

## **Unit 3: Learning a second language**

### **Day 5: Using the words in context – contexting strategies in reading**

#### **Content Objective:**

Students will practice using the antonym contexting strategy in order to match sentences containing target words.

#### **Language Objective:**

Students will identify functional language used to signal antonym context clues, such as the following: *on the other hand; on the contrary; however; but; nevertheless; although; nonetheless*

#### **Teacher materials:**

- overhead of objectives
- video about Eileen Gonzalez
- overhead of vocabulary summary sheet (from Day 3)
- overhead of contexting activity
- fine point overhead marker
- overhead of cloze passage

#### **Student materials:**

- binders – pencils and vocabulary summary sheets from Day 3
- contexting activity worksheet
- antonym contexting strategy summary sheet
- scissors
- glue sticks
- cloze passage

#### **Day at a Glance:**

- (15 min.) **building background:** introductory discussion and video
- (25-30 min.) **contexting strategies: introduce, model, and practice** antonym contexting strategy
- (5 min.) **wrap-up and review**

## Activities:

### **(5 min – introduce objectives and building background)**

[Post the objectives on the overhead.] **Today we’re going to put our words in context, and we’re going to continue to learn about specific context clues we can use to help us figure out the meaning of new words.** [Walk over to the context clues poster.] **In the last unit, we learned about the definition or synonym contexting strategy.** [Point to that strategy on the poster.] **Today we’re going to learn about the antonym contexting strategy.** [Point to the antonym strategy on the poster. Walk back to the front of the class.] **Our content objective is to practice using the antonym contexting strategy, and our language objective is to learn the functional language that signals antonym contexting clues.**

Post the overhead of the vocabulary summary sheet from Day 3. Tell the students that you’ll be using the words to read, write, and talk about learning a second language for the next few days, and ask them to relate some of their own experiences learning a second language. Ask questions such as the following:

- **“How many of you speak a language other than English at home? What language do you speak?”**
- **“How and when did you start to learn a second language?”**
- **“How many of you take a world language class now? What language do you study?”**
- **“What are some benefits of speaking more than one language?”**
- **“What are some challenges for students who don’t speak English when they start school?”**

**(10 min – building background with video)** Watch and briefly discuss the video about Eileen Gonzalez. Draw connections between the students’ responses to the previous questions and the experiences that Eileen talks about in the video. Highlight Eileen’s use of the target words *distinct*, *adapt*, *inevitable*, and *beneficial*, and point to the Spanish equivalents of these words on your word list – *distinto*, *adaptar*, *inevitable*, and *beneficioso*.

**(25-30 min – contexting strategies)**

**So as we were saying earlier, today we’re going to continue our discussion of context clues. In Unit 2, we talked about definition or**

**synonym clues. Who remembers what a synonym is?** [another word that means the same thing]. **Right, a synonym is a word that means the same thing as the target word, so it's very similar to a definition. And what kind of language or symbol clues might help you recognize a synonym or definition clue when you're reading?** [Solicit responses from students – refer them to the poster if they're having difficulty remembering.]

**Today we're going to focus on one kind of context clue called an antonym. Who knows what an antonym is?** [a word that means the opposite] **Right, an antonym is a word that means the opposite as the word you're working with.**

**Sometimes you can find an antonym in the text while you're reading. Let's look at the example together.** [Write this sentence on the board: "Suzanne was not a boisterous person. On the contrary, she was very shy and quiet."]

**So in this sentence, we have an unusual word, *boisterous*. Can anyone find an antonym for *boisterous* in the sentence that can help us figure out what it means? Can you find a word or phrase that means the opposite of *boisterous*?** [Solicit responses from students, and underline 'shy and quiet' once someone identifies that as the antonym clue.]

**Great, so if 'shy and quiet' is the opposite of boisterous, then what might boisterous mean?** [Solicit responses from students.] **Right, *boisterous* means loud, outgoing.**

**Now I want to draw your attention to this phrase *on the contrary*** [circle it], **right before the antonym that we just underlined. This phrase *on the contrary* is very important, because it's providing a signal to you that an antonym clue is coming.**

**There are other signal words that writers use to let us know that an antonym clue is coming, and we're going to be on the lookout for some of them in our activity today.**

**In the last unit, when we were learning about definition or synonym context clues, I gave each pair (or group) a sentence strip with the first half of a sentence on it, and you had to find the sentence strip with the second half of the sentence on it. Today we're going to do a similar**

**activity, except today, you're going to work in small groups, and each group is going to get this worksheet.** [Project the contexting worksheet on the overhead.] **Written on this worksheet, you will see the first half of three sentences about Eileen Gonzalez, with a space after them for the second half of each sentence. You're also going to get a sheet of yellow paper with the second half of each sentence written on it – in a different order. The first thing that you're going to do is to cut out each of the three sentences on the yellow piece of paper. Then you're going to figure out which yellow sentence completes each sentence written on your worksheet.**

**Here's a big clue – focus on the target word that is in one half of each sentence, and look for the matching sentence or half of a sentence that has an antonym for that word in it. You can use your vocabulary summary sheets from Day 3 to help you do this. I'm also going to give you an antonym clue summary sheet to help you as you work.**

**After you have figured out which yellow strip completes each sentence on your worksheet, glue them in place. After you do that, I want you to underline the antonym clue in the second half of each sentence. Finally, if you find some signal words that helped you realize that an antonym clue was coming up, I want you to circle them.**

If you think the example that you all did together provided enough modeling, then pass out the materials and let the groups get started. If you think your class needs more modeling, do the first one together, either before or after you pass out the materials.

**D** **Differentiation:** If this activity is too challenging for some of your class or all of your class, you can choose to do the whole activity as guided practice with either a subset of students or the whole class, as needed.

**You will have 15 minutes to do this activity, so you really need to stay focused.** [Pass out the worksheets, the yellow sheets with the matching sentences, the scissors, glue sticks, and the antonym clue summary sheets. Play the gentle music cd while students work if they find it helpful. Walk around the room and facilitate while students are working.]



**Timer:** Set the powerpoint countdown clock or other timer for 15 minutes, and remind students when they have 10, 5, and 1 minute remaining.

When all groups have completed the activity, read through the sentences or pairs of sentences together and confirm that all of the matches are accurate. (Your passage master will give you all of the answers.) Also check to see if everyone agrees with the clues that have been underlined. Finally, check the language that is used to signal the antonym clues, and make sure that students circled the right words/phrases. Tell the students that all of these words/expressions can be used to signal antonym clues when they're reading.

**(5 min) Wrap-up – review strategy and objectives**

Project the cloze passage on the overhead and pass out paper copies to the students. Notice that some words are missing. Tell students that together, you are going to figure out which words go in the blank spaces. Read the passage aloud to the students while they follow along. Point out the bolded target words as you read, and say 'blank' whenever you get to a blank space. When you have read the full passage through once, go back to the sentences with missing words and ask which words belong in those spaces. Write the words, and then underline the context clue in the text, and circle any functional language that signals the clue. This is a review of the activity you just did with the sentence strips, so the students should be able to identify this information.



**Differentiation:** If it would help your students to have a word bank for the cloze activity, write the words on the white board. The words are *prescribe*, *adapt*, and *inevitable*.

Quickly review the objectives and have students give you a thumbs up or thumbs down about whether or not you met them. Have students place their passages behind the unit 3 tab in their binders and their pencils in their pencil bags. Collect the binders and put them away. Also collect each group's contexting worksheet.