

Unit 4: Bullying

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 collage 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
- glossary
- fine point dry erase marker
- sample collage

Student Materials:

- binders – glossaries and pencils
- context card for target word
- card stock for collage
- markers, magazines, scissors, and glue sticks

Day at a Glance:

- **(5 min) Teacher reviews the roots –solv/solu- and –tain/ten-**
- **(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 collage.
- **(20-25 min) Students work in cooperative groups** to create a collage with their target word, using the strategies to figure out its meaning.
- **(5 min) Wrap-up**

Activities:

*****5 MINUTES – REVIEW OF ROOTS*****

- So yesterday we learned two new roots. Who remembers what they are? [-solv/solu- and -tain/ten-].
- Right, we learned the root –solv- or –solu-, and we also learned the root –tain-, which sometimes shows up as –ten-.
- What does –solv- or –solu- mean? [to loosen]
- Right, it means ‘to loosen,’ the same way we loosened our knots to solve our ‘knotty problems.’
- Let’s see if we can brainstorm some words with the root –solv- or –solu-. You can call out words in English or Spanish. [Have students call out words while you write them on the board. Underline –solv- or –solu- in each word and talk about what the meaning might have to do with ‘loosen.’]
- Great, now let’s think about the root –tain-, which also shows up sometimes as –ten-.
- And what does –tain- or –ten- mean? [to hold].
- Right, it means ‘to hold’ like the cup or container we made held the airborne (or alka seltzer) solution.
- What are the two –tain- words that we talked about yesterday? [*container* and *retainer* - If necessary, show the U4 D2 –tain- overhead to remind them.]
- Write the two words on the overhead or on the white board.
- Right, *container* and *retainer* – both of these words end in one of the suffixes that we learned a few days ago, -er.
- Who remembers what –er does to a word? [It makes a verb into a noun that means ‘someone who...’ or ‘something that...’]
- Right, so a *container* is something that contains or holds other things, and a *retainer* is something that retains other things, or holds them back, like a *retainer* holds your teeth in place after you’ve had braces.
- If we take the –er suffix off of each word [erase it] we’re left with the verbs *contain* and *retain*.
- Who knows how to say these words in Spanish? [*contener* (cone-

- tain-AIR*) and *retener* (*ray-tain-AIR*)].
- **Right, contain in Spanish is *contener* [write it below *contain*] and retain in Spanish is *retener* [write it below *retain*], so we can notice that in Spanish, the spelling of the root changes from –tain- [underline –tain- in the English words] to –ten- [underline –ten- in the Spanish words.]**
 - **This same spelling change happens with some English words, too.**
 - **If we change the verb *contain* to the noun *contents* [write it near *contain*], like the table of *contents* in a book, the spelling changes to –ten- but it’s the same root.**
 - **If we change the verb *retain* to the noun *retention* [write it near *retain*], the spelling of the root also changes to –ten- but it’s still the same root.**

*****10 min – INTRODUCTION*****

- **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 collage and to write the new words and their meanings on your summary sheet. We may or may not get to those language objectives today.**
- **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 *obtain* (*obtener* – ohb-tane-AIR) and in particular, the root –tain/ten- should be familiar to them from U4 D2.
- Likewise, the word *resolve* (*resolver* – ray-sohl-BEAR) and in particular, the root –solv- should be familiar to them from U4 D2.
- Also, they may recognize the prefix in- in *intimidated* (*intimidado* – een-tee-mee-DAH-doh). If they do, they are right that it is the prefix in-, but this is a teachable moment to let them know that the prefix in- has two meanings: ‘not,’ which they’ve already learned, and ‘in,’ which is what it means here – so in other words, to be *intimidated* is to have a timid (afraid) feeling inside of you.
- If they also point out in- in *intervene* (*intervenir* - een-tair-bay-NEER), praise them for being on the right track, but underline inter- and say that in this word, inter- is actually the prefix, and it means ‘between.’

!Note: The focus here is on MEANINGFUL word parts – i.e. prefixes, roots, and suffixes. If kids find ‘small words in big words’ like ‘late’ in *legislate*, 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. castigate – *castigar* (cah-stee-GAR) – They should definitely know this word in Spanish if they’ve ever gotten in trouble!
 2. constitute – *constituir* (cone-stee-two-EAR) – They may not know this word.
 3. equity – *equidad* (ay-quee-DAH) – They may not know this word.
 4. intervene – *intervenir* (een-tair-bay-NEAR) – They may not know the whole word, but they will definitely know *venir* (bay-NEAR) which means ‘to come’ – together with discussing inter- meaning ‘between’, the meaning of the word is clear – ‘to come between.’
 5. intimidated – *intimidado* (een-tee-mee-DAH-doh) - They may not know the whole word, but they will definitely know *timido* (tee-me-DOH), which means ‘afraid’ or ‘shy’.
 6. legislate – *legislar* (lay-hees-LAR) – They may not know this word.
 7. obtain – *obtener* (ohb-tane-AIR) - They may not know this whole word, but they will definitely know *tener* (tane-AIR) which means ‘to have’ and should be familiar from the U4 D2 activities.
 8. resolve - *resolver* (ray-sole-BEAR) – They may know this word.
 9. terminate – *terminar* (tare-me-NAR) – They should know this word.
 10. torment – *atormentar* (ah-tore-main-TAR) – They may not know the whole word, but they may recognize *tormenta* (tore-MAIN-tah), which means ‘storm.’
- **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 collage 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 and in Unit 3 when we did the skits.

*******5 MINUTES – MODELING COLLAGE*******

- **First, each pair (or group if your class is larger) will get a card like this [show the *constitute/constituir* 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 *constitute*, 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 *constituir*, but we didn't know what that meant so that strategy didn't help us this time.** [If students did know this word in Spanish, modify what you say accordingly.]
- **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, '*constitute* (*constituir* – cone-stee-two-EAR), there is a picture of a girl doing her homework, and the sentence says, "Attending school every day and doing your homework both *constitute* being a good student." [Read the Spanish sentence as well, or ask a student to read it if you don't feel comfortable doing so. "*Ir a la escuela todos los días y hacer la tarea constituyen ser un buen estudiante.*"]**
- **So if going to school every day and doing your homework both *constitute* being a good student, what might *constitute* 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 *constitute* or have students turn to it in their glossaries as you turn to it in yours.]
 - **So the glossary tells us that *constitute* means to be a part of what something is, just like going to school and doing your homework are parts of being a good student.**
 - **After I used the strategies to figure out the meaning of *constitute*, I created this collage to help you all remember the word and what it means.**
 - **The collage should have the word in English and Spanish, the definition of the word, and some pictures that illustrate what the word means.**

*****20-25 MINUTES – COOPERATIVE ACTIVITY*****

- **Now you’re all going to use the same strategies to create the same kinds of collage 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 collage 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 context card 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 collages 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 and to be sure that their names are on their collages. If students finish early, you can begin the presentations and completing the vocabulary summary chart today. Otherwise, wait until Day 4 to do that.



Differentiation/Extension: If there is enough time, groups that finish early can do a second collage 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 collage.

*****5 MINUTES – WRAP-UP*****

- Collect the vocabulary cards and the collages, and have students put their binders away.
- **Nice work, everybody! 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.]
- **Turn to somebody who was not in your group today and tell him or her the word that you learned and what it means.**

!Note: After students leave today, post the new target words on the word wall as the featured words. Also transfer the Unit 3 words to the 'noun,' 'verb,' and 'adjective' categories.

Unit 4 words and brief definitions:

castigate – to scold or punish

constitute – to be a part of something

equity – fairness; treating everyone the same

intervene – to come between

intimidated – frightened

legislate – to pass a law

obtain – to get or receive something

resolve – to solve something

terminate – to stop or end something

torment – to annoy someone in a cruel way