

Unit 3: Connecting Places, Connecting People

WEEK 5 Day 5

Vocabulary & Language

Making and Using New Words

Weekly Question	How are community traditions passed down and shared?
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	arrange: to put in a certain order layer: to arrange something out flat on top of something else reveal: to show something that was unknown tradition: belief or custom that is handed down weave (v): to lace together threads to create a fabric; (n): the pattern or construction of a fabric
Materials and Preparation	<ul style="list-style-type: none">• Week 5 Making and Using New Words sheets, one for each small group• pencils, one or two for each small group• Week 5 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.</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.

	<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