

Unit 4: The Power of Pollinators

WEEK 3 Day 5

**Vocabulary & Language**  
Making and Using New Words

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| <b>Weekly Question</b>           | What do bees need to survive?   |
| <b>Language Objective</b>        | I can work with my classmates to make new words by identifying root words and changing or adding parts. I can use the words we make in a sentence. (SL.1.2, L.4.2.c)  |
| <b>Vocabulary</b>                | <b>convert:</b> to change into another form or state<br><b>flick:</b> to move with a swift and jerky motion<br><b>groom (v):</b> to make clean and neat in appearance<br><b>marking:</b> a pattern of marks or coloring on a plant or animal<br><b>navigate:</b> to find one’s way to, around, or through<br><b>pluck:</b> to pick off<br><b>plunge:</b> to push into something<br><b>wear out:</b> to use until no longer useful |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"><li>• Week 3 Making and Using New Words sheets, one for each small group</li><li>• pencils, one or two for each small group</li><li>• Week 3 Weekly Words cards</li><li>• chart paper and markers (2 different colors)</li></ul>  |
| <b>Opening</b>                   | <p><i>This week we are using the Making and Using New Words routine, using both suffixes and prefixes.</i></p> <p>Recall that suffixes change the end of a word, and prefixes change the beginning of a word.</p>   |
| <b>Key Activity</b>              | Facilitate the Making and Using New Words routine, as established in odd weeks since Unit 1.  |
| <b>Closing</b>                   | <p><i>We can see that changing a word’s ending changes its meaning and how it’s used.</i></p>   |

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| <p><b>Standards</b></p>          | <p><b>SL.1.2</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.4.2.c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>   |
| <p><b>Ongoing assessment</b></p> | <p>Listen to children’s conversations as they work.</p> <p>What knowledge do children demonstrate about parts of words?<br/>What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children’s interactions.</p> <p>How effectively do children work in their groups?<br/>What roles do they take on?</p> <p>Reflect on the whole group sharing of one group’s response.</p> <p>What more was revealed about children’s understanding of how words’ meanings change according to their parts?</p> <p>Review each sheet. Use children’s answers to inform planning for successive lessons, revisiting words, prefixes, and suffixes, and informal conversations with individual children.</p> |

**Notes**