

Unit 2: Overcoming Adversity

Day 6: Using words in context: oral and written language

Content Objective:

- Using the target words, students will create a brief telenovela (soap opera) about a character who is facing adversity.

Language Objectives:

- Each group will perform their telenovela (soap opera) while other students listen for the use of target words.

Teacher Materials:

- overhead of objectives
- overhead of target words (from Day 3)
- overhead of complete sentences from Day 5
- fine tipped overhead marker
- overhead of sentence starters to guide script writing
- telenovela (soap opera) model – sample script and video
- video camera
- computer with projector

Student Materials:

- sentence starters for writing telenovela (soap opera)
- paper for telenovela/soap opera script
- pencil
- binder – glossary and/or vocabulary summary sheet

Day at a glance:

- (7 min.) **Introduce** objectives and **review** topic and target words
- (8 min) **Introduce and model** telenovela (soap opera)
- (27-32 min) Cooperative activity – **writing and recording telenovelas** (soap operas)
- (3 min) **Wrap-up** – **Review** objectives and **discuss** most frequently used words

Activities:

(7 min) review objectives, topic, and target words

Project the objectives on the overhead and read them to the students. Say that today will be a fun day, and you'll all get to use the target words to write and act out dramatic telenovelas (soap operas) about characters who are facing adversity.

Review what you did on Day 5. Project the overhead of the completed sentences and read them to the students while they follow along silently. For each target word, call on individual students to point out the definition/synonym clue in the sentence, along with the functional language or punctuation that signals the clue. Underline the context clues and circle the functional language, as you did on Day 5 – in the sentences below, the target words are italicized, the definitions/synonyms are underlined, and the functional language or symbols are in bold.

! **Note:** Even if you haven't gotten through all of the sentences, stop when 7 minutes have passed to make sure you leave enough time for the core Day 6 activities.

1. Jayci's situation *illustrates*, **or shows us**, how hard work and a positive attitude can help even the most difficult situation.
2. Jayci has many *attributes* – qualities – that will help her learn to walk again.
3. Jayci *aspires* to overcome her current limitations. **That is**, she hopes to walk again.
4. Jayci *maintains* an optimistic outlook despite her difficult situation. **In other words**, she continues to have a good attitude.
5. Although her accident *profoundly* (deeply) changed everything in her life, Jayci rarely complains.

6. Jayci's ability to walk again depends on two *factors*, **which are things that help to bring about a result**: her family's support, and Project Walk.
7. The physical therapists at Project Walk *emphasize*, **or highlight**, the importance of hard work.
8. Seeing other patients at Project Walk learn to walk again *motivates* Jayci to keep trying. **This means that** they stimulate her interest in continuing to work hard.
9. A lot of people would say that an injury like Jayci's is an *intractable* problem, **meaning that** it's very difficult or even impossible to solve it.
10. Everyone has to deal with some *adversity* in their life. **In fact**, many people say that overcoming hardships makes you a stronger person.

(34-39 min total) Creating and performing Telenovelas (Soap Operas)

(3 min – introduction) - In the sentences that we just reread, and in the video we watched yesterday, we learned about Jayci and the *adversity* that she faced after she became paralyzed in a hockey accident. We learned that despite the *profound* changes that the accident brought to her life, Jayci *maintained* a positive attitude and continued to *aspire* to walk again.

Now it's your turn to create a story about facing *adversity*, and we're going to have a little fun with it. Have you ever watched a soap opera, or a telenovela? [Ask students for a couple of examples of soap operas or telenovelas that they're familiar with.] **Have you noticed that soap operas always portray people facing some sort of *adversity*? [Ask students for a couple of examples of *adverse* situations portrayed in a soap opera and write them down on the white board.] **Ok, great examples. Today you will be soap opera writers and actors. You'll work in your groups to write a****

short soap opera about someone who is facing *adversity*, and then you'll perform it for us – in fact, we're going to record them so that we can all watch them together! I'm going to give you these sentence starters to help you get started and to make sure that you include some of our target words in your soap operas. [Project the sentence starters and read them with the kids.] You can use one of the examples of adverse situations that we just came up with together, or you can think of something different with your group. If you come up with a topic of your own, I need to approve it! In other words, these soap operas need to be rated PG!

- **(5 min) modeling – There are going to be two parts to this activity. First, you're going to brainstorm some situations with your team members that could give you good material to write your soap opera script. You can make up any story you want, as long as it's about a character facing adversity, and as long as it's rated G or PG! After you think of an idea, you'll use these sentence starters along with other sentences that you come up with yourself to write your soap operas. Let me show you what some of the other teachers and I came up with when we wrote our own soap operas. [Project some excerpts from the script you wrote on the overhead, highlighting your use of the sentence starters and target words. Then show your video.]**

When you write your soap operas, keep in mind that this is just a quick write. It doesn't have to be very long, and it doesn't have to be perfect. The idea is for you to write about an *adverse* situation and to use the target words from this unit as you do that. To help you out, the target words are all included in a box at the bottom of the sentence starter worksheet.

- **(27-32 min – Writing soap opera script and recording performance) – Ask students to get into their small groups to write their soap operas, and tell them that they need to assign someone to be the writer – although they will all be contributing ideas. Let them know that they all will need to be actors – everyone will need to say at least one sentence that includes a target word. Give them a sentence starter sheet and a script sheet to write on. Remind them that their first task is to brainstorm and agree upon a topic, and the second task is to**

write the soap opera. Remind them that they need to use at least 3 target words, and can use the sentence starters to help with that if they want. As groups finish their scripts, ask the second adult in the classroom (paraprofessional, resource teacher, or research assistant) to take groups into the hallway to record their performances using the flip video equipment. If there is not a second adult in the classroom, you can do the performances live instead, either at the end of class today if everyone is done, or at the beginning of class on Day 7. As the class views the recordings or the live performances, ask the students to notice how each team incorporated the words in their scripts.



Timer: If possible, use an overhead timer to help students keep track of time. Remind them to stay focused since time is limited, and give them notice when 20, 10, 5, and 2 minutes are remaining.



Differentiation/Extension: For kids who finish early, ask them to work on one or more of the following extension activities: 1) If they used alternate forms of the target words in their scripts (e.g. *adverse* instead of *adversity*, or *motivating* instead of *motivated*), have them write those alternate forms on the blank lines following the target word entry in their glossary; 2) Have them create a comic book version of their soap opera by having each student draw a picture of a scene and writing the corresponding sentence with a target word that accompanies it; 3) publish their script by typing it on the computer and printing it out to share with the class when they video is presented; 4) play ‘memory’ with the unit word cards.

(3 min) Wrap-Up. Quickly review the objectives and have the students give a thumbs up or thumbs down if you met each one. If you viewed any performances today, briefly discuss the most commonly used words in those soap operas. Collect the soap opera scripts and ask students to put their binders away if they’ve taken them out.