

Unit 6: School Equity

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 complete a worksheet 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 –port- and –struct- review worksheet
- overhead of target words
- overhead of vocabulary worksheet
- overhead of vocabulary summary chart

Student Materials:

- binders – glossaries and pencils
- vocabulary worksheet
- context card for target word
- vocabulary summary chart (worksheet)

Day at a Glance:

- **(10 min) Review roots and introduce objectives**
- **(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.
- **(15 min) Students work in cooperative groups** to complete a worksheet for their target word, using the strategies to figure out its meaning.
- **(5-10 min; continue Day 4 if necessary) Students present** their target words and everyone writes the words and their meanings on their **summary charts**.
- **(5 min) Wrap-up**

Activities:

*****10 MINUTES –INTRODUCE OBJECTIVES and REVIEW ROOTS


(introduce objectives)

- **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 and to write the new words and their meanings on your summary sheet.**


(review roots –port- and –struct-)

- **So yesterday we learned two new roots. Who remembers what they are?** [-port- and –struct-].
- **Right, we learned the root –port-, and we also learned the root –struct-.**
- **What does –port- mean?** [to carry]
- **Right, it means ‘to carry,’ so something that is *portable* is easy to carry – you are able [notice the suffix] to carry it.**
- **We also noticed that the root –port- is similar to the root –form- because it can stand by itself as a word without any prefixes or suffixes. What is a *port*?** [A place where ships dock and carry people and things in and out of.]
- **Let’s take a closer look at the root –port- and review some of the words that we’ve come up with.**
- Hand out the –port- and –struct- review worksheet, and have them work with the -port- side first.
- Project the transparency with the –port- explanation, and read it or have a student read it. Note the suitcase icon to help remember that the root -port- means ‘to carry’.


Detours



Roots



The root **-PORT-**



-port- is a Latin root that means "to carry."

- **In one column, we have the pictures that we viewed yesterday, and in the other column, we have the words that go along with them. Take a minute to match each word with its picture. You can work alone or with a partner.**
- It may be necessary or helpful to project the larger images from U6 D2 again and connect them to the images on the worksheet because they're much less clear on the worksheet since they're smaller and in black and white.
- When students have completed the worksheet, review it as a whole group, filling in the answers on the image that is projected. The answers are as follows: 1 c; 2 e; 3 b; 4 d; 5 a.
- **As we discussed yesterday, all of these words are cognates, meaning that they have partners in Spanish. Who remembers the Spanish word for each of these words?**
[transportation/transportación; portable/portátil; import/importar; passport/pasaporte; port/puerto]
- **Great, now let's think about the root **-struct-**. What does **-struct-** mean?** [to build].
- **Right, it means 'to build,' the way we built structures out of legos.**
- **Now let's turn the paper over and look at the root 'struct'.**
[Project the **-struct-** overhead as students turn their worksheets over. Read the definition in the box or ask a student to read it.]
- **You can see the hammer and nails icon to help you remember that the root **-struct-** means 'to build.'**

Detours



Roots



The root **-STRUCT-**



-struct- is a Latin root that means "to build. ." Like most roots, *-struct-* can't stand alone—it needs a prefix and/or a suffix. *Con-struct-ive* is an example of a word we are learning that contains the root *-struct-*.

- **Let's fill out this chart together.** [Read the directions for filling in the chart.]
- **Ok, so we need to look at the definitions in the right hand column, and decide which of these four words matches the definition** [point to the words], **and write it in the left hand column. Then divide that word into prefix (if there is one), main part or root, and suffix (if there is one).**
- Together, fill in the chart and discuss the answers, which appear below.
- Note that prefixes and suffixes will come up that are not part of the curriculum. There is no need to go into these in depth at this point.

Whole Word	Prefix	Root	Suffix	Whole word means
construction (<u>construcción</u>)	con (<u>con</u>)	struct (<u>struc</u>)	ion (<u>ción</u>)	Building or making something.
constructive (<u>constructivo</u>)	con (<u>con</u>)	struct (<u>struct</u>)	ive (<u>ivo</u>)	Helpful and useful; builds up.
destructive (<u>destrutivo</u>)	de (<u>de</u>)	struct (<u>struct</u>)	ive (<u>ivo</u>)	Something that doesn't build up; it tears down.
structure (<u>estructura</u>)	-----	struct (<u>estruct</u>)	ure (<u>ura</u>)	A building

- Please review the Spanish words and divisions, which are provided here in the table above, and remind the students that these words are all cognates.
- The meaning and division of *structure* are provided here as well although that is not part of the worksheet.
- Have students place their finished worksheets behind the ‘roots’ tab of the Detours side of their binders.

*****10 min – INTRODUCTION*****

(review word learning strategies and introduce new words)

- **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 –
 - -struct- in *constructive/constructivo* should definitely be highlighted, and you can discuss what the word has to do with the root meaning, “to build.”
 - Also be sure to note the suffix –tion (-ción) in *representation/representación* and *function/function*; and the suffix –al (-o) in the word *critical/crítico*.
 - Underline any recognizable word parts and write the meaning or function of each part next to the word.]
- **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. *representación* (ray-pray-sayn-tah-SYON): Students may not know this word, but they should at least know that it is a noun from the –ción ending.
 2. *perspectiva* (pair-spake-TEE-vah): Students may not know this word.
 3. *crítico* (KREE-tee-coh): Students may know this word.
 4. *analizar* (ah-nah-lee-SAHR): Students may not know this word.
 5. *interpretar* (ee-tare-pray-TAR): Students may recognize the word.
 6. *requisito* (ray-kay-SEE-toe): Students may not know this word.
 7. *afectar* (ah-fake-TAR): Students probably know this word.
 8. *función* (foon-SYON): Students may not know this word, but they should at least recognize the suffix –ción and know that it is a noun.
 9. *constuctivo* (cone-strook-TEE-voh): Students probably know this word.
 10. *mandado* (mahn-DAH-doh): Students may not know this word, but they may at least recognize the word *manda* in it and know that it has something to do with ordering someone to do something.
- **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 complete a worksheet that reinforces all of the strategies we’ve been working with during our vocabulary study.** [Pass out the worksheets and project the

overhead.]

- **First, each pair (or group if your class is larger) will get a card like this** [show one of the context cards] **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.]
- **First, you're going to look at your word on the front of your card, and write it on this line on your worksheet** [point to the right place on the worksheet], **and remember the conversation that we just had about the first three strategies** [point to the strategies poster].
- **You'll see that the first three boxes on the first side of the worksheet ask you to use the same three strategies that we just used together** [point to the corresponding box as you read each question] - **1) Do you recognize any meaningful word parts?; 2) Have you ever seen or heard the word before?; and 3) Do you know a similar word in Spanish?**
- **For each question, think about what we just discussed, talk about it some more with your partner(s), and write your answer to each question in the right box.**
- **Then you'll turn your worksheet over. The next strategy that you're going to use is to look for context clues that might help you figure out the meaning** [point again to the strategies poster]. **On the other side of your word card, there is a sentence that uses the target word and a picture that goes along with it. The sentence is written in both English and Spanish for anyone who finds that useful.** **Read the sentence, look at the picture, and see if the definition you've come up with using the first three strategies has changed at all. If so, write your new definition on the line in box 4 – otherwise, rewrite your earlier definition.**
- **Now the last 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 to see if the definition we came up with is correct or not. So you'll do that, and then you'll write the glossary definition on the line in box 5. Box 5 also asks you to think about which strategies were most helpful to you in figuring out your word's meaning, and to write those strategies on the line [point to the line].

- **After you use all of the strategies to figure out the meaning of your target word, the last step is to come up with a new sentence of your own that uses your target word. If you speak Spanish, you should write a sentence in Spanish as well as a sentence in English.**

*****15 MINUTES – COOPERATIVE ACTIVITY*****

- 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 posters 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 complete their worksheets.



Timer: Use the powerpoint countdown clock (e.g. <http://www.m62.net/powerpoint-slides/conference-slides/powerpoint-countdown-timer/>) <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, collect the glossary cards, and give each student a summary chart worksheet to record all of the words and definitions.



Differentiation/Extension: If there is enough time, groups that finish early can do a second worksheet for another word if not all of the words have been claimed yet. Alternately, or in addition, students could create

additional sentences using their target word or pictures that express it.

*****5-10 MINUTES – ORAL PRESENTATIONS*****

- **Ok, so let's share what we learned! 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 target words and a discussion of the meanings of each word. Using the short (bolded) definitions in the glossary as your guide, recast any definitions as needed. These definitions are provided at the end of this lesson plan.
- 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 weren't presented by students, just tell the students the definition (see below) 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 lesson.
- Stop when there are 5 minutes left of class time, and if you haven't finished the presentations and summary chart completion, tell the students that you will have time to do this tomorrow.

*****5 MINUTES – WRAP-UP*****

- Collect the vocabulary cards and the worksheets, 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.**

Unit 6 words and brief definitions:

1. *representation* - *representación* – **having a say**
2. *perspective* - *perspectiva* – **opinion** or **point of view**
3. *critical* - *crítico* – **extremely important**
4. *analyze* - *analizar* – to **examine** something very **carefully**
5. *interpret* - *interpretar* – **to decide what something means**
6. *prerequisite* - *requisito* – **a requirement that must be completed before** starting something else
7. *affect* - *afectar* – to **impact** or cause to change
8. *function* - *función* - **purpose**
9. *constructive* - *constuctivo* – **helpful** and **useful**
10. *mandated* - *mandado* – **required; ordered** to do something