

## Unit 4: Communicating with Sound and Light

### WEEK 3 Day 4

## Vocabulary & Language

### Word Relationships

<b>Weekly Question</b>	How do people and other animals use sound?
<b>Language Objective</b>	With a partner I can write a sentence that demonstrates the meanings of two related words. (L.6.1)
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• envelopes with word cards for each pair, from Day 3</li><li>• blank paper and pencil, one for each pair</li></ul>
<b>Opening</b>	<i>Yesterday you sorted our Weekly Words into groups. Some of you grouped together words that ... [refer to one way of sorting from Day 3]; others grouped together words that ... [provide another example of how children sorted]. Today you are going to work with your partner to write a sentence that includes at least two of the words.</i>
<b>Discussion</b>	<p><i>When you sit down with your partner, take out the word cards and review them. Find two that you think would fit together well in a sentence. Say the sentence out loud; then write it on the paper.</i></p> <p>Send the children in pairs to review words and write sentences. As they work, circulate to support them.</p>
<b>Closing</b>	<p>Bring the class back together. Invite several pairs to share their sentences.</p> <p><i>Today you used related vocabulary words together in sentences.</i></p>
<b>Standards</b>	<b>L.6.1</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
<b>Ongoing assessment</b>	During the discussion, listen for evidence that children are understanding the meanings of the words and their relationships to each other.

	<p>After the lesson, review children’s sentences. Do the sentences include two related words? Are the words used accurately?</p>
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**Notes**

Large empty rectangular box for taking notes.