

Unit 1 Day 0 –

Introducing the curriculum and the binders – 15-20 min.

Note: The sole purpose of the ‘lesson’ today is to preview the curriculum and the binders so that you can get right into the lesson on Day 1.

Content and Language Objectives

Since this is just a preview, there are no objectives to share with the kids.

Teacher Materials

Words in Motion overhead

Detours overhead

Sample binder

Student Materials

binders

markers

Day at a Glance

(3 min) introduce curriculum

(7 min) binder walk-through

(5-10 min) create name cards

Activities:

(3 min) introduce curriculum. Begin by telling the students that you will be starting a new vocabulary program today. Project the “*Words in Motion*” overhead and solicit ideas about what the curriculum might be about and why it might have the name it does. (possible responses – the kids may not come up with any of them and that’s ok – 1) you can see/hear the same word in a lot of different places; 2) the words themselves change and are ‘in motion’ – e.g. you can change ‘happy’ to ‘happier’ or ‘unhappy’ by adding/subtracting parts; 3) we incorporate a lot of physical movement into the curriculum.)

(7 min) – binder walkthrough. Show the students a sample binder and walk them through the different features of it. Say: **You’re all going to get a binder like this, and you’re responsible for taking care of it and keeping it clean. Other students will need to use the binder when you are done with it. This is the front cover, and on this side [show *Words in Motion* side] it says *Words in Motion*, which is the title we just talked about. When you open your binder up on this side, you’ll see the following things inside.**

First, you’ll see this pencil pouch, with a lot of important supplies inside of it. [Open the pouch and pull out the contents.] You get a pencil and 4 markers – one green, one red, one yellow, and a black dry erase marker. We’ll be using these markers for the activities that we do in class, so it’s very important for you to take good care of them and return them to the pouch when you’re done. I don’t have any extras to give you if you lose them! [Really stress this part of the speech – we’ve had some issues with kids ‘losing’ markers already! Return the pencil and markers to the pouch when you’re done.]

After the pencil pouch, you’ll see a plastic cover with a blank piece of white paper inside [show it] – this is your personal white board to use with your black dry erase marker. In order for it to work, you need to keep the clean white piece of paper inside of it, and you can only write on it with the black dry erase marker – the other markers are permanent!

After the mini white board, you’ll see 6 tabs – one for each of the units that we’ll be working on. After you finish activities each day, you’ll

place your worksheets behind the correct tab to keep them organized. The final white tab says ‘glossary,’ and if you look behind it, you’ll see the glossary that we’ll use for the project. [Show the students the glossary behind the ‘glossary’ tab.] **You can see that for each word, the entry contains the part of speech, the definition, and a sample sentence along with a picture. All of this information is provided in both English and Spanish. Below each entry, you’ll see some blank lines where you can write related words or additional sentences to help you remember the word. You can also write the word in your native language if it’s a language other than English or Spanish.**

If you flip the binder over and turn it upside down, you’ll see a new cover that says ‘Detours.’ Look at the picture here [display it on the overhead] **– do you know what a detour is?** [solicit responses.] **Right, a detour is when you take a different route to get to where you’re going – you go off the main road for a while. There are times in our vocabulary study when we’ll go ‘off road’ and look at parts of words instead of whole words. When we do that, we’ll work on this side. If you open the binder up on this side** [open the binder] **you’ll see 5 colored tabs – one for parts of speech, one for compound words, one for prefixes, one for roots, and one for suffixes. Again, after we do activities in class, I’ll direct you to place some of your worksheets here to keep them organized.**

Ok, there’s one last part of your binder that I want to show you. If you close the binder and look at the spine, you’ll see a name card. Right now it’s blank. [For Pulaski students we wrote their names on labels and attached them to the cards – students can just turn them over and write their names on the other side to make them more decorative.]

(5-10 min) – create name cards. **When I hand out your binders to you, I want you to take out your name card and write your name on this card so that we can easily identify the binders. I’ll give you some markers and you can make your name card as colorful as you’d like.** [Hand out a binder to each student and also pass out markers for students to create their name cards with. Play calming music CD or parts of speech rap as students work. When students have completed their name cards, ask them to place them in the spines of their binders and collect the binders. Show the students where you will be keeping the binders from now on. Also explain how you

would like students to retrieve and put back their binders each day – i.e. if everyone takes care of their own, if one or more students are responsible for passing them out and collecting them, if you pass them out and collect them, etc.]