

Unit 5: Paying Students to Do Well in School

Day 5: Using the words in context – contexting strategies in reading

Content Objective:

Students will practice using the general contexting strategy in order to match sentences containing target words.

Language Objective:

Students will identify functional language used to signal general context clues, such as the following: *consequently; as a result; therefore; in summary; in conclusion.*

Teacher materials:

- overhead of objectives
- video about paying students to do well in school – e.g. <http://www.youtube.com/watch?v=heP8rvL6YXA>
- overhead of vocabulary summary sheet (from Day 3 or 4)
- overhead of contexting activity
- fine point overhead marker

Student materials:

- binders – pencils and vocabulary summary sheets from Day 3 or 4
- contexting activity worksheet
- general contexting strategy summary sheet
- scissors
- glue sticks

Day at a Glance:

- (15 min.) **building background:** introductory discussion and video
- (25-30 min.) **contexting strategies: introduce, model, and practice** general contexting strategy
- (5 min.) **wrap-up and review**

Activities:

*******5 MINUTES – INTRODUCE OBJECTIVES AND BUILD BACKGROUND*******

- [Post the objectives on the overhead.]
- **Today we’re going to put our words in context, and we’re going to continue to learn about specific context clues we can use to help us figure out the meaning of new words.** [Walk over to the context clues poster.]
- **In Unit 2, we learned about the definition or synonym contexting strategy** [point to that strategy on the poster].
- **In Unit 3, we learned about the antonym contexting strategy,** [point to the antonym strategy on the poster].
- **In our last unit, we learned about the example strategy** [point to the example strategy on the poster].
- **Today we’re going to learn about a final contexting strategy, the general strategy.** [Point to the general strategy on the poster. Walk back to the front of the class.]
- **Our content objective is to practice using the general contexting strategy, and our language objective is to learn the functional language that signals general contexting clues.**

(building background through personal experiences)

- Post the overhead of the vocabulary summary sheet from Day 3 or 4 and review the words and their meanings with the students. Tell the students that for the next few days, you’ll be using the words to read, write, and talk about paying students to do well in school.
- Take down the vocabulary summary chart and post the overhead of the graphic organizer t-chart. Ask students to relate some of their own experiences and/or opinions about paying students to do well in school. Ask questions such as the following:
 - “*What motivates you to do well in school?*”

- *“Have you heard of any schools where students get **incentives** like money or prizes for doing well on tests or getting good grades?”*
 - *Do you think students who are **compensated** for grades or test scores will show more **persistence** and study harder?*
 - *What about students who work hard but don’t get the required score or grade? Do you think they could become **demoralized** and give up?*
 - *Do you think our district should **implement** an **initiative** like this? Why or why not?*
- Take notes on student responses on the overhead t-chart.
 - **Great, you’ve come up with a lot of interesting ideas about the idea of paying students to do well in school. As you can see, I’ve been writing down your answers on this graphic organizer called a T-chart. On one side, I’ve written down reasons why it’s a good idea to pay students to do well in school, and on the other side, I’ve written down reasons why it’s a bad idea.**
 - **Now we’re going to watch a brief video about the topic, and I’m going to give you the same t-chart to fill out yourselves. While you’re watching the video, if you hear a reason why students should get paid to do well in school, write it down on this side (show the + side), and if you hear a reason why students should not get paid, write it on this side (show the – side). Afterwards, we’ll all talk about it together.** [Pass out the graphic organizer and ask students to take out a pencil.]

*****10 MINUTES – BUILDING BACKGROUND WITH VIDEO*****

- Watch the video about paying students to do well in school. Have students take notes on the graphic organizer as they watch.
- For one minute, ask students to share information they wrote down on their graphic organizer with a partner.

- Discuss the video with the whole class. Draw connections between the students' responses to the previous questions and the issues that are highlighted in the video.

*****25-30 MINUTES – CONTEXTING STRATEGIES*****

- **So as we were saying earlier, today we're going to continue our discussion of context clues.**
- **In Unit 2, we talked about definition or synonym clues. Who remembers what a synonym is?** [another word that means the same thing].
- **Right, a synonym is a word that means the same thing as the target word, so it's very similar to a definition. For example, the sentence here on the poster** [point to synonym sentence on poster] **tell us that *sauté* means to cook quickly in oil.**
- **And what kind of language or symbol clues might help you recognize a synonym or definition clue when you're reading?** [Solicit responses from students – refer them to the poster if they're having difficulty remembering.]

- **In the Unit 3, we talked about antonym context clues. Who remembers what an antonym is?** [a word that means the opposite]
- **Right, an antonym is a word that means the opposite as the word you're working with. For example, 'shy and quiet' is the opposite of *boisterous* in this example sentence** [point to sentence on poster].
- **And what kind of language or symbol clues might help you recognize antonym clues when you're reading?** [Solicit responses from students – refer them to the poster if they're having difficulty remembering.]

- **In the last unit, we talked about example context clues – the example clue. Like the name says, an example clue provides examples of the word to help you figure it out, just like lobsters,**

- crabs, and crayfish are all examples of *crustaceans*.** [point to sentence on poster].
- **And what kind of language or symbol clues might help you recognize example clues when you're reading?** [Solicit responses from students – refer them to the poster if they're having difficulty remembering.]
 - **Today we're going to talk about the last kind of context clue – the general context clue. Sometimes when you're reading, you see information in the passage other than a synonym, antonym, or example that can help you figure out the meaning of the word.**
 - **Let's look at the sample passage together.**
 - Write these sentences on the board: "*Jeremy was always late. He never returned anyone's phone calls. He rarely said anything nice to anyone. In summary, he was a very *inconsiderate* man.*"
 - **So in this passage, we have a word that some people might not know - *inconsiderate*.**
 - **Can anyone find information in the passage that can help us figure out what *inconsiderate* means? Jeremy was an *inconsiderate* man. What kinds of things did he do?** [Solicit responses from students, and underline 'always late,' 'never returned anyone's phone calls,' and 'rarely said anything nice' once the students identify those as the general clues.]
 - **Great, so if all of those actions show that Jeremy was an *inconsiderate* man, then what might *inconsiderate* mean?** [Solicit responses from students.]
 - **Right, *inconsiderate* means that you don't think of others, you don't consider their thoughts or feelings. In this word, the chameleon prefix in-, meaning 'not,' was also a clue for us.**
 - **Now I want to draw your attention to this phrase *in summary* [circle it], which comes after the general clues that we just underlined. This phrase *in summary* is very important, because it's providing a signal to you that a general context clue is coming.**

- **There are other signal words that writers use to let us know that a general context clue is coming, and we're going to be on the lookout for some of them in our activity today.**

(introduce worksheet)

- **Today we're going to do the same sentence strip activity that we've done for the other kinds of context clues.**
- **You're going to work in small groups again, and each group is going to get this worksheet.** [Project the contexting worksheet on the overhead.]

- **Written on this worksheet, you will see the first half of three sentences about paying students to do well in school, with a space after them for the second half of each sentence.**
- **You're also going to get a sheet of yellow paper with the second half of each sentence written on it – in a different order.**
- **The first thing that you're going to do is to cut out each of the three sentences on the yellow piece of paper.**
- **Then you're going to figure out which yellow sentence completes each sentence written on your worksheet.**

- **Here's a big clue – focus on the target word that is in one half of each sentence, and look for the matching sentence or half of a sentence that has one or more examples for that word in it.**
- **You can use your vocabulary summary sheets to help you do this.**
- **I'm also going to give you a general context clue summary sheet to help you as you work. This summary sheet has the same information as our poster [point to the poster] but it focuses on general context clues in particular.**

- **After you have figured out which yellow strip completes each sentence on your worksheet, glue them in place.**

- **After you do that, I want you to underline the general context clue in the second half of each sentence.**
- **Finally, if you find some signal words that helped you realize that a general context clue was coming up, I want you to circle them.**
- If you think the example that you all did together provided enough modeling, then pass out the materials and let the groups get started. If you think your class needs more modeling, do the first one together, either before or after you pass out the materials.

D Differentiation: If this activity is too challenging for some of your class or all of your class, you can choose to do the whole activity as guided practice with either a subset of students or the whole class, as needed.

Extension: If this activity is too easy for some students and they finish early, you can give them the full cloze passage and tell them to use their Day 3 vocabulary summary chart as a word bank to help them figure out which words go in each blank. As an added challenge, they can identify synonym, antonym, example, and general clues in the text, and the functional language that signals each clue. In other words, for more advanced students, this activity could be a synthesis of learning in the previous three units and today.

! Note: If you have any students that are likely to need the extension activity, please make the needed copies yourself from the master that is provided with your teacher materials.

- **You will have 15 minutes to do this activity, so you really need to stay focused.**
- Pass out the worksheets, the yellow sheets with the matching sentences, the scissors, glue sticks, and the example clue summary sheets.
- Play a gentle music cd while students work if they find it helpful.
- Walk around the room and facilitate while students are working.



Timer: Set the powerpoint countdown clock (e.g. <http://www.m62.net/powerpoint-slides/conference-slides/powerpoint-countdown-timer/>) or other timer for 15 minutes, and remind students when they have 10, 5, and 1 minute remaining.

- When all groups have completed the activity, read through the sentences or pairs of sentences together and confirm that all of the matches are accurate. (Your passage master will give you all of the answers.)
- Also check to see if everyone agrees with the clues that have been underlined.
- Finally, check the language that is used to signal the general clues, and make sure that students circled the right words/phrases. Tell the students that all of these words/expressions can be used to signal general clues when they're reading.

*******5 MINUTES – WRAP-UP*******

(review objectives)

- Quickly review the objectives and have students give you a thumbs up or thumbs down about whether or not you met them.
- Have students place their passages behind the unit 3 tab in their binders and their pencils in their pencil bags.
- Collect the binders and put them away. Also collect each group's contexting worksheet. You may want to grade this activity.