

### Unit 3: Connecting Places, Connecting People

## WEEK 5 Day 5

# Vocabulary & Language

## Making and Using New Words

<b>Weekly Question</b>	How are community traditions passed down and shared?
<b>Language Objective</b>	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.2.1, L.4.2.c)
<b>Vocabulary</b>	<b>arrange:</b> to put in a certain order <b>layer:</b> to arrange something out flat on top of something else <b>reveal:</b> to show something that was unknown <b>tradition:</b> belief or custom that is handed down <b>weave (v):</b> to lace together threads to create a fabric; (n): the pattern or construction of a fabric
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Week 5 Making and Using New Words sheets, one for each small group</li><li>• pencils, one or two for each small group</li><li>• Week 5 Weekly Words cards, those listed above</li><li>• chart paper and markers (2 different colors)</li></ul>
<b>Opening</b>	<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.</p>
<b>Key Activity</b>	Facilitate the Making and Using New Words routine, as in Week 1 and established in odd weeks since Unit 1.
<b>Closing</b>	<p><i>We can see that changing a word's ending changes its meaning and how it's used.</i></p>
<b>Standards</b>	<b>SL.1.2</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

	<p><b>L.4.2.c</b> 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><b>Ongoing assessment</b></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**