

Unit 2: Animals Surviving and Thriving

WEEK 1 Day 4

**Vocabulary & Language**  
Verbs: Root Words and Endings

<b>Weekly Question</b>	What do animals do?																				
<b>Language Objective</b>	I can choose verb endings to match the who and when of the sentence’s action. (L.4.1.c)																				
<b>Vocabulary</b>	<b>verb:</b> a word that expresses a physical action, mental action, or state of being																				
<b>Materials and Preparation</b>	On the whiteboard, make the following chart. <table border="1"><thead><tr><th>Who</th><th>When</th><th>Verb</th><th>Sentences</th></tr></thead><tbody><tr><td>a kangaroo</td><td>right now</td><td></td><td></td></tr><tr><td>a kangaroo</td><td>yesterday</td><td></td><td></td></tr><tr><td>a snake</td><td>right now</td><td></td><td></td></tr><tr><td>a snake</td><td>last year</td><td></td><td></td></tr></tbody></table>	Who	When	Verb	Sentences	a kangaroo	right now			a kangaroo	yesterday			a snake	right now			a snake	last year		
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<b>Opening</b>	<i>Yesterday we learned about choosing different endings for a root word to match the “who” and the “when” of our sentence. Today we’ll practice by making sentences to describe behaviors of two kinds of animals: kangaroos and snakes.</i>																				
<b>Discussion</b>	Refer to the chart. <i>This chart tells us <u>who</u> (which animal) and <u>when</u> something is happening or did happen. Our first sentence will be about one kangaroo and what it’s doing right now. Think, Pair, Share.</i>																				

	<p><i>What verb, or action word, can describe something a kangaroo does?</i></p> <p>Choose a verb from those the children offer. Write the root word in the Verb column.</p> <p><i>Now that we have who, when, and a root word, we can create a sentence. Because the kangaroo is doing this right now, we'll use the -ing ending: [jumping].</i></p> <p>Invite children to offer some short sentences, and choose one to write on the chart. Read the sentence aloud, identifying the root form of the verb.</p> <p>Create a second sentence, in the past tense, using the same root verb.</p> <p>Repeat this process to create two sentences about snakes.</p>
<b>Closing</b>	<p><i>Changing the ending doesn't change the meaning of the root verb, but it does make a sentence make sense for readers and listeners.</i></p>
<b>Standard</b>	<p><b>L.4.1.c</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are understanding inflectional endings.</p> <p>Do they understand that endings don't change the meaning of the root word?</p> <p>Is the concept of inflectional endings unfamiliar?</p> <p>In addition, notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

<p><b>Notes</b></p>
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