

Unit 4: Bullying

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

Content Objective:

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

Language Objective:

Students will identify functional language used to signal example context clues, such as the following: *for example; the following; such as; like; when are some of the; are included in; are members of; are examples of; e.g.*

Teacher materials:

- overhead of objectives
- video about bullying – you can find one on youtube, e.g. <http://www.youtube.com/watch?v=7-X3Pu20w24>
- overhead of vocabulary summary sheet (from Day 3 or 4)
- overhead of contexting activity
- fine point overhead marker
- overhead of cloze review activity

Student materials:

- binders – pencils and vocabulary summary sheets from Day 3 or 4
- contexting activity worksheet
- example contexting strategy summary sheet
- scissors
- glue sticks

Day at a Glance:

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

Activities:

*****5 MINUTES – INTRODUCE OBJECTIVES AND BUILD 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 Unit 2, we learned about the definition or synonym contexting strategy** [point to that strategy on the poster], **and in the last unit, we learned about the antonym contexting strategy.** [Point to the antonym strategy on the poster.]
- **Today we’re going to learn about a third contexting strategy, the example strategy.** [Point to the example strategy on the poster. Walk back to the front of the class.]
- **Our content objective is to practice using the example contexting strategy, and our language objective is to learn the functional language that signals example contexting clues.**

(building background through personal experiences)

- Post the overhead of the vocabulary summary sheet from Day 3 or 4. Tell the students that you’ll be using the words to read, write, and talk about bullying for the next few days, and ask them to relate some of their own experiences.
- Ask questions such as the following:
 - **“What kinds of bullying do you know about?”** What *constitutes* bullying?
 - **“How many students in this school are *intimidated* by bullies?”**
 - **“How can students who are bullied *obtain* help?”**
 - **“Should teachers and other adults *intervene* to stop bullying?”**

*****10 MINUTES – BUILDING BACKGROUND WITH VIDEO*****

- Watch and briefly discuss the video about bullying.
- Draw connections between the students' responses to the previous questions and the issues that are highlighted in the video.

*****25-30 MINUTES – 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.]
- **In the last unit, we talked about antonym context clues. Who remembers 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.**
- **And what kind of language or symbol clues might help you recognize antonym 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 talk about a third kind of context clue – the example clue. Sometimes when you're reading, you can find examples that help you figure out a word you don't know.**

- **Let's look at the sample sentence together.**
- Write this sentence on the board: "*There are many types of crustaceans, such as lobsters, crabs, and crayfish.*"
- **So in this sentence, we have an unusual word, *crustaceans*.**
- **Can anyone find examples of *crustaceans* in the sentence that can help us figure out what it means? Can you find some examples of *crustaceans* in the sentence?** [Solicit responses from students, and underline 'lobsters, crabs, and crayfish' once someone identifies those as the example clues.]
- **Great, so if 'lobsters, crabs, and crayfish' are examples of *crustaceans*, then what might *crustaceans* mean?** [Solicit responses from students.]
- **Right, *crustaceans* are ocean animals – specifically, they're a kind of shellfish.**
- **Now I want to draw your attention to this phrase *such as* [circle it], right before the examples that we just underlined. This phrase *such as* is very important, because it's providing a signal to you that an example clue is coming.**
- **There are other signal words that writers use to let us know that an example clue is coming, and we're going to be on the lookout for some of them in our activity today.**

(introduce worksheet)

- **Today we're going to do a similar activity to the one we did in the last unit for the antonym context clue.**
- **You're going to work in small groups again, 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 bullying, 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 one or more examples for that word in it.**
- **You can use your vocabulary summary sheets to help you do this.**
- **I'm also going to give you an example clue summary sheet to help you as you work. This summary sheet has the same information as our poster [point to the poster] but it focuses on example clues in particular.**

- **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 example clue in the second half of each sentence.**
- **Finally, if you find some signal words that helped you realize that an example 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.**



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.

Extension: If this activity is too easy for some students and they finish early, you can give them the full cloze passage and tell them to use their Day 3 vocabulary summary chart as a word bank to help them figure out which words go in each blank. As an added challenge, they can identify synonym, antonym, and example clues in the text, and the functional language that signals each clue. In other words, for more advanced students, this activity could be a synthesis of learning in the previous two units and today.

! Note: If you have any students that are likely to need the extension activity, please make the needed copies yourself from the master that is provided with your teacher materials.

- **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 example 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 example 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 example clues when they're reading.

*******5 MINUTES – WRAP-UP*******

(review examples contexting strategy)

- Project the cloze review activity on the overhead. Notice that some words are missing. Tell students that together, you are going to figure out which words go in the blank spaces.
- Read each item aloud to the students while they follow along.
- Say 'blank' whenever you get to a blank space.
- When you have read each item through once, go back to the sentence with a missing word and ask which word belongs in the space.
- Write the word, and then underline the context clue in the text, and circle any functional language that signals the clue.



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 *tormented*, *resolve*, and *intervene*.

(review objectives)

- 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. You may want to grade this activity.