

WEEK 3 Day 5

Vocabulary & Language

Making and Using New Words

Weekly Question	How do we make sure that each member of our community can do their best learning?
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	collaborate: to work together imagination: the ability to form new ideas or images in your mind, thinking about things that may not be real judge: to form an opinion about respect: to admire deeply support: to give assistance
Materials and Preparation	<ul style="list-style-type: none">• Week 3 Making and Using New Words sheets, one for each small group Strategically assign children to groups of four, and select one or two words for each group to work with. Circle these words on the sheets. (They may or may not be the same words for each group.)• pencils, one or two for each small group• Week 3 Weekly Words cards, those listed above
Opening	<p><i>We're going to practice Making and Using New Words again today.</i></p> <p>Reintroduce the Making and Using New Words routine:</p> <ul style="list-style-type: none">• Walk through the sheet, reading the directions.• Note that words have been chosen for each group to work with. Show children where they can reference the corresponding, illustrated Weekly Word cards. <p><i>You will work with your group to make some new words. Then you will use one of those new words in a sentence. Let's try it together again to make sure each group knows just what to do. This is</i></p>

	<i>different from the Answering a Weekly Question routine we used last week.</i>
Key Activity	<p>Model the activity as needed, inviting children to contribute. With each new word children suggest, check for sense-making. Ask children what the new word means. Record the words, and then think aloud to use one of the words in a sentence.</p> <p>Answer children's questions about the routine and expectations.</p> <p>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.</p>
Closing	<i>This routine is a way for you to show what you are learning about new words. To keep practicing this new routine, you stayed in your small groups for the whole time. Next week we'll come back together to share some of the words and sentences you make.</i>
Standards	<p>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.</p> <p>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).</p>
Ongoing assessment	<p>Listen to children's conversations as they work.</p> <p>What knowledge do children demonstrate about parts of words?</p> <p>What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children's interactions.</p> <p>How effectively do children work in their groups?</p> <p>What roles do they take on?</p> <p>Review each sheet. Use children's answers to inform planning for successive lessons, revisiting words and suffixes, and informal conversations with individual children.</p> <p>Reflect on the routine.</p> <p>What worked well?</p> <p>What will need to be reinforced in the Week 5 lesson to make it run more smoothly?</p>