

Unit 3: Connecting Places, Connecting People

WEEK 3 Day 5

Vocabulary & Language

Making and Using New Words

Weekly Question	What can we learn by exploring stories and music from different places?
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	belief: an idea that is accepted as true; a strong opinion compare: to notice similarities and differences difference: a way that things are not alike emotion: feeling faith: confidence and belief in similarity: a way that things are alike
Materials and Preparation	<ul style="list-style-type: none">• 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	<p><i>This week we are using the Making and Using New Words routine, using both suffixes and prefixes.</i></p> <p>Recall that suffixes change the end of a word, and prefixes change the beginning of a word. As useful, refer to slides from Language Unit 2, Week 5.</p>
Key Activity	Facilitate the Making and Using New Words routine, as in Week 1 and established in odd weeks since Unit 1.
Closing	<p><i>We can see that changing a word's ending changes its meaning and how it's used.</i></p>
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.

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	<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>
<p>Ongoing assessment</p>	<p>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?</p> <p>Observe children’s interactions. How effectively do children work in their groups? What roles do they take on?</p> <p>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?</p> <p>Review each sheet. Use children’s answers to inform planning for successive lessons, revisiting words, prefixes, and suffixes, and informal conversations with individual children.</p>

Notes