

Unit 2: Animals Surviving and Thriving

WEEK 1 Day 3

Vocabulary & Language
Verbs: Root Words and Endings

Weekly Question	What do animals do?
Language Objective	I can choose verb endings to match the who and when of the sentence’s action. (L.4.1.c)
Vocabulary	verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	On the whiteboard, write the following sentences. <u>Look</u> We <u>look</u> for our friends. Every day at recess, Jose <u>looks</u> for his friends. Sierra <u>is looking</u> for her mother at the supermarket. Ahmed <u>looked</u> for a pencil in his backpack.
Opening	<i>One exciting part of learning new words is choosing the right form of a word to match the meaning of our sentence. We’re going to look at some examples today.</i>
Discussion	Refer to the board. <i>Look is a verb, an action word. It describes something we do. These sentences use the verb, look, with different endings. Look is the root word. The endings give us clues about <u>who</u> is doing the action and <u>when</u> the action happens.</i> Read the first two sentences, noting how the verb ending changes with the subject. Read the second two sentences, noting how the verb endings change with tense [it is happening right now; it already happened].

	<p><i>Notice that the root word does not change. We are still talking about the same action: using eyes to look. But, to make our sentences make sense, we add certain endings to the verb. For example, we add -ed when we talk about something that happened in the past—it already happened.</i></p> <p>Prompt children to practice using the different forms of “look” in their own sentences, giving children time to play with the language and offering examples as needed.</p> <p><i>Think of an animal you are interested in. Make a sentence starting with “I look...” For example, “I look at my cat when she is sleeping.”</i></p> <p><i>Now talk about someone else, right now: “He is looking at my cat chasing a mouse.”</i></p> <p><i>Now talk about someone else, in the past: “They looked and looked for my cat but couldn’t find her. She is hiding in the closet.”</i></p>
Closing	<p><i>Choosing the right ending for a verb makes our writing and speech easier to understand. We’ll practice more tomorrow.</i></p>
Standard	<p>L.4.1.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding inflectional endings.</p> <p>Do they understand that endings don’t change the meaning of the root word?</p> <p>Is the concept of inflectional endings unfamiliar?</p> <p>In addition, notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to share ideas.</p>

<p>Notes</p>
