

## **Unit 1: Words in Motion**

### **Day 1: Becoming word collectors**

#### **Content Objective:**

1. Students will find words that are meaningful to them in magazines and will use the words to create a collage.

#### **Language Objectives:**

1. Students will listen to the story *Max's Words*.
2. Students will present their collages to other students in the class by identifying two words that are meaningful to them and explaining why. (“I’m collecting the word \_\_\_\_\_ because...”)

#### **Teacher Materials:**

1. Objectives overhead
2. *Max's Words*  
Banks, K. (2006). *Max's Words*. Frances Foster Books.
3. Sample collage

#### **Student Materials:**

1. Collage template – person in motion
2. Magazines
3. Scissors
4. Glue sticks
5. Markers
6. Exit cards

#### **Day at a Glance:**

1. (5 min) introduce objectives
2. (10 min) read and discuss *Max's Words*
3. (20 min) create collages ( (name of student)'s Words)
4. (10-12 min) present collages
5. (3 min) wrap-up

### Activities:

**(5 min – introduce objectives and curriculum)** Project the content and language objectives and read them to the students.

Say: **Today we are starting a new vocabulary curriculum! This first unit is going to help prepare you all for the core units by reviewing some important background information and getting used to the kinds of activities that we'll do. Before you all begin to learn new words, you're going to spend some time getting comfortable with the idea of learning new words and using words in different ways. You'll review some things you may already be familiar with like parts of speech and compound words [if they don't know what these things are and ask about them, just tell them that they'll learn about all of these things over the next three days], and you'll practice the activity structures you'll be using for the curriculum.**

**(10 min – Max's Words)** Show the students the book *Max's Words* and ask if anyone is familiar with it. Tell them that you are going to read them the story about Max, and that you want them to listen to the story and to think about why Max enjoys collecting words. Read the book to the students, showing the pictures as you go.

**(20 minutes – collage)** Tell the students that you're all going to become word collectors like Max. Since the curriculum is called *Words in Motion*, you'll all use a template that shows a person in motion to create a collage about yourselves. Tell the students that you want them to start off by collecting words that are important to them – that describe them, or tell something about them, etc. Show them the collage that you've made and point out some words that you collected and why they're meaningful for you. Tell them that they will each get a collage form along with scissors, magazines, glue sticks and markers, and they need to work individually to find words that are important to them in some way and include them in their collage. If they see images that represent things that are important to them, they can also include those as long as they write the corresponding words below the image. If there are some words that are really important to them but they can't find a word or image for them, they can either cut out letters to spell the word, or write it with a marker.



**Differentiation:** Students with limited literacy can use pictures instead of words, and can also dictate words to a teacher or another student to write for them.



**Timer:** Use the powerpoint countdown clock, an overhead timer, or a kitchen timer to help students keep track of time. Remind the students to stay focused and let them know when 15, 10, 5, and 2 minutes are remaining. Clean up all collage materials.

**(10-12 min – presentations)** Have students share their collages, each reporting on two particularly meaningful words that they collected, using the frame provided in the

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language objective. (Option B: If there is less time, or if it would work better with your class, students can share in pairs or small groups.)

**(3 min)** Wrap-up. Review the content and language objectives and have students do a thumbs up or thumbs down on whether or not the objectives were met. Give each student an exit card and have them write their names and one word that they collected on it – collect these as students leave the class, along with their collages.