

## **Unit 2: Overcoming adversity**

### **Day 7: Final review and quiz**

#### **Content Objective:**

- Students will review the meanings of target words and demonstrate their understanding through a unit quiz.

#### **Language Objective:**

- Students will write and/or state their answers for the review activity, and explain or justify their answers as needed.
  - Suggested sentence frame: *I (we) think the answer is \_\_\_\_\_ because \_\_\_\_\_.*
  - Suggested sentence frame for a challenge: *I (we) disagree! \_\_\_\_\_ is a better answer because \_\_\_\_\_.*
  - Suggested sentence frame for a rebuttal: *That is an interesting idea. However, I (we) really think the answer is \_\_\_\_\_ because \_\_\_\_\_.*

#### **Teacher Materials:**

- objectives overhead
- review game overheads

#### **Student Materials:**

- binders - glossary or vocabulary review sheet
- white board and dry erase marker
- pencils
- quiz

#### **Day at a glance:**

- **(3 min.) Introduce objectives**
- **(up to 15 min.) Complete activity** from Day 6
- **(15-35 min.) Play a review game** with the students
- **(12 min.) Quiz**

### **Activities:**

(3 min. - introduction) Project the objectives and read them to the class or ask a student to read them.

(up to 15 minutes – finish Day 6) Review work from Day 6 – creating soap operas, using the target words. If you were able to record these, show the recorded versions to students today. If not, ask students to perform the skits live if they haven't already. Either way, allow up to 15 minutes to be spent on this today, and be sure to elicit the target words that students hear in each soap opera.

(15 - 35 min. –review game) If you spent the full 15 minutes completing and/or viewing the soap operas from Day 6, you will have less time to play the review game. If you spent less than 15 minutes on Day 6 activities, you will have more time for review. Regardless, be sure to spend at least 15 minutes on a review activity.

To play individually, students use their white boards and dry erase markers to write their answers and show them to you. Project the game overheads, only revealing one question at a time if you are using the transparency version. (If you are using the electronic version, it is a powerpoint presentation that only shows one question per slide.) Call on one student per question to state and explain his/her answer, using the suggested sentence frame listed in the objective. If another student disagrees, ask him to state why, using the suggested sentence frame. Allow the original student to issue a rebuttal using the suggested sentence frame if he/she still believes that his/her answer is correct. If there is still disagreement, provide the correct answer and an explanation.

To play as teams, group students in teams of 3-4 students, and allow the teams to take turns answering the question. For each question, one team gets the first chance to answer. If that team gets the right answer, they get a point. If they explain the reason correctly, they get a second point. If they don't get both the answer and the explanation, another team can steal and get one or both points. Encourage students to use the suggested sentence frames in their explanations and discussions about the answers. Continue rotating the team that gets to answer first and the team that gets the chance to steal so that all teams have an equal chance. At the end of the game, the team with the most points wins! (Or, if you want to play with a more cooperative outcome, the

whole class wins if every team gets at least X points – you determine what seems reasonable based on your class.)

**!Note:** This game is very challenging and students are likely to struggle with it, especially since this is the first time you're playing it. Be sure to let them use their glossaries and/or vocabulary summary sheets. Continue to encourage them, and remind them of the reasons why a word can be the 'odd word out.' You may want to do the first few together to help them get the idea. You may also want to have them play in teams so that they can help one another.

If you finish the game and still have more time for review, you can choose another review game from the Day 4 review game list – e.g. give me a clue; memory; smack; musical matching, etc.

Here are the answers to the review game slides:

1. sleep – the others all have the same meaning
2. read – it's an imposter – all of the others use re- as a prefix
3. trick – all of the others have the root –tract-
4. laugh – the others all have the same meaning
5. run – the others all have the same meaning
6. person – the others all have the same meaning
7. profound – it's a different part of speech (adj. – others are verbs)
8. mitten – the others all have the root –mot-
9. crawl – the others all have the same meaning
10. easy to fix – the others all have the same meaning
11. strength – the others all have the same meaning
12. silly – the others all have the same meaning
13. decide – the others all have the same meaning
14. fun – the others all have the same meaning
15. tired – the others are all cognates

If you've allowed students to use their glossaries and/or vocabulary summary sheets for the review activity, have students place them back into their binders. Collect the binders.

**(12 min)** Distribute the **quiz** and make sure that students write their name, your name, and the date at the top. Read the instructions to the students and make sure that everyone is clear about what to do. Make sure that they see the three different parts to the quiz and the directions for each. Remind students to work independently and to do the best that they can. Collect the quizzes as students finish.

**D** **Differentiation:** Offer students small sticky notes if they want to be able to write out the words on those first to test out where each word might fit best before writing their answer on the quiz. Make sure that they understand that they must write their final answers on the quiz!