

Unit 5: Paying Students to Do Well in School

Day 7: Final review and quiz

Content Objective:

- Students will review the meanings of target words and demonstrate their understanding through a unit quiz.

Language Objective:

- Individually, students will write a brief persuasive letter to the principal, stating their perspective on the topic.
- Students will write and/or state their answers for the review activity, and explain or justify their answers as needed.
 - Suggested sentence frame: *I (we) think the answer is _____ because _____.* ;
 - Suggested sentence frame for a challenge: *I (we) respectfully disagree! _____ is a better answer because _____.*
 - Suggested sentence frame for a rebuttal: *That is an interesting idea. However, I (we) really think the answer is _____ because _____.*

Teacher Materials:

- objectives overhead
- writing prompt overhead
- review game overheads
- quiz (master)

Student Materials:

- pencils
- writing prompt
- quiz
- binders - glossary or vocabulary review sheet
- white board and dry erase marker (if playing as individuals)

Day at a glance:

- (3 min) **Introduce objectives**
- (15 min) **Follow-up activity** from Day 6 – quick-write
- (15 min) Play a **review** game with the students
- (12 min) **Quiz**

Activities:

*****3 MINUTES – INTRODUCE OBJECTIVES*****

- Post the objectives on the overhead.
- Read them to the class or ask a student to read them.

***** 15 MINUTES – FOLLOW-UP ACTIVITY FROM DAY 6 – QUICK-WRITE *****

- Remind students about the meeting with ‘the principal’ on Day 6. Using the target words as much as possible, review the positions that students presented. It would be helpful to show some of the position statement posters that different groups created so that students can see and hear the words in context.
- Tell the students that they are now going to write a letter to the principal to convince him or her of their opinion, and they must use at least three target words in their letter. Their opinion may be the same as or different than the one that they put forth during the meeting.
- Project the writing prompt model overhead and read through the directions and the model letter with the students.
- Remove the writing prompt model from the overhead and distribute the writing prompt to the students. Have the students work independently. Make sure that no position statements are posted to ensure that students are generating original sentences.

*****15 MINUTES – REVIEW GAME*****

- To play individually, students use their white boards and dry erase markers to write their answers and show them to you. Project the game overheads, only revealing one question at a time if you are using the transparency version. (If you are using the electronic version, it is a powerpoint presentation that only shows one question per slide.) Call on one student per question to state and explain his/her answer, using the suggested sentence frame listed in the objective. If another student disagrees, ask him to state why, using the suggested sentence

frame. Allow the original student to issue a rebuttal using the suggested sentence frame if he/she still believes that his/her answer is correct. If there is still disagreement, provide the correct answer and an explanation.

- To play as teams, group students in teams of 3-4 students and allow the teams to take turns answering the question. Project the game on the screen – for each question, one team gets the first chance to answer. If that team gets the right answer, they get a point. If they explain the reason correctly, they get a second point. If they don't get both the answer and the explanation, another team can steal and get one or both points. Encourage students to use the suggested sentence frames in their explanations and discussions about the answers. Continue rotating the team that gets to answer first and the team that gets the chance to steal so that all teams have an equal chance. At the end of the game, the team with the most points wins! (Or, if you want to play with a more cooperative outcome, the whole class wins if every team gets at least X points – you determine what seems reasonable based on your class.)

!Note: This game is very challenging and students are likely to struggle with it. Be sure to let them use their glossaries and/or vocabulary summary sheets. Continue to encourage them, and remind them of the reasons why a word can be the 'odd word out' – it may have a different meaning, it may not share the same root, it may not share the same prefix or suffix, or it may be a different part of speech. You may want to do the first few together to help them get the idea. You may also want to have them play in teams so that they can help one another.

- If you finish the game and still have time for more review, you can choose another review game from the Day 4 list – e.g. give me a clue; memory; smack; pictionary; etc.
- Be sure to include previously taught words in this extended review activity so that the students continue to remember previously learned words (or so that they get continued practice with words they weren't able to master the first time).

- Here are the answers to the review game slides:
 1. *careful* – it doesn't mean the same thing as the others
 2. *before* – it doesn't have the same root (-form-) as the others
 3. *new* – it doesn't mean the same thing as the others; in fact, it's an antonym
 4. *do over* – it doesn't mean the same thing as the others
 5. *contradict* – it doesn't mean the same thing as the others – and if students say it has the same prefix (con-) as conform, it doesn't – here the prefix is contra- (against, opposite) and the root should be familiar from U3 (-dict-) – so it means saying the opposite.
 6. *idea* – it doesn't mean the same thing as the others
 7. *conventional* – it's a different part of speech (adjective – others are nouns and use the noun suffixes we learned in this unit, -tion and -ity)
 8. *retain* – it doesn't mean the same as the others (and it uses the prefix re-, meaning 'back' and the root -tain-, meaning 'to hold' – so it means to hold something back, like a *retainer* holds your teeth in place or if a student is *retained* he's held back a grade.
 9. *routine* – it doesn't mean the same thing as the others
 10. *decide* – it doesn't mean the same thing as the others
 11. *reaction* – it doesn't mean the same thing as the others
 12. *relaxing* – it doesn't mean the same as the others
 13. *rapture* – it doesn't have the same root (-rupt-) as the others

- If you've allowed students to use their glossaries and/or vocabulary summary sheets for the review activity, have students place them back into their binders. Collect the binders.

*****12 MINUTES – QUIZ*****

- Distribute the **quiz** and make sure that students write their name, the classroom teacher's name, and the date at the top.
- Read the instructions to the students and make sure that everyone is clear about what to do.
- If students do not understand the word willingness in #7 or #9, you can explain it to them by taking it apart – they probably know *willing*

or at least *will*, and you can tell them that –ness is a suffix that describes the state or condition of something.

- Make sure that students see the three different parts to the quiz and the directions for each.
- Remind students to work independently and to do the best that they can.
- Collect the quizzes as students finish.

D **Differentiation:** Offer students small sticky notes if they want to be able to write out the words on those first to test out where each word might fit best before writing their answer on the quiz. Make sure that they understand that they must write their final answers on the quiz!