

## **Unit 4: Bullying**

### **Day 6: Using words in context: oral and written language**

#### **Content Objective:**

- Using the target words, students will create a brief PSA (public service announcement about bullying).

#### **Language Objectives:**

- Each group will perform their PSA while other students listen for the use of target words.

#### **Teacher Materials:**

- overhead of objectives
- overhead of target words (from Day 3)
- overhead of cloze passage (Day 5 review)
- fine tipped overhead marker
- overhead of PSA script worksheet
- PSA model – sample script and video
- video camera
- computer with projector

#### **Student Materials:**

- cloze reading passage
- PSA script worksheet
- pencil
- binder – glossary and/or vocabulary summary sheet

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

- (7 min.) **Introduce** objectives and **review** topic and target words
- (8 min) **Introduce and model** PSA
- (27-32 min) Cooperative activity – **writing and recording PSA's**
- (3 min) **Wrap-up** – **Review** objectives and **discuss** most frequently used words

## Activities:

### \*\*\*\*7 MINUTES – REVIEW OBJECTIVES, TOPIC, AND TARGET WORDS\*\*\*\*

(introduce objectives)

- Project the objectives on the overhead and read them to the students.
- Say that today will be a fun day, and you'll all get to use the target words to write and act out public service announcements (PSAs) about bullying.

(review Day 5)

- Review what you did on Day 5. Project the overhead of the full passage on bullying with 3 cloze sentences and pass out the paper copy to students.
- Read the full passage to the students while they follow along silently.
- Highlight the target words throughout the passage (in bold) and say 'blank' for the three words that are missing.
- For each blank, elicit the missing target word from students and have them write them on their papers while you write them on the overhead.
- Call on individual students to point out the example clue in each sentence, along with the functional language or punctuation that signals the clue.
- Underline the context clues and circle the functional language, as you did on Day 5.



**Differentiation:** If your students would benefit from a word bank for this activity, the three missing words are *intervene*, *tormented*, and *resolve*.

### \*\*\*\*34-39 MINUTES – CREATING AND PERFORMING PSAs\*\*\*\*

(3 min – introduction)

- **In the passage that we just read, and in the video we watched yesterday, we learned about bullying and the *profound* impact it can have on students. Many students feel *intimidated* and *tormented* by bullies, and it creates a lot of *adversity* in their lives.**

- **Bullying is a big problem in our country now.**
- **One thing we can do to address the problem is to create public service announcements, or PSA's.**
- **Have you ever seen a public service announcement for bullying or another topic?** [Ask students for a couple of examples of public service announcements that they're familiar with.] **Great examples!**
- **Today you will be PSA writers and actors. You'll work in your groups to write a short PSA about bullying, and then you'll perform it for us – in fact, we're going to record them so that we can all watch them together!**
- **I'm going to give you these sentence starters to help you get started and to make sure that you include some of our target words in your PSAs.** [Project the PSA script and read through it with the kids.]

(5 min - modeling)

- **There are going to be two parts to this activity.**
- **First, you're going to brainstorm some situations with your team members that could give you good material to write your PSA script. You can make up any story you want, as long as it's about bullying, and as long as it's rated G or PG!**
- **After you think of an idea, you'll use these sentence starters along with other sentences that you come up with yourself to write your PSAs.**
- **Let me show you what some of the other teachers and I came up with when we wrote our own PSA.** [Project some excerpts from the script you wrote on the overhead, highlighting your use of the sentence starters and target words. Then show your video.]
- **When you write your PSAs, keep in mind that this is just a quick write. It doesn't have to be very long, and it doesn't have to be perfect. The idea is for you to write about bullying and to use the target words from this unit and past units as you do that.**
- **To help you out, the target words are all included in a box at the bottom of the script worksheet.**

(27-32 min – Writing PSA script and recording performance)

- Ask students to get into their small groups to write their PSAs, and tell them that they need to assign someone to be the writer – although they will all be contributing ideas.
- Let them know that they all will need to be actors – everyone will need to say at least one sentence that includes a target word!!!
- Give them a script worksheet to write on.
- Remind them that their first task is to brainstorm and agree upon a topic, and the second task is to write the PSA.
- Remind them that they need to use at least 3 target words, and can use the sentence starters to help with that if they want.
- As groups finish their scripts, ask the second adult in the classroom (paraprofessional, resource teacher, or research assistant) to take groups into the hallway to record their performances using the flip video equipment.
- If there is not a second adult in the classroom, you can do the performances live instead, either at the end of class today if everyone is done, or at the beginning of class on Day 7.
- As the class views the recordings or the live performances, ask the students to notice how each team incorporated the words in their scripts.



**Timer:** If possible, use an overhead timer (e.g. <http://www.m62.net/powerpoint-slides/conference-slides/powerpoint-countdown-timer/>) to help students keep track of time. Remind them to stay focused since time is limited, and give them notice when 20, 10, 5, and 2 minutes are remaining.



**Differentiation/Extension:** For kids who finish early, ask them to work on one or more of the following extension activities: 1) If they used alternate forms of the target words in their scripts (e.g. *intervention* instead of *intervene*, or *legislation* instead of *legislate*), have them write those alternate forms on the blank lines following the target word entry in their glossary; 2) Have them create a comic book version of their PSA by having each student draw a picture of a scene and writing the corresponding sentence with a target word that accompanies it; 3) publish their script by

typing it on the computer and printing it out to share with the class when the video is presented; 4) play 'memory' with the unit word cards.

\*\*\*\*\*3 MINUTES – WRAP-UP\*\*\*\*\*

- Quickly review the objectives and have the students give a thumbs up or thumbs down if you met each one.
- If you viewed any performances today, briefly discuss the most commonly used words in those soap operas.
- Collect the PSA scripts and ask students to put their binders away if they've taken them out.