

Unit 4: Bullying

Day 4: Deepening connections to vocabulary words

Content Objective:

- Students will demonstrate their understanding of target words and their meanings by matching words and definitions while playing a game.

Language Objectives:

- Students will present their collages to the class.
- Students will complete a graphic organizer by writing the ten target words in English and Spanish and their definitions.
- Students will categorize target words by part of speech and recognize that the Spanish words are the same part of speech as their English equivalents.

Teacher Materials:

- overhead of vocabulary summary chart
- unit 4 vocabulary cards
- overhead of part of speech transformer

Student Materials:

- binders – glossary
- completed collages
- vocabulary summary chart
- unit 4 vocabulary cards
- part of speech cards (handed out with unit 2 vocabulary cards)

Day at a Glance:

- **(5 min) Introduce objectives**
- **(20 min). Present** collages to the class and complete the vocabulary summary chart.
- **(15-20 min). Practice** matching target words and meanings through a vocabulary card game.
- **(5 min). Wrap-up**

Activities:

*****5 MINUTES – INTRODUCE OBJECTIVES*****

- **Today we are going to continue to work with our target words, and we're going to play a game to help us remember the words and their meanings.**
- **Let's take a look at our objectives for today** [point to screen with objectives on it].
- **Our content objective is to demonstrate our understanding of target words and their meanings by matching words and definitions while playing a game.**
- **Our language objectives are to present our collages and fill in our vocabulary summary charts.**
- **Later, we'll categorize the target words by part of speech, and notice that the parts of speech are the same for the English and Spanish words.**

*****20 MINUTES – ORAL PRESENTATIONS*****

- **Yesterday you worked in pairs or groups to create collages about the target words.**
- **I'm going to give you your collages back today, along with a vocabulary summary chart.** [Pass out these two items to students, and have them take out a pencil as well.]
- **Ok, so let's see those collages 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 collages and a discussion of the meanings of each word.
- Using the short (bolded) definitions in the glossary as your guide (also at the end of the lesson plan for U4 D3), and recasting 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 collages, just tell the students the definition (see the end of the U4 D3 lesson plan) 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 activity.

• *****15-20 MINUTES – COOPERATIVE ACTIVITY*****

- **Like we did for the words in the last unit, I'm going to give each one of you a small deck of vocabulary cards for this unit.**
- **Some cards have a word on them, like this one** [show them one of the word cards], **while others have definitions on them, like this one** [show them one of the definition cards].
- **All of them say 'unit 4' on the back, so you'll be able to keep them separate from your 'unit 2' and 'unit 3' cards.**
- **I'd also like for you to take your set of part of speech cards out of your pencil pouches – you got those in unit 2 – one card says 'nouns,' one card says, 'verbs,' and one card says, 'adjectives.'** [Show the part of speech cards to students. Pass out a deck of unit 4 vocabulary cards to each student.]
- **First, take your deck of unit 4 vocabulary cards and pull out just the word cards – put the definition cards to the side for now.**
- **Working with a partner, I want you to sort your words into three columns – nouns, verbs, and adjectives.** [Solicit a quick review from students about these three parts of speech before they begin. After the kids do the sort, quickly review it with them. The words should be sorted as follows: nouns – *equity/equidad*; verbs – *castigate/castigar, constitute/constituir, intervene/intervenir, legislate/legislar, obtain/obtener, resolve/resolver, terminate/terminar, torment/atormentar*; adjectives – *intimidated/intimidado*]
- **Now we're going to play a game to help us remember the words**

and their definitions.

- Ask students to put their part of speech cards back in their pencil pouches.
- If you play a whole-class game, students can also put the rubber band back around their unit 4 vocabulary cards and put the deck in their pencil pouch.
- Choose a game from the Day 4 review game menu (below), such as memory, musical matching, smack, password, pictionary, or give me a clue.
- If time permits or attention wanes, play more than one game.
- Be sure to reinforce cognate connections through the games –i.e. asking kids for both the English and Spanish words for each definition.

*******5 MINUTES – WRAP-UP*******

- Review the objectives and have students give you a thumbs up or thumbs down to let you know whether or not they think you all met them today.
- Project the ‘part of speech transformation’ overhead and ask kids to put away their vocabulary cards and take out their part of speech cards (noun, verb, and adjective).
- Explain to the kids that you have transformed each of the target words to change its part of speech.
- Remind the students that earlier in the period you classified the original target words by part of speech. Explain to them that their task now is to identify the part of speech of the transformed word.
- Point and say each transformed word, one at a time, and ask students to raise the card that correctly identifies the new part of speech.
- Do this for all of the words or as many as time allows.
- When you’re done, have students place their materials in their binders, and collect the binders.

Part of speech transformation answers:

- *legislator* (noun)
- *terminator* (noun)
- *intervention* (noun)
- *intimidate* (verb)
- *equal* (adjective)

Day 4 Review Game Menu

!Note: For all of these games, it helps to project the vocabulary summary chart that you created on Day 3 or Day 4. Also, as you progress through the units, continue to include a few words from previous units so that students continue to get practice with those words as well. Finally, reinforce the cognate connections throughout the game by asking students to say the Spanish word as well as the English word.

Memory – can be played independently or with partners. Place word cards face down on one side of the desk, and definition cards down on the other side of the desk. Turn over one card from each side at a time, trying to find words and definitions that match one another. Continue to play until all matches have been found.

Smack – played with a partner – the whole class plays together. The partners spread out their word cards only, face up, in no particular order. The teacher reads out one definition at a time. As soon as a student recognizes a definition, he smacks his hand over that word card, thereby winning that card. Play continues until all definitions have been read. The partner with the most cards wins.

Musical matching (hot potato) – Use the teacher deck (or decks) to play this game. Students stand in a circle (or inside/outside circle if the class is large). Every student gets a word card or a definition card. (If you have fewer students than cards, make sure every card you give out has a match – focus on the words/definitions that the students struggle with the most.) Explain that in your deck, all of the words are color A (e.g. blue), and all of the definitions are color B (e.g. yellow). Tell students that you are going to play some music. When the music starts, they need to pass their card to the player on their right. They continue to pass until the music stops. When the music stops, they find the person with the matching card. (In larger classes, it may be easier to have all students with word cards stand still and have only the students with definition cards move to find their match, or vice versa – in other words, to cut in half the number of students who are walking around searching for a partner.) When all matches have been found, go around and have students read their cards (i.e. words and their definitions together). Then mix the cards up, redistribute them to students, and play again! Continue to play several rounds.

Password – Students play in pairs and take turns giving clues to one another and guessing the word. There is a one-minute limit for giving clues and guessing. Pairs get a point for each word that they get right.

Pictionary – Students play in pairs. Team partners take turns picking a word card and drawing a picture of it on their dry erase boards. There is a 2-minute limit per word. Each team gets a point for each word that is guessed correctly.

Give me a clue – (no cards needed). One student sits at the front of the room and faces the class. The teacher (or another student) writes one of the target words on the board behind the student so that everyone in the class can see it except for that one student. The classmates take turns giving clues to the student to help him/her guess the word.