Unit 1: The Power of Words

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **September**
Length: **6 weeks**
Status: **Published**

Enduring Understandings

When communicating orally or in writing, word choice matters.

A writer's selection of words is one of the most important factors he/she must consider when writing; precision of language is essential.

Writing is a method of communication that supersedes age, gender, race, or personal beliefs.

Including vocabulary words into one's writing is a powerful tool to develop the craft of writing.

Providing time for students to explore and experiment with words (i.e. word work) promotes language acquisition.

Essential Questions

How do I determine which new words, people, and places I need to know to help me succeed in a new environment?

How does word choice help or hinder communication?

What can one do in order to become familiar with a new vocabulary word and make it part of his or her permanent language, either oral or written?

Why is vivid and precise use of language so important?

What is Standard English and why is it important to use Standard English in academic writing?

Content

Learners will know:

1. Standard Written English and Spoken English follow a different set of rules; each is acceptable in the appropriate situation.
2. Having a strong understanding of vocabulary increases one's reading comprehension.
3. Clues are often provided to help a reader understand an unknown word; it is essential that students are taught how to find and utilize these clues.
4. Knowing the origin of a word (i.e. root) and the meanings of word parts (i.e. affixes) will help one to decode and understand an unknown term.
5. Key vocabulary terms related to the theme
6. How to use cognates and suffixes to determine meaning
7. How to find central ideas in informational text
8. How to analyze settings in narrative reading selections
9. How to write a narrative paragraph, demonstrating the steps in the Writing Process

- Present tense

- *Have* verbs
- Imperatives
- Using *Be* and *Go*
- Adverbs
- Phrasal verbs
- Subject/verb agreement
- Subject, object, and possessive pronouns
- Common Collocations
- Possessive pronouns
- Combining simple sentences
- Narrative piece
- Steps in the Writing Process

10. How to interpret maps and illustrations that accompany a reading selection

11. Phonics: Long vowels: *ai, ay, eigh, ee, ea, ow, oa, oe, ue, ui, ew*

Skills

- Cite several pieces of textual evidence to support what the text explicitly says as well as what it infers
- Determine theme/central idea and analyze its development
- Analyze how particular narrative elements within a text contributes to comprehension and interpretation
- Determine meaning of words as used in a text
- Write a narrative to develop events using effective writing techniques
- Revise and edit, focusing on how well purpose and audience have been addressed
- Write narratives routinely over time periods and with a variety of topics
- Come to discussions prepared having read or researched required material; explicitly draw on that material in class discussions.
- Follow rules for collegial discussions
- Pose questions that elicit elaboration and respond to others' questions with relevant observations
- Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening
- Identify and use phrasal verbs
- Use subject, object and possessive pronouns
- Use regular and irregular present and past tense verbs
- Use conjunctions
- Use English idioms with fluency
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English to spell correctly
- Determine meaning of unknown or multiple-meaning words using strategies like prefix and suffix analysis
- Determine meaning of unknown or multiple-meaning words using reference materials
- Use Standard Written English in his/her formal writing assignments and experiment with Spoken English when appropriate (i.e. within dialogue in a narrative piece)
- Add to his/her list of high frequency words by continually reading and improving his/her oral reading fluency and reading rate
- Apply information obtained in class regarding using context clues to define key terms and infer word meanings by utilizing the context clues provided in a text
- Apply knowledge of Greek and Latin roots through class activities and when encountering unknown words in a text
- Experiment with affixes and explain how adding a prefix or suffix changes the meaning of a word

- Correctly use new vocabulary terms in original writing
- Use reference materials to clarify meaning, pronunciation, or etymology of a new word
- Apply a new word to a cross-content or interdisciplinary activity

Learning Activities

Greek and Latin Roots

As an introduction go over the Greek-Latin History. Explain to the students the importance of Greek and Latin roots and their impact on the English language, their use in medicine, science, law, religion, and almost every other academic discipline. A helpful comparison to make is to a master key: Knowing Greek and Latin prefixes and roots allow you to "decode" new and unfamiliar words such as *Mesozoic* or *polydactyl* with confidence. Also explain that if students are fortunate enough to speak a Latin-based language (e.g., Spanish) fluently, they will be in a tremendous position of advantage to decode Latin words in English.

Explain that Greek and Latin vocabulary will contain prefixes, suffixes, and roots, and that students will learn to move from one form of the word to another, eventually being "word detectives" to decode unfamiliar words using the "master keys" they will learned.

Conduct whole class discussion of differences between prefix and suffix. Ask students what the difference is between *preview, previews, previewing, previewed*? Ask students to put the words in a sentence to explore their different meanings. In discussing the other suffixes, ask students what words end with *-tion, -ness,* or *-ly*. Stress the idea that prefixes change the word's meaning (e.g., preview versus review), but suffixes change the function of the word in a sentence as in the example *fair* (an adjective) to *fairly* (an adverb) to *fairness* (a noun).

Booklet/Games

Have the students create a Greek and Latin Roots art book. Lesson plan found here: http://all4teachers.wikispaces.com/file/view/TheGreekandLatinRootsandStemsArtBookLess_2.pd

Using unit texts, students actively seek words using assigned roots and affixes as they read. Have student log each word and its definition in a personal dictionary to be used throughout the course of study in the unit.

Have the students use words introduced in the lesson when completing writing tasks.

***Board Race*:** Play this game as a review. Divide the class into two teams. Each team will send one teammate to the board. The elected teammate will hold a marker in hand and face the class. Randomly call out either the meaning of an affix or root, or the definition of an assigned word. As soon as the student has the answer, they write it on the board (spelling counts). If they do not know it, they can hand the marker off to another teammate who does. The first student to write the answer correctly wins a point for his or her team. That person will remain at the board and the other team sends up a new player. The winning player may remain at the board for up to three plays and then must turn the marker over to a teammate. The game ends when all roots and affixes and definitions have been called or you may repeat as time allows. The team with the most points wins. (Notes: As you add new roots, affixes, and vocabulary words to your students' vocabulary throughout the year, continue to play the game using previous words, affixes, and roots. Additionally, this game can be adapted for play using multiple meaning words.)

Have students create their own vocabulary board game http://www.brighthubeducation.com/middle-school-english-lessons/35437-make-a-classroom-board-game-to-learn-greek-and-latin-root-words/

LEGOS: Individually or in pairs, have students create nonsense words using roots and affixes to construct them similar to how Legos are used. After the words are formed, they should then use the new words in meaningful sentences and write them on sentence strips that can then be shared with the class. Display the strips either in the classroom or hallway to promote vocabulary conversations.

Using the vocabulary words, students work with a partner to write sentences on the topic of civil rights, segregation, apartheid, human rights, or on any given unit topic.

Students create flashcards of affixes, roots, and vocabulary words. Online sources: http://www.scholastic.com/kids/homework/flashcards.htm , http://www.kitzkikz.com/flashcards/ , http://cambridgeenglishonline.com/Flashcard_maker/ .

Vocabulary Sort: Create a chart of the vocabulary word and the definition. Print it out, laminate (for extended use), and cut apart. Place pieces in a small plastic bag or envelope. Students may work individually or with a partner to put the pieces back together again. You can also use this as a game by having teams of two play against each other.

Teacher completes the Password Vocabulary Review template using selected roots, affixes, and words. Follow the directions on the template for playing the game.

Teacher completes the Vocabulary Bingo template with selected roots, affixes, and words. Students play Bingo with the cards as completed.

Students play "Draw Something" or "Pictionary" on the board as a whole class game or in small teams.

Multiple Meaning of Words

Conduct a whole class review of multiple meaning words. Use this site as a guide for a fun look at why the English language is a difficult language to learn. http://www.mapping.com/englishhard.shtml

Group Activity:

Working in small groups, students will choose twenty multiple meaning words from a selected text used in this unit to create a poster, presentation, or video presenting the words as a learning activity for their peers.

Several student activities for multiple meaning words can be found here: http://www.internet4classrooms.com/grade_level_help/language_multi_meaning_language_arts_seventh_7th_grade.htm

Spelling Correctly

Conduct a whole class mini-lesson on spelling rules using this PowerPoint presentation: http://grammar.ccc.commnet.edu/grammar/spelling.htm

Group Activity:

Students search the local newspaper for spelling errors. Who can find the most? Keep a running total on a classroom chart. Have monthly winners of who can find the most errors.

Students can play interactive spelling games here: http://www.funbrain.com/spell/index.html , http://www.funbrain.com/spellroo/

Students look and discuss three paintings by Normal Rockwell here: Norman Rockwell and Civil Rights (paintings) http://www.camillereads.com/2009/12/norman-rockwell-and-civil-rights.html . What do you see? What is the theme of these paintings? Why would someone paint something like this? Who would be most affected by them?

Students develop a spelling word list based on civil and human rights. The words must be tied to the spelling rules reviewed in the mini-lesson.

Students use the word list they have developed and create an illustrated dictionary. Dictionaries may be digital or printed.

Sentence Types

Conduct whole class discussion of the video clip "Children Arguing: How NOT to Argue Your Point": http://www.youtube.com/watch?feature=endscreen&NR=1&v=CVKojginwj0 Why do you think no one will win the argument? How might you argue with your sibling differently? What would you say that would win your argument? What role does sentence structure play in this argument?

Sentence puzzles: Print out a copy of President Kennedy's speech about segregation http://www.americanrhetoric.com/speeches/jfkcivilrights.htm Have students partner up and locate and cut out the compound, complex, and compound-complex sentences. Cut these sentences into pieces separating independent clauses from dependent clauses, taking care to keep paragraphs together as you go. Put them into envelopes to prepare for play. Swap envelopes with the classes so that students will not be playing with their own. Have them arrange the sentences back into complete sentences and then paragraphs. Once satisfied with their paragraph, they must glue it to paper (construction or other colorful paper) and combine those papers with others in the classroom. As in preparation, students may work in pairs to complete the activity.

Multiple Meaning texts

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Debate

Provide direct instruction for how to debate. Find explicit points here http://www.bookrags.com/articles/31.html Student can use the website to develop a presentation (PowerPoint, Prezzi, etc.).

Show this clip on a debate regarding rappers as role models. http://www.youtube.com/watch?v=cOebyD_KsCE&feature=related Have students write their opinion regarding rappers as role models for young people, citing evidence from the video.

Establish debate teams. Divide class into two groups and assign a common topic for middle school students or any topic that is relevant to your school and community. Student should keep in mind that no matter what team they are on, they should state their arguments in complete sentences, choosing sentence types that will firmly support their argument.

Conciseness, Redundancy, Wordiness

Direct instruction using PowerPoint presentation for Redundancy and Wordiness: www.siskiyous.edu/writinglab/powerpoints/redundancy.ppt Provide direct instruction for concise sentences using social media as a tool such as Twitter which will only allow the sender to 140 words or less in a "tweet." Create a Twitter account for students so that they may practice concise writing. (Need Twitter help? http://mashable.com/guidebook/twitterl).

Students create a word splash for concise, redundant, and wordy.

Establish an Edmodo account (www.edmodo.com) Set up a class and allow students to post and ask questions regarding lessons or other various teacher led discussions. Limit responses on Edmodo to 150

characters of less.

Interactive practice with wordiness can be found here: http://academic.scranton.edu/department/ctletutorials/concision/wordiness.html

Students practice revising sentences for conciseness here: http://grammar.about.com/od/words/a/praclutterex.htm

Interactive redundancy exercises can be engaged here: http://en.wikipedia.org/wiki/User:Tony1/Redundancy_exercises:_removing_fluff_from_your_writing

Coordinating Adjectives

Provide direct instruction of coordinating adjectives. Write examples of sentences with coordinating adjectives on the board replacing commas with the word "and." Ask students to find errors in the sentences. When they pick up on the idea that the "and" should not be there, ask why? Point out that the words that are being separated by the "and" are adjectives and they require a comma rather than an "and" to separate them.

Group Activity:

Have students work in pairs to create ten sentences of varied types (simple, compound, complex, compound-complex) that include coordinating conjunctions.

Students write an opinion paragraph regarding segregation of math and science classes by gender. Examples of coordination adjectives should be included as well as a variety of sentence types.

Students use any of the texts to find examples of coordinating adjectives. List them on paper and then create a small poster using markers or colored pencils randomly placing their findings on the poster board or construction paper.

Synonyms and Antonyms

Model how to use a thesaurus for finding synonyms and antonyms. Thesauri may be in print or online (www.thesaurus.com).

Group Activity:

Have students use the thesaurus to do a word search game. Select various words from any of the texts used so far. Call out the word and have students quickly look up either a synonym or antonym (your call). You could play this in teams, small groups, or in pairs. The first group to call out a correct answer wins a point for their team.

Play the online game Same Difference for students to find synonyms and antonyms.

http://www.fen.com/studentactivities/sameDiff/samediff.html

Play the online game Word Frog to match up synonyms and antonyms. http://www.arcademicskillbuilders.com/

Using the Synonym-Antonym Chart, print out copies, and cut up each square. Put the pieces into envelopes. Have students put the items back in order.

Give students a blank copy of the Synonym-Antonym Chart. Supply students with various words (vocabulary words, LOTS, etc.) and have them work in pairs to complete the chart. Students may use this site to help find synonyms and antonyms http://synonym-antonym.com/

Students write sentences using the synonyms and antonyms on their completed chart. Write one sentence using the original word, one using the word's synonym, and one using the word's antonym.

Have the students listen to the song "We Shall Overcome" Pete Seeger (video with lyrics) and read the history of the song. http://www.youtube.com/watch?v=QhnPVP23rzo&feature=results_video&playnext=1&list=PLB3605BF49C3F261D , lyrics and history: http://www.k-state.edu/english/nelp/american.studies.s98/we.shall.overcome.htm ; (Note: There is a spelling error on one of the slides. Allow students to point this out and remind them that proofreading is important.). The song became an anthem during times of struggle, why do you think that it was so popular during times like this?

Have the students work in small groups to write their own human rights anthem.

Resources

Conduct direct instruction with whole group to introduce twelve to fifteen Greek and Latin affixes and roots. Extensive lists of Greek and Latin affixes can be found here:

o http://www.adlit.org/article/40406/

o http://english.glendale.cc.ca.us/roots.dict.html

o http://www.factmonster.com/ipka/A0907017.html

o https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm ?...

o http://quizlet.com/5554843/greek-and-latin-affixes-and-roots-with-definitions-for-derivational-reading-stage-flash-cards/

o http://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English

o http://www.learnthat.org/pages/view/roots.html

o https://sites.google.com/site/msclineswebsite/greek-latin-roots-prefixes-suffixes

o http://www.quia.com/files/quia/users/lauragraham/Latin-and-Greek-Roots-and-Affixes

o www.lesd.k12.az.us/webpages/jclark/files/rootslist.pdf

o http://mrsogle.wikispaces.com/Greek+and+Latin+Roots+Lists

o www.meridianschools.org/Staff/.../common_**affixes**.doc

o http://www.asdk12.org/middlelink/LA/vocabulary/forms/Greek_Latin_Roots.pdf (differentiated by academic subject)

- World Language Lab
- http://www.pbs.org/wgbh/nova/pyramid/hieroglyph/
- http://www.pbs.org/wgbh/nova/maya/glyphs.html
- http://www.1-language.com/ - grammar practice
- http://owl.english.purdue.edu/owl/

- **Prefixes, Roots, Etymology** http://www.r-go.ca/pages/Etymexe.htm A great site for prefixes, suffixes, roots, etymology…ith several exercises ready to print!
- Graphic organizers

Standards

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.C	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and

	style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).