

Unit 2: The Forces of Wind and Water

WEEK 3 Day 5

Vocabulary & Language

Making and Using New Words

Weekly Question	How can water change land, and why does it matter?
Language Objective	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)
Vocabulary	carve: to form by cutting fill: to take up all or most of the space flow (v): to move in a smooth, steady stream impact: a strong and powerful effect plunge: to move suddenly forward or downward stream (v): to flow
Materials and Preparation	• Week 3 Making and Using New Words sheets, one for each small group • pencils, one or two for each small group • Week 3 Weekly Words cards, those listed above • chart paper and markers (2 different colors)
Opening	<i>This week we are using the Making and Using New Words routine.</i>
Key Activity	Distribute sheets and send children to work. Circulate to help children strategize through the routine, encourage equitable participation, observe interpersonal dynamics, and glean understanding about children's knowledge about how words are formed. While children work, select one group to present their response to the class. Have the group identify one or two members who will present the words they made and read their sentence aloud. After about 7 minutes, signal for children to finish their answers and return to the whole group.

	Invite the presenter(s) from the selected group to share the word they started with, new words they made, and then the sentence they wrote. <i>Please read your sentence slowly so I can write it down.</i> Write the sentence on the chart paper. <i>Let's see which Weekly Word they used and changed! I'll read the sentence again, and you can let me know when you hear the word that came from one of our Weekly Words.</i> Read the sentence aloud, slowly, and pause as children identify the Weekly Words. Circle that word with the contrasting marker. <i>Let's think together about how this word changed and how that changed its meaning.</i> Invite children from other groups to share any ways that this group's work resembles their own.
Closing	<i>We can see that changing a word's ending changes its meaning and how it's used.</i>
Standards	SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. L.4.2.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
Ongoing assessment	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? Observe children's interactions. How effectively do children work in their groups? What roles do they take on? 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? Review each sheet. Use children's answers to inform planning for successive lessons, revisiting words and suffixes, and informal conversations with individual children.