

**WEEK 4 Day 3**

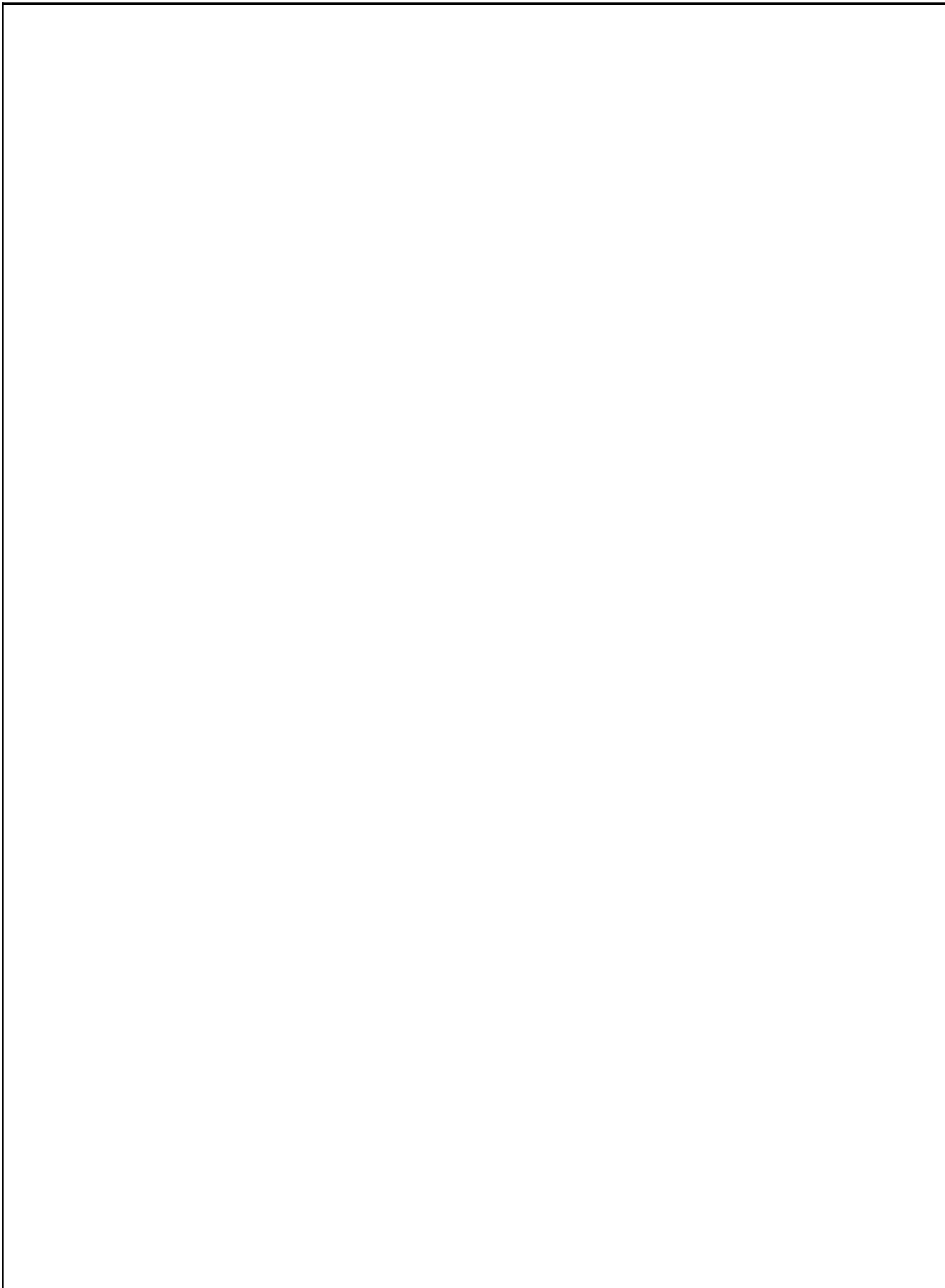
**Vocabulary & Language**  
Changing Verbs to Nouns

<b>Weekly Question</b>	Where do our resources come from?																					
<b>Language Objectives</b>	I can change a verb to a noun, by adding -er. (L.1.5)  I can figure out the meaning of a new word by looking at the root word and the suffix. (L.1.4b)																					
<b>Vocabulary</b>	<p><b>noun:</b> 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> <p><b>producer:</b> someone who makes goods or provides a service</p> <p><b>shop:</b> to visit stores to look over and buy goods</p>																					
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● chart paper</li> </ul> <p>Prepare the following chart. Note that the top half will be filled in during this lesson, and the bottom half will be filled in during the following lesson.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">verb</th> <th style="padding: 5px;">+ er</th> <th style="padding: 5px;">noun</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">produce</td> <td style="padding: 5px;">produce + er</td> <td style="padding: 5px;">producer</td> </tr> <tr> <td style="padding: 5px;">shop</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">bake</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	verb	+ er	noun	produce	produce + er	producer	shop			bake											
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<b>Opening</b>	<p><i>We have been talking about how goods are produced, and who the producers are. Today we are going to talk about how words like “produce” and “producer” are related to each other.</i></p>												
<b>Discussion</b>	<p>Refer to the chart.</p> <p><i>“Produce” is a verb. It means “to make.” We can add -er to the word produce. When we add “-er,” first we remove the final “e” in produce; then we can add “-er.” Our new word is “producer.”</i></p> <p><i>“Producer” is a noun. It is someone who makes goods or provides services.</i></p> <p><i>Let’s read the next word. [Allow children to decode.] “Shop.” What does “shop” mean?</i></p> <p><i>Now let’s add -er. When we add -er to the word shop, we need to add another p.</i></p> <p>Write shop + er on the chart.</p> <p><i>Our new word is “shopper.” Based on what you know about the verb “shop,” what do you think the noun “shopper” means?</i></p> <p><i>Another word for shopper is consumer, someone who buys goods.</i></p> <p>Repeat the process with the word “bake.”</p> <p>Solicit children’s recommendations for two more verbs that can be added to the chart and changed to nouns. Supply verbs relevant to classroom experience, if needed, such as “teach” or “learn.” Use the same process to determine the meaning of the new words.</p>												
<b>Closing</b>	<p><i>Today we learned that we can add -er to verbs to change them into nouns. We also learned that these verbs and nouns are related to each other, and we can figure out what the new word means if we know what the first word means. Tomorrow we will do the same thing, except we will change nouns into verbs.</i></p>												
<b>Standards (Boston)</b>	<p><b>L.1.4b.</b> Use frequently occurring affixes as a clue to the meaning of a word.</p> <p><b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>												

<b>Ongoing assessment</b>	<p>Do children accurately define vocabulary words (producer, shop)? Are they able to use the root word and suffix to determine the meaning of the new word?</p> <p>Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>
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**Notes**



Vocabulary & Language U3 W4 D3