

## **Unit 5: Paying Students to Do Well in School**

### **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 create a poster 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 target words
- overhead of vocabulary summary chart
- glossary (preferably electronic file if you have a way to project it)
- model poster from U2
- fine point dry erase marker

#### **Student Materials:**

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

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

- **(5 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.
- **(20 min) Students work in cooperative groups** to create a poster with their target word, using the strategies to figure out its meaning.
- **(5-10 min; continue Day 4 if necessary) Students present** their posters and everyone writes the words and their meanings on their **summary charts**.
- **(5 min) Wrap-up**

**Activities:**

\*\*\*\*\*5 MINUTES – REVIEW ROOTS and INTRODUCE OBJECTIVES\*\*\*\*\*

(review roots –form- and –rupt-)

- **So yesterday we learned two new roots. Who remembers what they are?** [-form- and –rupt-].
- **Right, we learned the root –form-, and we also learned the root –rupt-.**
  
- **What does –form- mean?** [to shape or style]
- **Right, it means ‘to shape or style,’ the same way we shaped the pipe cleaners to make our geometric shapes, or forms.**
- **So we also noticed that the root –form- is unusual for two reasons. First, it can stand by itself as a word without any prefixes or suffixes. Second, it can also be both a noun (like the forms that we made) and a verb (like the way that we formed the geometric shapes out of pipe cleaners).**
- **Let’s see if we can brainstorm some words with the root –form-. You can call out words in English or Spanish.** [Have students call out words while you write them on the board. Underline –form- in each word and talk about what the meaning might have to do with ‘shape or style.’]
  
- **Great, now let’s think about the root –rupt-. What does –rupt-mean?** [to break].
- **Right, it means ‘to break,’ the same way my pipe cleaner form broke apart when I pulled on the joints.**
- **Let’s see if we can brainstorm some words with the root –rupt-. You can call out words in English or Spanish.** [Have students call out words while you write them on the board. Underline –rupt- in each word and talk about what the meaning might have to do with ‘shape or style.’]

(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 through a poster and to write the new words and their meanings on your summary sheet.**

\*\*\*\*\*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 – -form- in *conform/conformar* should definitely be highlighted, and you can wonder together about what the word might have to do with the root meaning, “to shape.” Also be sure to note the suffix –tion (-ción) in *compensation/compensación* and *conventional/convencional*. Underline any recognizable word parts and write the meanings of those parts next to the word.]
- ! **Note** that for *conventional*, since it doesn't end in –tion, it's not a noun. Students will learn about the adjectival suffix –al in Unit 6. For now, just put your finger over the –al suffix and say that yes, if the word were just *convention*, then it would be a noun because it would end with –tion
- ! **Also note** that there are several words that have (or appear to have) the chameleon prefix in/im/il/ir- – *implement/implementar*,

*incentive/incentivo*, and *initiative/initiativa*. *Implement* and *incentive* are examples of words with this prefix, but it means ‘in’ rather than ‘not’ in these words. In the word *initiative*, the root is –init- (‘to begin’), so it’s an imposter here, not an example of the chameleon prefix in/im/il/ir-.

- **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. *implementar* (eem-play-main-TAR): Students may not know this word, but they may at least know that it is a verb from the –ar ending.
  2. *conformar* (cone-for-MAHR): Students may not know this word, but they will be familiar with the root –form-, and they may know that it is a verb from the –ar ending.
  3. *incentivo* (een-sane-TEE-voh): Students may not know this word.
  4. *compensación* (comb-pain-sah-SYON): Students may know this word or the related word *recompensa* (ray-comb-PAIN-sah) if they have been paid for chores, babysitting, etc.
  5. *iniciativa* (ee-nee-syah-TEE-vah): Students may recognize the word *inicia* (ee-NEE-see-ah) within it. Mention that the word may refer to initiate, or start, something.
  6. *convencional* (cone-bane-syon-AL): Students may not know this word.
  7. *persistencia* (pair-sees-TAIN-syah): Students may know this word.

8. *desmoralizado* (dace-more-al-ee-SAH-doh): Students may know this word. Point out the base word *moral* and mention that the word may refer to not having “moral” or hope. Be cautious with the students interpreting the word as “not having morals”, as *moral* is a common word in Spanish to refer to values.
9. *encontrar* (ain-cone-TRAHR): This is a very common word that students should definitely know.
10. *prosperar* (proce-pair-AHR): Students may not know this word, but they may at least know that it is a verb from the –ar ending.

- **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 create a poster that presents each word and its meaning. We did this for Unit 2, so let me just remind you of the steps.**
- **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, and remember the conversation that we just had about the first three strategies [point to the strategies poster].**
- **Quickly ask yourself the same three questions for your word to see if they help you figure out the meaning – 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?**
- **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 the 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.**

- **Now the next 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.**
- **After you use all of the strategies to figure out the meaning of your target word, you’re going to create a poster to help the rest of us learn the word and what it means.**
- **Your poster should include the word in English and Spanish, a brief definition (the words in bold in the glossary), and a picture that illustrates what the word means or shows the word in context.** [Show a model poster from Unit 2, pointing out these elements.]

\*\*\*\*\*20 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 work on their posters.



**Timer:** Use the powerpoint countdown clock (e.g. <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 poster for another word if not all of the words have

been claimed yet. Alternately, or in addition, students could create sentences using their target word and write them on the back of their poster.

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

- **Ok, so let's see those posters 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 posters 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 don't have posters, 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 poster 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 posters, 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 5 words and brief definitions:**

- *implement* – *implementar* – to carry out
- *conform* – *conformar* – to behave like everyone else does
- *incentive* – *incentivo* – something that encourages you to try hard
- *compensation* – *compensación* – money or payment
- *initiative* – *iniciativa* – if you show *initiative*, you take the first step
- *conventional* – *convencional* – traditional or usual
- *persistence* – *persistencia* – continuing to do something difficult
- *demoralized* – *desmoralizado* – depressed and hopeless
- *encounter* – *encontrar* – to meet or come across
- *prosper* – *prosperar* – to do well or succeed