

## Unit 3: Learning a Second Language

### 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, cognates, prior experience, context clues, and the glossary.

#### Language Objectives:

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

#### Teacher Materials:

- objectives overhead
- overhead of target words [bilingual]
- glossary (preferably electronic file if you have a way to project it)
- overhead of vocabulary summary chart
- fine point dry erase marker
- books/papers and bag or backpack for skit (you supply these)

#### Student Materials:

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

#### Day at a Glance:

- **(10 min) Teacher introduces** the list of **target words** and uses the **strategies** of word parts, prior exposure, and cognates 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 a skit.
- **(20 min) Students work in cooperative groups** to create a skit with their target word, using the strategies to figure out its meaning.
- **(5-10 min; continue Day 4 if necessary) Students present** their skits and everyone writes the words and their meanings on their **summary charts**.
- **(5 min) Wrap-up**

### Activities:

(Introduction - 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 skit 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 our 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 review 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. Underline any recognizable word parts and write the meanings of those parts next to the word.]

The word *prescribe* (*prescribir* – pray-skree-BEER) and in particular, the root –scrib- should be familiar to them from U3 D2. Also, the prefix in- in *inevitable* should be recognizable to them, and they may also point out dis- in *distinct*. The prefix in- in *inevitable* definitely means 'not' but the etymology of *distinct* is less clear – the word definitely comes from Latin, but the root –tinct- means 'moisten' so pulling apart the word and saying 'not moisten' really doesn't help you figure out the meaning – it most likely has gone through a lot of transformations that have loosened the connections to the original word parts.]

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

**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.]

**Another strategy on our poster [point to it] is to check to see if there are any cognates that we recognize that can help us figure out the meaning of the English word. All of the words on our list are written in both English and Spanish, and we can see how similar they look and sound. The English and Spanish partner words look and sound similar because they are cognates – they mean the same thing in English and Spanish. [Check to see if any Spanish words or word parts are familiar, and if that might give some clues to meaning – if so, write those ideas next to the words as well.]:**

1. *adaptar* (ah-dahp-TAR) – Students may or may not know this word.
2. *beneficioso* (bay-nay-fee-see-OH-so) – Students probably know this word, and if not, point to the ‘bene’ (BAY-nay) and talk about the link to ‘bien’ (bee-EN) (*good*) – so it must mean something that’s good.
3. *competente* (comb-pay-TEN-tay) – Students may or may not know this word.
4. *distinto* (dees-TEEN-toe) – Students will probably know this word.
5. *economía* (ay-cone-oh-ME-ah) – Students are likely to know this one, especially given the recession.
6. *facilitar* (fah-see-lee-TAR) – Students may not know this word, but point out ‘*facil*’ (FAH-seal) (*easy*) within it – they’ll certainly know that word, and realize that the word *facilitate/facilitar* has something to do with making something ‘easy.’
7. *global* (glow-BALL) - Students may or may not know this word.
8. *inevitable* (een-ay-vee-TAH-blai) – Students probably will not know this word, but help them notice the word ‘*evita*’ (ay-VEE-tah) (*avoid*, from ‘*evitar*’) inside of this word and wonder if the meaning of *inevitable* has to do with avoiding something – then remember how ‘in’ means ‘not’ and think about how it must mean not avoiding something.
9. *interacción* (een-ter-ahk-SYON) – Students may know ‘*acción*’ (ahk-SYON) (*action*) within this word, so again build out and think about how that means ‘action’ or ‘movement’ so this word might have something to do with some kind of action or movement.

10. *prescribir* (pray-skree-BEER) – They will definitely know this one from U3 D2 work.

**Now that we've talked about the words a little bit and worked through three of our strategies together, we're going to work with these words in small groups to create a skit that presents each word and its meaning. Let me walk through the steps with you – they're the same steps that we followed in Unit 2 when we created the posters.**

**First, each pair (or group if your class is larger) will get a card like this [show the *facilitate/facilitar* glossary 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. [Note that the card has the word in both English and Spanish to help students make cognate connections. The sentence is provided in both languages as well for any students who may find that helpful. The Spanish word and sentence are written in italics.]**

**My word is *facilitate*, and we already said that we couldn't find any parts that we recognized, and had never seen or heard this word before. [If students did recognize some meaningful parts, or had seen or heard it before, modify what you say accordingly.] We also noticed that the Spanish cognate is *facilitar*, and that helped us figure out that the root is *facil-*, which means easy, so *facilitate* must have something to do with making things easy.**

**The next strategy that I'm going to use is to look for context clues that might help me figure out the meaning [point to strategies poster]. So for this word, '*facilitate*' (*facilitar* – fah-see-lee-TAR), there is a picture of a young woman turning off her alarm clock, and the sentence says, "To *facilitate* getting to school on time in the morning, Kyla started using an alarm clock." [Read the Spanish sentence as well, or ask a student to read it if you don't feel comfortable doing so. "*Para **facilitarle** el llegar a la escuela a tiempo por las mañanas, Kyla empezó a usar un despertador.*"] **So if Kyla uses an alarm clock to *facilitate* her waking up on time in the morning, what might *facilitate* mean?** [Solicit responses from students and talk about them with them.]**

**Now the next strategy that we use, after thinking about the meaning from context, is to do what?** [Point to the poster and notice where it says,

‘dictionary or glossary.’] **Right, we check in the glossary.** [Project the glossary entry for *facilitate* or have students turn to it in their glossaries as you turn to it in yours.] **So the glossary tells us that *facilitate* means to make something easier or more likely to happen. So our cognate strategy really paid off with this word!** [If appropriate, also make connections back to the definitions students generated based on the context, word parts, and/or prior exposure.]

**After I used the strategies to figure out the meaning of *facilitate*, I wrote this skit to help you all remember the word and what it means.** [If there is another adult in the class, ask him/her to act out the skit with you; otherwise, ask for a student volunteer to help you. You need a pile of books and/or papers and a bag or backpack to do this skit.]

Skit:

[Pretend to be a student walking down the hallway at school, struggling to carry a big bundle of books/papers, and drop everything on the floor. Another student sees you and walks up to you and says...]

Other student: **Wow, you sure have a lot of things to carry!**

You: **I really do! It’s too much!**

Other student: **It looks like you need something that would *facilitate* carrying so much stuff. Here, how about this bag (or backpack)?**

[The other student hands you a bag or backpack and together, you put things in it. You pick up the bag/backpack and look happy.]

You: **Wow, this bag (or backpack) makes carrying everything so much easier! It really *facilitates* carrying around a lot of books!**

(Cooperative Activity: 20 min) **Now you’re all going to use the same strategies to create the same kinds of skit with your partner [or group] for your target word. Let’s review the steps. We’ve already used the strategies of looking for word parts that we know, thinking about places where we’ve seen or heard the words before, and looking at the Spanish word to see if that can help us figure out the meaning. So the first strategy you’ll use with your partner is to look 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 skit like mine to help the other students in the class learn the word as well.**

[Help the students get into their work groups. Pass out a vocabulary card and skit worksheet to each pair/group. If your class is small and not every word gets claimed by a pair/group, that’s fine – you can just provide definitions for the remaining words after all of the skits have been presented. While students are working, play the quiet music CD provided with your instructional materials. Walk around the room and facilitate as needed while students work on their skits.



**Timer:** Use a powerpoint countdown clock (e.g. <http://www.m62.net/powerpoint-slides/conference-slides/powerpoint-countdown-timer/>) or another 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 vocabulary 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 skit for another word if not all of the words have been claimed yet. Alternately, or in addition, students could create sentences using their target word and write them on the back of their skit script.

(Oral Presentations: 5-10 min) **Ok, so let’s see those skits 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 skits and a discussion of the meanings of each word. Using the short (bolded) 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. Write the words in Spanish as well as in English on the vocabulary summary charts. If there are any words that don't have skits, 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 skit 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 3.”** [If some pairs/groups still need to perform their skits, collect the scripts separately so that you can easily pass them out at the beginning of the next class. You can also collect them if you want to use them for grading. Otherwise, have students put them behind the Unit 3 tab in their binders. Collect 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 as the featured word. Also post the 'noun,' 'verb,' and 'adjective' word card headers and transfer the Unit 2 words to those 3 categories.

**Unit 3 words and brief definitions:**

1. *adapt* - change
2. *attribute* – quality or characteristic
3. *beneficial* - helpful
4. *competent* – skilled or able
5. *distinct* - different
6. *economic* – relating to the way a person or a society makes money
7. *facilitate* – to make easier
8. *globally* – happening in all parts of the world
9. *inevitable* - unavoidable
10. *interactions* – get together with others