

## Unit 2: Overcoming Adversity

### Day 3: Introducing the new vocabulary words; Practicing word-learning strategies

#### Content Objective:

- Through a cooperative activity, students will apply strategies for figuring out the meaning of new words, including the use of word parts, prior experience, context clues, and the glossary.

#### Language Objectives:

- Students will create a poster about their target word and present it to the class.
- Students will complete a graphic organizer by writing the ten target words and their definitions.

#### Teacher Materials:

- overhead of objectives
- overhead of list of target words
- glossary (preferably electronic version if you have a way to project it)
- overhead of vocabulary summary chart
- model poster for '*emphasize*'
- fine point dry erase marker

#### Student Materials:

- binders – glossaries and pencils
- poster paper and markers
- context card for target word
- vocabulary summary chart (worksheet)

#### Day at a Glance:

- **(10 min) Teacher introduces** the list of **target words** and with the whole class uses the **strategies** of word parts and prior exposure to get clues to the meanings of the words.
- **(5 min) Teacher models** using additional word-learning **strategies** (context clues, glossary) to figure out word meaning and create poster.
- **(20 min) Students work in cooperative groups** to create a poster with their target word, using the strategies to figure out its meaning.
- **(5-10 min; continue Day 4 if necessary) Students present** their word on their posters and everyone writes the words and their meanings on their **summary charts**.

Unit 2/Day 3/Monolingual Lesson Plan

- **(5 min) Wrap-up**

### Activities:

(Whole group: 10 min.) **Let's take a look at our objectives for today** [point to screen with objectives on it]. **Our content objective is to apply some strategies for figuring out new words, and our language objectives are to present one target word and its meaning to the class through a poster and to write the new words and their meanings on your summary sheet.**

**Since we're going to be focusing on word learning strategies today, we're going to be using this poster** [point to strategies poster] **to help us remember all of the strategies that we want to use when we come across new words. Let's quickly preview the strategies that we'll be using today.** [Stand next to poster and read the strategies, pointing to each one as you read it. Then walk back to the overhead to introduce the words.]

**Here are our new words for this unit.** [project the list of target words]. **Let's take a look at them and see what we notice.** [Read through the list of target words and together with the kids, notice any word parts that are familiar from the word study they've done so far – -tract- in 'intractable' and –mot- in 'motivate should definitely be highlighted. Underline any recognizable word parts and write the meanings of those parts next to the word.]

**!Note:** The focus here is on MEANINGFUL word parts – i.e. prefixes, roots, and suffixes. If kids find 'small words in big words' like 'size' in *emphasize*, remind them that they're looking for meaningful word parts, like prefixes, suffixes, or roots – like –tract- in *intractable* or –mot- in *motivate*.

**Ok, so now that we've read through our new list of words and thought about what we can figure out from their parts, another strategy on our 'strategies' poster** [point to the poster] **is to think about times when we've heard or seen any of these words before, to see if that might help us figure out the meaning. Has anyone seen or heard any of these words before?** [Solicit responses from students, and write down where they saw or heard words, and any clues that might provide to the meaning.]

**Now that we've talked about the words a little bit and worked through two of our strategies together, we're going to work with these words in small groups to create a poster that presents each word and its meaning.**

**Let me walk through the steps with you.**

**First, each pair (or group if your class is larger) will get a card like this [show the ‘emphasize’ context card] with one of our target words on the front, and a picture and sentence on the back that provide some context clues about what the word might mean.**

**My word is ‘emphasize,’ and we already said that we couldn’t find any parts of that word that we recognized, and we had never heard or seen it before.** [If students did recognize some meaningful parts, or had seen or heard it before, modify what you say accordingly.]

**The next strategy that I want to use is to see if there’s a context clue that can help me.** [Point to the strategies poster.] **If I turn the card over, there is a picture of a teenage boy driving a car, and the sentence says, “When she was teaching him how to drive, Peter’s mother *emphasized* the importance of coming to a complete stop at a stop sign”. So if Peter’s mother *emphasized* the importance of coming to a complete stop at a stop sign, what might *emphasize* mean?** [Solicit responses from students and talk about them with them.]

**Now the last strategy that we use, after thinking about the meaning from context, is to do what? [Check in the glossary.] Right, we check in the glossary.** [Point to the poster. Project the glossary entry for ‘emphasize.’] **The glossary says that *emphasize* means to highlight something or to make it stand out because it’s really important.** [If appropriate, make connections back to the definitions students generated based on the context, and/or anything that they noticed about meaningful word parts or prior experiences with the word.]

**After I figured out the meaning of ‘emphasize,’ I created this poster to help you all remember the word and what it means.** [Show your model poster, pointing out the target word, the definition, and a picture that illustrates what the word means.]

(Cooperative Activity: 20 min) **Now you’re all going to create the same kinds of posters with your partner [or group] for your target word. Let’s review the steps. As a whole class, we’ve already used the strategies of looking for word parts that we know and thinking about places where we’ve seen or heard the word before, so the first strategy you’ll use with**

**your partner is looking at the word in context – the picture and the sentence that goes with it – to see if that can help you figure out the meaning. After you look at the picture and sentence and think about the meaning, the next strategy is to check your definition by looking up the word in the glossary. Finally, you’ll create a poster like mine, with the target word, the definition, and a picture that illustrates what the word means.**

[Help the students get into their work groups. Pass out a context card to each pair/group, and after each pair/group has had a chance to discuss the picture card, pass out their binders so that they can look up the definitions in the glossary. While students are working, play the ‘parts of speech’ rap song from unit 1 or the quiet music CD provided with your instructional materials. Walk around the room and facilitate as needed while students work on their posters.]



**Timer:** Use the powerpoint countdown clock or another visual timer to help students keep track of their time, and announce when 10, 5, and 1 minute are remaining. At the 1 minute mark, ask students to finish up, collect the glossary cards, and give each student a summary chart worksheet to record all of the words and definitions.]



**Differentiation/Extension:** If there is enough time, groups that finish early can do a second poster for another word if not all of the words have been claimed yet. Otherwise, students who finish early can think of counter-examples for their word – in other words, what their word is NOT, and write those things on the other side of the poster. Alternately or in addition, students could create their own sentences using their target word and write them on the back of their poster.

(Oral Presentations: 5-10 min) **Ok, so let’s see those posters you’ve all been working on! As each group presents, the rest of us will be looking at the presenters and listening carefully, and writing down each word and brief definition on our summary charts [project the summary chart]. Who would like to go first?**

Facilitate presentations of posters and a discussion of the meanings of each

word. Using the short (highlighted) definitions in the glossary as your guide, recast any definitions as needed. Write each word and brief definition in the chart that is being projected so that students can write the same thing in their charts. If there are any words that don't have posters, just tell the students the definition (see below) and write the word and its definition in the summary chart so that the students have all 10 words and brief definitions at the end of the lesson.

Stop when there are 5 minutes left of class time, and if you haven't finished the poster presentations and summary chart completion, tell the students that you will have time to do this tomorrow.

(Wrap-up: 5 min)– **Nice work, everybody! Please place your vocabulary summary chart in your binders, behind the tab that says, “Unit 2.”** [Collect the posters and the binders.] **Ok, so let's go back and review our objectives** [project them and read them] – **did we meet our objectives today?** [Discuss briefly why or why not.] **Before you go today, I want you to turn to a person near you and tell him or her one word you learned today and what it means.**

**!Note:** After students leave today, post the new target words on the word wall.

### **Unit 2 words and brief definitions:**

1. *illustrate* – to draw pictures, show
2. *attribute* – quality or characteristic
3. *maintain* – to keep something going
4. *aspire* – to have a strong desire to do something
5. *profoundly* – deeply or extremely
6. *factor* – cause
7. *emphasize* – to highlight
8. *motivate* – to stimulate
9. *intractable* – hard to manage
10. *adversity* – hardship, suffering