps on their paper. Students should not stamp themselves with the letter stamps. Students should not use the letter stamps to stamp another person. If materials are used inappropriately, students will be asked to give them back. Students should only use the material that is given to them. Students should stay out of other students areas and complete their own working while using their own materials. Each student should stay in their area while using materials such as the sand tables, stamps, and shaving cream. Students are expected to keep the shaving cream on the table and use it appropriately. Students should not slam their hands down in the shaving cream but be gentle as they are writing and drawing in it. Students should listen for instructions before every activity. Students should keep their eyes on their own paper when completing the test. Students will raise their hand if they have questions or are confused about anything. Students</p>
Day 1		
Objective: I will be able to identify the rule for multi-syllabic compound words and say the words correctly using a matching game by the end of the lesson.		
Minutes	Set-up/Prep:	
15	Cut out matching cards, print a list of words for each student (attached at bottom), paper for exit slip <a href="#">Word Study Matching Cards.docx</a>	
3	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.)</b></p> <ol style="list-style-type: none"> <li>1. What word do you get if you combine the words hot and dog? That poor dog must be sweating. We should probably get him some water. Wait, is that what hotdog means? (Students should then explain to you what a hotdog actually is)</li> <li>2. When we combine words, the compound word has a different meaning than each individual word</li> <li>3. What about if you combine the words foot and ball? I think maybe someone is using their foot to kick a ball or they have a ball attached to their foot. That's not what a football is either. What is a football? (Students should explain to you what a football is) This is another example of compound words having different meanings.</li> <li>4. What type of words are hotdog and football? Compound Words</li> <li>5. What is a compound word? Two words put together to make a new word.</li> </ol>	

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<b>5</b>	<p><b>Explain:</b> (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> <li>1. Introduce the rule for compound words to the students. "Two words put together to make a new word. When separated the words have to stand alone."</li> <li>2. This means that when we separate the two words that are combined, they still create real words. For example, is hot a real word? What about dog? When combined, they form a compound word because they can stand alone when they are not together.</li> <li>3. I want to introduce the words to you by using a "repeat after me game." I am going to say the word, and I want you to repeat the word using the exact tone of voice as me and saying it exactly as I say it. If I whisper, you whisper. If I sing, you sing.</li> <li>4. Say every word in a normal voice first: football, goldfish, moonlight, eyeball, bedroom, fireplace, snowman, hotdog, ladybug, doghouse, popcorn, notebook, butterfly, sunlight, raindrop</li> <li>5. The second time say each word differently:  Football (announcer's voice)  Goldfish (while making a fish face)  Moonlight (whispering)  Eyeball (while tapping your mouth)  Bedroom (high voice to low voice)  Fireplace (yell)  Snowman (shivering voice)  Hotdog (excited voice)  Ladybug (squeaky voice)  Doghouse (deep voice)  Popcorn (Singing)  Notebook (low voice to high voice)  Butterfly (whispering)  Sunlight (silly voice)  Raindrop (sad voice)</li> <li>6. Can anyone tell me the rule for compound words?</li> </ol>
<b>10</b>	<p><b>Explore:</b> (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> <li>1. Students will play a matching game with the words separated and will have to match them to form the compound word.</li> <li>2. Once students create a compound word, they will read each word individually and then read the compound word.</li> <li>3. For example, this word is dog and this word is house, together they create the word doghouse.</li> <li>4. Students have the choice of starting with the cards flipped or where they can see the words.</li> <li>5. Are there any other questions before we begin?</li> <li>6. Hand each student a matching game and allow them to begin.</li> <li>7. Have students create the compound words by matching the cards correctly. They can use their word list if needed</li> </ol>
<b>1</b>	<p><b>Review</b> (wrap up and transition to the next activity):  "Tomorrow we will practice writing our compound words. Before you leave, you will choose 3 compound words to draw pictures of while also drawing a picture of each individual word. (Explain formative assessment). Why would I have you separating the words based off of the rule that we learned?"</p>
<p><b>Formative Assessment:</b> How will I prove the students are ready to move on?  Students will draw a picture to represent 3 compound words. First, they will draw what each individual word means putting a plus sign between them. Combing the two words, they will draw a picture of what the compound word means. Draw them this example: basket (draw a picture of a basket) + ball (draw a picture of a ball) = basketball (draw a picture of a basketball)</p>	
<p><b>Day 2</b></p>	
<p><b>Objective:</b> I will be able to demonstrate that I can write and identify each compound word by tracing them, using my word list and word find to write them down on my whiteboard by the end of the lesson.</p>	
<b>Minutes</b> <b>10</b>	<p><b>Set-up/Prep:</b></p>

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Create a word find for the students using the compound words and a tracing page with each word on it, get out the whiteboards,

Title:

[Save Now](#) Saved

WORD LIST:

EXPO markers, erasers

- 3** Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.)
1. Take turns saying each word with your partner like we did yesterday
  2. I know I allowed each of you to yell for one of our words yesterday, but since there will be several groups going at the same time, I would like you to use an inside voice when creating different tones.
  3. If your partner sings the word, you sing the word
  4. Then you choose a word and your partner will repeat it how you say it
  5. Once you have gone through the whole list, discuss the rule of compound words with your partner
  6. When you have finished both tasks, sit quietly so I know you are ready to move on
  7. What is the rule for compound words?

- 5** Explain: (concepts, procedures, vocabulary, etc.)
1. Today we are going to practice writing each word
  2. First, I am handing out a worksheet that has each word on it and I want you to trace the words
  3. While you are tracing the word, it might help if you are saying the words
  4. If you need to say the words out loud, you can do so
  5. The teacher should trace the word football on their own worksheet and say “football” out loud to show the students what is expected

- 10** Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)
1. For our next activity, I would like you and the partner you used for the opening activity to work together.
  2. You will each get a separate word search but be able to work on it together
  3. Each time that you or your partner finds a word, you both can circle it in your word search
  4. Then you will pause and write the word that you found on your whiteboard
  5. For example, if I found the word ladybug, my partner and I would circle it in our word search and then both of us would practice writing the word on our whiteboards
  6. I would like you to show me at least 5 of the words on your whiteboard after you write them
  7. If you want to be daring, you can try to write the words without using your word list or word search and check it after to make sure you wrote it right. If you did not write it correctly, please use your word list to write the word correctly

- 1** Review (wrap up and transition to the next activity):
- “Compound words are two words put together to create a new word. When separated, they must be able to stand alone. Tomorrow we are going to learn about the definitions of our words, so we can put them into a sentence. We will get to use some of our technology to discover our definitions. Some of you may already know the definitions of some of these words.”

**Formative Assessment: How will I prove the students are ready to move on?**  
 For my formative assessment, I will have the students show me five of the words while they are writing on their whiteboards.

Day 3

**Objective:** I will be able to show that I can write each word by using the word in a sentence by the end of the lesson.

Minutes	Set-up/Prep:
10	Word and definition sheet for each student, iPads, Kahoot for students <a href="#">Word Study Definitions .docx</a>
3	Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.)

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	<p>Today we are going to define each of our words so we can use them in a sentence. Think for a minute, are there any words that you could already define? Have students share the words they already know and their definitions. Today we are going to use our iPads to help us discover our definition. We are going to use the Kahoot app.</p>
7	<p><b>Explain:</b> (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> <li>1. First, we are going to use our devices (iPad) to determine what definition fits each word.</li> <li>2. Hand each student an iPad and write the Kahoot and the code on the board</li> <li>3. Students do not have to put their real name when it says name, but it does have to be appropriate</li> <li>4. Each word will show up and have 4 options for a definition</li> <li>5. You will choose 1 of the 4 options and the group results will show up on the board, each individual will be anonymous (as long as they do not show their friends their name)</li> <li>6. We will go over the correct definitions as a class once the results show up</li> <li>7. Football (a game where you can score touchdowns, use an oval ball, and two teams play against each other)</li> </ol> <p>Goldfish (usually orange in color, lives in a bowl of water)  Moonlight (the brightness in the sky at night)  Eyeball (we use this to see, we have two of these on our face)  Bedroom (a place where a person sleeps usually also has their clothes and other furniture)  Fireplace (gives off heat, usually located in family rooms)  Snowman (a figure that is created using the white powder that falls to the ground in the winter, Frosty the ____)  Hotdog (can be cooked during a barbeque, sometimes eaten in a bun)  Ladybug (spotted beetle that is usually bright in color)  Doghouse (place for a puppy to sleep or go in when it is cold outside)  Popcorn (usually a snack that you get at the movies)  Notebook (a place where you can keep track of your thoughts, it is usually on your school supply list to write in)  Butterfly (insect with large, colorful wings, forms from a caterpillar)  Sunlight (brightness given off during the day, usually is warm)  Raindrop (a liquid that may get you wet after falling from the sky)</p>
7	<p><b>Explore:</b> (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> <li>1. Each person is going to find a different partner than yesterday</li> <li>2. With your partner, you are going to practice using each word in a sentence</li> <li>3. I have provided you with a sheet of the words and their definitions</li> <li>4. You can use the definitions to help you put the word in a sentence</li> <li>5. Your partner will choose a word from the word list and you will try to use that word correctly in a sentence</li> <li>6. For example, if (Students name) gives me the word raindrop, I could say: I felt a raindrop when I walked outside.</li> <li>7. Now it is your turn to practice creating sentences with your partner</li> <li>8. So that we are still practicing writing our words, I would like to write your sentences on a sheet of paper as well.</li> </ol>
3	<p><b>Review</b> (wrap up and transition to the next activity):</p> <ol style="list-style-type: none"> <li>1. Think about your two favorite sentences that you created</li> <li>2. Share these sentences with a different partner (not the one you were with for the previous activity)</li> <li>3. Then I will ask each of you to share your sentences</li> </ol> <p>Tomorrow we will use an activity that is appealing to our sense of touch to practice our words. This activity may make you feel like you are somewhere on a beach.</p>
<p><b>Formative Assessment:</b> How will I prove the students are ready to move on?  During the review, use a think-pair-share activity to hear two sentences from each student.</p>	
<p>Day 4</p>	
<p><b>Objective:</b> I will be able to write the words without using a cheat sheet by writing the words in the sand and using stamps by the end of the lesson.</p>	
Minutes 15	<p><b>Set-up/Prep:</b>  Sand tables for each student, letter stamps, paper, stamp pads</p>
3	<p><b>Engage:</b> (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.)  I am going to go around the circle and give each of you a word. Then I will give you all a minute or so to think about a sentence for that word. Once we are all ready to move on I will go around the circle again so we can all share our sentences. Do any of you know what we will be using today to write our words from the clue that I gave you yesterday? (Sand) Yes, we are going to be writing in the sand today like we are writing in the sand on a beach. Wouldn't you love to be somewhere on a beach right now?</p>
10	<p><b>Explain:</b> (concepts, procedures, vocabulary, etc.)</p>

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	<ol style="list-style-type: none"> <li>1. I have put together a sand table for each of you</li> <li>2. The sand needs to stay in the sand table so we need to be very careful when we are writing</li> <li>3. I will give you each word and the spelling the first time through</li> <li>4. You will write it in the sand as I write it on the big whiteboard</li> <li>5. We will erase the word in the sand and on the whiteboard and practice spelling it without seeing the word</li> <li>6. Once you have it written in the sand, I will write the word on the whiteboard while spelling it again</li> <li>7. You can check your answer at this time</li> <li>8. If you had it wrong, please change it and spell it the correct way</li> <li>9. We will continue this for each word</li> <li>10. Please return you sand tables to the desired location, wash your hands if needed, and grab your letter stamps and stamp pads</li> </ol>
5	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> <li>1. I will say each word again not writing it on the board this time</li> <li>2. You will repeat the word after I say it</li> <li>3. Then I want you to use the stamps on the table to spell each word</li> <li>4. These stamps should only be used to stamp your papers. Please do not use them to stamp yourselves or another person.</li> <li>5. Show an example. If I were spelling the word stamp, I would use the S stamp, T, A, M, and P stamp to create my word and it would look like this.</li> <li>6. We will repeat this for each word</li> </ol>
1	<p>Review (wrap up and transition to the next activity):</p> <p>Please use the stamps to put your name at the bottom of your paper and create a turn it in pile. You may feel a little sand on the table from the bottom of the sand tables or you may have accidentally got a little on it but do not worry we will be cleaning off our table tomorrow.</p>
<p><b>Formative Assessment: How will I prove the students are ready to move on?</b></p> <p>As an exit slip, I will collect their sheet of paper where they spelled each word out using stamps.</p>	
<p><b>Day 5</b></p>	
<p><b>Objective: I will be able to assess my knowledge by the end of the lesson by writing the words in shaving cream and taking a test.</b></p>	
<b>Minutes</b>	<p><b>Set-up/Prep:</b></p> <p>Create a test for the students, shaving cream, whiteboard, EXPO markers, erasers <a href="#">Example of Word Study Test.docx</a></p>
5	<p>Engage: (opening activity/ anticipatory Set – access prior learning/stimulate interest /generate questions, etc.)</p> <ol style="list-style-type: none"> <li>1. Please write the rule for compound words on your whiteboards.</li> <li>2. Compound words are two words put together to make a new word. When separated the words have to stand alone.</li> <li>3. What two words create the word snowman? Can each of these words stand alone?</li> <li>4. Practice 6 of the words definitions (including the 3 that are on the test)</li> <li>5. Say each definition to the students</li> <li>6. Have the students write the word that corresponds to the definition on their whiteboard</li> <li>7. Remember yesterday when I said we would be cleaning our table today. Can anyone guess how we would clean our table? Shaving cream, you guessed it!</li> </ol>
7	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ol style="list-style-type: none"> <li>1. We are going to practice spelling our words in the shaving cream</li> <li>2. You do not want to rub in the shaving cream too much until we are finished with the activity or you will not be able to spell words in it anymore</li> <li>3. You are only allowed to use the shaving cream that is in your area on the table</li> <li>4. Say each word for the students</li> <li>5. Then have the students write the word in their shaving cream</li> <li>6. The students should spell the word back to you</li> <li>7. Repeat this with each word</li> <li>8. Allow the students time to draw in the shaving cream and rub it into the table until it has all disappeared if the task was done well</li> </ol>
7	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ol style="list-style-type: none"> <li>1. During this time you have the option to use the sand tables, more shaving cream, the stamps, or your whiteboards to practice your words.</li> <li>2. One of you will give your partner each word first</li> </ol>

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	<ol style="list-style-type: none"><li>3. Check to make sure your partner has spelled the word correctly</li><li>4. If your partner spells it wrong, repeat that word again after you have gone through the whole list</li><li>5. Switch partners and allow them to use their practice of choice to spell their words</li><li>6. Check their work</li><li>7. If they spelled it wrong, repeat the word and have them spell it again when you are done with the whole list</li><li>8. When you are both done, go over the words that you did not spell correctly again</li></ol>
1	<p>Review (wrap up and transition to the next activity): Show me how comfortable you feel with your words. We are going to use a fist to five to determine if you are ready to move on. A 1 indicates that you are not ready at all. A 5 indicates that you got this you are totally ready to move on. If a student does not give you a five, go over anything that they have questions on.</p>
<p><b>Formative Assessment: How will I prove the students are ready to move on?</b> I will watch the students as they are writing in their shaving cream. I will also have the students give me a fist to five to indicate if they are ready to take a short test.</p>	
<p><b>Summative Assessment: How will I prove the students are ready for the next skill?</b> I will have the students spell 5 words from the list, explain the rule for compound words, and match 3 words to their definition.</p>	

#### Word List:

1. Football
2. Goldfish
3. Moonlight
4. Eyeball
5. Bedroom
6. Fireplace
7. Snowman
8. Hotdog
9. Ladybug
10. Doghouse
11. Popcorn
12. Notebook
13. Butterfly
14. Sunlight
15. Raindrop