

Unit 4: The Power of Pollinators

WEEK 7 Day 5

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

<b>Weekly Question</b>	What makes a plant and a pollinator a good match?
<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>commitment:</b> dedication to something or to an idea <b>local:</b> having to do with a particular place close by <b>organization:</b> a group of people working together for a shared purpose <b>public:</b> open to all <b>restore:</b> to return to an earlier condition <b>trace:</b> a very small amount of something; a mark or sign of something
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Week 7 Making and Using New Words sheets, one for each small group</li><li>● pencils, one or two for each small group</li><li>● Week 7 Weekly Words cards</li><li>● chart paper and markers (2 different colors)</li></ul>
<b>Opening</b>	<p style="text-align: center;"><i>This week we are using the Making and Using New Words routine, using both suffixes and prefixes.</i></p> Recall that suffixes change the end of a word, and prefixes change the beginning of a word.
<b>Key Activity</b>	Facilitate the Making and Using New Words routine, as established in odd weeks since Unit 1.
<b>Closing</b>	<i>We can see that changing a word's ending changes its meaning and how it's used.</i>
<b>Standards</b>	<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><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.          What knowledge do children demonstrate about parts of words?          What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children’s interactions.          How effectively do children work in their groups?          What roles do they take on?</p> <p>Reflect on the whole group sharing of one group’s response.          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**