

WEEK 4 Day 4

Vocabulary & Language
Changing Nouns to Verbs

Weekly Question	Where do our resources come from?																											
Language Objectives	I can change a noun to a verb, by taking off -er. (L.1.5) I can figure out the meaning of a new word by relating it to a similar word. (L.1.5)																											
Vocabulary	<p>noun: a person, place, thing, or idea</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>consumer: someone who buys and uses products and services</p> <p>worker: a person who does a job</p>																											
Materials and Preparation	<ul style="list-style-type: none"> ● chart, from Day 3 <p>Add the following words to the chart.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <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;">shop + er</td> <td style="padding: 5px;">shopper</td> </tr> <tr> <td style="padding: 5px;">bake</td> <td style="padding: 5px;">bake + er</td> <td style="padding: 5px;">baker</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;">work</td> <td style="padding: 5px;">work + er</td> <td style="padding: 5px;">worker</td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;">consumer</td> </tr> <tr> <td style="padding: 5px;"> </td> <td style="padding: 5px;"> </td> <td style="padding: 5px;">farmer</td> </tr> </tbody> </table>	verb	+ er	noun	produce	produce + er	producer	shop	shop + er	shopper	bake	bake + er	baker							work	work + er	worker			consumer			farmer
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Opening	<p><i>Yesterday we learned that we can add -er to a verb to change it into a noun. We also learned that we can figure out what new words mean by thinking about words that are related to them. Today we will continue to explore how words relate to each other.</i></p>						
Discussion	<p>Refer to the chart.</p> <p><i>Today we will work backwards by starting with the noun column of our chart. “Worker” is one of our words this week. What does it mean?</i></p> <p><i>If we break apart the word “worker,” taking off the -er, we are left with the word “work.” Based on what you know about the noun “worker,” what do you think the verb “work” means?</i></p> <p>Repeat the process with the words “consumer” and “farmer.”</p> <p>Solicit children’s recommendations for two more nouns that can be added to the chart and changed to verbs. Use the same process to determine the meaning of the new words.</p>						
Closing	<p><i>Today we changed nouns to verbs by taking off -er, and we continued to discuss how nouns and verbs relate to each other.</i></p>						
Standard (Boston)	<p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>						
Ongoing assessment	<p>Do children accurately define vocabulary words (worker, consumer)?</p> <p>Are they able to use the noun to determine the meaning of the related verb?</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>						
Notes							