

Unit 5: Paying Students to Do Well in School

Day 6: Using words in context: oral and written language

Content Objective:

- Using the target words, students will engage in a debate about paying students to do well in school.

Language Objectives:

- During the debate, each group will present their position on the topic while the other students listen for the use of target words.

Teacher Materials:

- overhead of objectives
- overhead of target words (from Day 3)
- overhead of cloze passage
- fine tipped overhead marker
- overhead of debate position statement worksheet
- debate model – sample position statement

Student Materials:

- cloze passage worksheet
- debate position statement worksheet
- chart paper and markers
- pencil
- binder – glossary and/or vocabulary summary sheet

Day at a glance:

- (7 min.) **Introduce** objectives and **review** topic and target words
- (8 min) **Introduce and model** debate position statement
- (27-32 min) Cooperative activity – **writing and presenting debate positions**
- (3 min) **Wrap-up** – **Review** objectives and **discuss** most frequently used words

Activities:

****7 MINUTES – REVIEW OBJECTIVES, TOPIC, AND TARGET WORDS****

(introduce objectives)

- Project the objectives on the overhead and read them to the students.
- Say that today will be a fun day, and you'll all get to use the target words to write and act out a debate about paying students to do well in school.

(review Day 5)

- Review what you did on Day 5. Project the overhead of the full passage on paying students to do well in school with 3 cloze sentences and pass out the paper copy to students.
- Read the full passage to the students while they follow along silently.
- Highlight the target words throughout the passage (in bold) and say 'blank' for the three words that are missing.
- For each blank, elicit the missing target word from students and have them write them on their papers while you write them on the overhead.
- Call on individual students to point out the general clue in each sentence. Underline the context clues and have students do the same.

D **Differentiation:** If your students would benefit from a word bank for this activity, the three missing words are *initiative*, *conventional*, and *demoralized*.

****34-39 MINUTES – WRITING AND PRESENTING DEBATE POSITIONS****

(3 min – introduction)

- **In the passage that we just read, and in the video we watched yesterday, we learned about some *initiatives* for paying students to do well in school. In these programs, students are *compensated* if they get high grades or high test scores. Some people are in favor of the idea, and think that it helps students be more *persistent* with**

- their studies, but others worry that students who try hard but still don't do well will become *demoralized*.**
- **Let's review some of the arguments that we came out with for and against the idea of paying students to do well in school.** [Post the completed graphic organizer overhead from Day 5 and review the pro and con arguments that you all came up with and heard in the video.]
 - **Now it's time for you to tell everyone what you think! Today we're going to pretend that [name of principal] is considering this idea of paying students to do well in school, and she/he has decided to hold a student debate to find out what students think about the idea.**
 - **You'll work in small groups to discuss your position on the topic, and then you'll write down your ideas on this chart paper [point to it]. When all groups have written down their ideas, we'll hold a mock meeting, where I'll pretend to be the principal, and you'll present your ideas to me and to the other students.**
 - **I'm going to give you these sentence starters to help you get started and to make sure that you include some of our target words in your debates.** [Project the sentence starters and read through them with the kids, paying particular attention to the idea of choosing one sentence from each pair. Generate some possible endings to a few sentences to help students get the idea.]

(5 min - modeling)

- **Let me show you what I came up with when I wrote my own position statement.** [Project the model position statement overhead, highlighting your use of the sentence starters and target words.]
- **When you write your position statements, keep in mind that this is just a quick write. It doesn't have to be very long, and it doesn't have to be perfect. The idea is for you to express your opinion about the topic of paying students to do well in school, and to use the target words from this unit and past units as you do that.**
- **To help you out, I'll post the target words from this unit on the overhead while you work.** [Post the vocabulary summary sheet from Day 3.] **You can also look at the word wall cards [point to word wall] to help you remember words from past units.**

(20 min – Writing position statements)

- Assign the students to small groups based on their position about the topic – i.e. students who think that students **should** be paid in the same group, and students who think students **should not** be paid in the same group. Each group should not have more than 4 students. It's ok to have multiple groups with the same position.
- Hand out the position statement sentence starters, chart paper, and a marker to each group, and tell them that they need to assign someone to be the writer – although they will all be contributing ideas.
- Let them know that they all will need to participate in the debate – everyone will need to say at least one sentence that includes a target word!!!



Timer: If possible, use an overhead timer (e.g. <http://www.m62.net/powerpoint-slides/conference-slides/powerpoint-countdown-timer/>) to help students keep track of time. Remind them to stay focused since time is limited, and give them notice when 20, 10, 5, and 2 minutes are remaining.



Differentiation/Extension: For kids who finish early, ask them to work on one or more of the following extension activities: 1) If they used alternate forms of the target words in their scripts (e.g. *intervention* instead of *intervene*, or *legislation* instead of *legislate*), have them write those alternate forms on the blank lines following the target word entry in their glossary; 2) Have them create a comic book version of their debate by having each student draw a picture and write the corresponding sentence with a target word that accompanies it; 4) play 'memory' with the unit word cards.

(5-12 min – Debate)

- Convene the meeting and ask each group in turn to state their perspective. After each group has spoken, make some summary statements about the perspectives, using target words as much as possible.
- As the class participates in the debate, ask the students to notice how each team incorporated the words in their position statements.

*****3 MINUTES – WRAP-UP*****

- Quickly review the objectives and have the students give a thumbs up or thumbs down if you met each one.
- Briefly discuss the most commonly used words in the debate.
- Collect the debate position statements and ask students to put their binders away if they've taken them out.