

Unit 4: The Power of Pollinators

WEEK 1 Day 4

**Vocabulary & Language**  
Root Words

<b>Weekly Question</b>	What is important about seeds?
<b>Language Objective</b>	I can use sentence context and what I know about root words to determine the meaning of new words. (L.4.2.a, L.4.2.b)
<b>Vocabulary</b>	<p><b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea</p> <p><b>noun:</b> a word that names a person, place, thing, or idea</p> <p><b>verb:</b> a word that expresses a physical action, mental action, or state of being</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• Root Words slides, from Day 3</li> </ul>
<b>Opening</b>	<i>Yesterday we learned that we can use root words we know to determine the meaning of new words. Today we are going to continue that work as we look closely at new words in sentences.</i>
<b>Discussion</b> slide 8	<p><i>Let’s read this sentence together.</i></p> <p><i>The new word here is “scattered.” If you already know what it means, don’t say it yet!</i></p> <p><i>Let’s look at the word “scattered” in this sentence. What part of speech is it? Is it a <b>noun</b> that names something, a <b>verb</b> that shows action, or an <b>adjective</b> that describes a noun?</i></p> <p><i>It’s an adjective! Which noun does it describe? [thoughts]</i></p> <p><i>Now let’s think more about the word. What root word sounds like “scattered,” that could help us figure out what “scattered” means?</i></p> <p><i>One of our Weekly Words this week is “scatter.” Let’s review the definition of “scatter” before we come back to the sentence to determine the meaning of “scattered.”</i></p>
slide 9	Review the definition of “scatter.”

slide 10	<p><i>The root word “scatter” is a verb.</i></p> <p><i>Now that we’ve reviewed the definition of “scatter,” let’s think about the meaning of the adjective “scattered.” What could it mean?</i></p> <p>Facilitate a discussion of the meaning of the word, based on the meaning of the root word and the sentence context.</p>
slide 11	<p><i>Let’s read a set of sentences together.</i></p> <p><i>The new word here is “translation.” If you already know what it means, don’t say it yet!</i></p> <p><i>Let’s look at the word “translation” in this sentence. What part of speech is it? Is it a <b>noun</b> that names something, a <b>verb</b> that shows action, or an <b>adjective</b> that describes a noun?</i></p> <p><i>It’s a noun! Now let’s think more about the word. What root word sounds like “translation,” that could help us figure out what “translation” means?</i></p> <p><i>One of our Weekly Words from the last unit was “translate.” Let’s review the definition of “translate” before we come back to the sentence to determine the meaning of “translation.”</i></p>
slide 12	Review the definition of “translate.”
slide 13	<p><i>The root word “translate” is a verb.</i></p> <p><i>Now that we’ve reviewed the definition of “translate,” let’s think about the meaning of the noun “translation.” What could it mean?</i></p> <p>Facilitate a discussion of the meaning of the word, based on the meaning of the root word and the sentence context.</p>
<b>Closing</b>	<i>Today we used sentence context and root words to determine the meaning of new words.</i>
<b>Standards</b>	<p><b>L.4.2.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.4.2.b</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>
<b>Ongoing assessment</b>	<p>Reflect on the lesson.</p> <p>Do children accurately identify the part of speech of the word in the sentence context?</p> <p>Do children accurately identify the meaning of new words?</p> <p>To what extent do they apply their knowledge of the meaning of the root word to determine the meaning of the new word? (Children might not exactly define the new word, but to what extent are they able to make educated guesses about the meaning based on their knowledge of the root word?)</p>