Module 2: Workshop 4
Lesson Plan

Overall Learning Goals
Strategies for Developing Common Core Skills in Content Areas (Reading/Writing): to train administrators and adult educators to develop instructional strategies for developing Common Core skills in content areas to better serve their ESOL, ABE, and pre-HSE student constituency.

<table>
<thead>
<tr>
<th>Lesson Topic</th>
<th>Date</th>
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<tbody>
<tr>
<td>Vocabulary and Background Knowledge – Effective practices for choosing and introducing words and for reinforcing vocabulary learning; and building/activating background knowledge and summarizing/paraphrasing multiple readings.</td>
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<thead>
<tr>
<th>Curriculum Developer</th>
<th>Workshop Trainer</th>
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<tbody>
<tr>
<td>Jeanne Pope</td>
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<th>Intended Audience</th>
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<td>Students (content was designed as a student lesson).</td>
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<td>Note: Tips for instructors to consider as they are planning to teach this lesson are included where appropriate (refer to Teacher Focus sections).</td>
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<table>
<thead>
<tr>
<th>Standards Alignment</th>
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<tr>
<td>The Common Core CCSS ELA/Literacy Standards:</td>
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<tr>
<td>- CCSS.ELA-Literacy.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</td>
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<tr>
<td>- CCSS.ELA-Literacy.L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
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<tr>
<td>- CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<tr>
<td>- CCSS.ELA-Literacy.L.6.5.a Interpret figures of speech (e.g., personification) in context.</td>
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<tr>
<td>- CCSS.ELA-Literacy.L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</td>
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<tr>
<th>Goals and Objectives (SWBAT)</th>
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<tr>
<td>Participants will be able to become familiar with using precise language by:</td>
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<td>- locating and using context clues.</td>
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<td>- using idioms and sayings.</td>
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<td>- interpreting analogies</td>
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<td>- identifying and using shades of meaning.</td>
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<th>Warm-Up/Review</th>
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<tr>
<td>Explain and clearly define precise language, (see attached), context clues, idioms, and analogies.</td>
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<tr>
<td>Instructor will elicit conversation about “Why is it important to use precise language?”</td>
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<tr>
<td>Instructor will review and discuss attached study guides.</td>
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<tr>
<td>Instructor will ask “How do we define figurative language?</td>
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<tr>
<th>References (APA Style)</th>
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The TASC Transition curriculum is a collaborative project of the New York State Education Department and the Queens Borough Public Library, supported by funding from the New York State Department of Labor.

Module 2: Workshop 4 Lesson Plan

Lesson Plan Activities

Part 1: Using Context Clues

Lesson Content
What are context clues? How do we determine the meanings of unknown words and phrases? Using guides and literary excerpts, techniques will be reviewed for extrapolating clues for the purpose of identifying unknown words and phrases.

Lesson Materials
- Literary reading selections.
- Chart paper, scrap paper.
- Graphic organizers.
- Pens, pencils.
- Markers, highlighters.

Questions to Answer
Instructor will ask students to read closely to and identify precise words and phrases that convey specific meaning in a text for the purpose of identifying meaning of complex text.
- How do specific words and phrases in a sentence give us clues to word meaning?
- Can evidence from the text be provided?
- Can the student identify word meaning from phrases in text?

Teacher Focus
- What obstacles do participants encounter when using context clues to find the meaning of vocabulary in a literary or
non-fiction work?
- Teachers will discuss how to use context clues in everyday language, how to substitute a known word for the one that participants do not recognize and what clues/strategies students employ when encountering unknown words.

**Student Focus**
What context clue strategies do you use to determine the meaning of an unknown word or phrase?

**Lesson Activity**
- **Activity 1:** Instructor will pass around and review "Precise Language Example Guide" and "Helping Struggling Students Use Context Clues". Instructor will have answer key to guide students.
  - Participants will work in 4 small groups with different literary readings to extrapolate the meaning of selected vocabulary words and phrases by identifying context clues.
  - They will do this using the techniques identified from the guide and reading instructions. Vocabulary and phrases can be found on each literary excerpt.
- **Activity 1:** Groups will receive excerpts from, *I Heard the Owl Call My Name*, *Fahrenheit 451*, *Brown Girl, Brownstones*, *The Lord of the Rings*, *The Hobbit*.
  - Each excerpt has its own set of guided questions to answer. Each group will complete the assignment for all four readings.
  - Depending on the number of participants the teacher will designate a reading for each group to present. A recorder and a presenter will be selected for each group.
  - Groups will chart their findings and share out with large group. Discussion, comparison, and reflection to follow.

**Wrap Up/Assessment**
Students will complete “Using Precise Language” practice quiz.

**Part 2: Using Idioms and Sayings**

**Lesson Content**
How can using precise language make our ideas more understandable? Lesson provides examples of idioms found in everyday language and examples of what they mean for the purpose of analyzing and identifying words and phrases.

**Lesson Materials**
- Precise language Guide.
- Idioms: A Manner of Speaking.
- Idioms: Test One.

**Teacher Focus**
- How can using idioms confuse an emerging English language learner/Pre-HSE student?
- Teachers will discuss how language is manipulated. Teachers will focus on close reading of words within a text to decipher meaning.

**Student Focus**
How is the overall meaning of a sentence or paragraph determined by using context clues and precise language?

**Lesson Activity**
- **Activity 1:** Instructor will briefly review and discuss strategies learned in lesson one regarding identifying context clues.
  - Instructor will distribute guide, Idiom: a manner of speaking, for the purpose of analyzing and identifying words and phrases in content.
  - Students should be encouraged to discuss and identify various ways in which they hear or use manipulated vocabulary. (via guide).
- **Activity 2:** Students will then be provided with worksheet titled Idioms.
  - They will write a sentence for the idiom provided along with the meaning of the sentence.
  - Students will collaborate in a Think-Pair-Share (TPS) activity to review answers. Instructor will review answers with provided answer guide.
- **Activity 3:** Instructor will pair up participants and ask them to choose 5 idioms from “A Manner of Speaking” and write a sentence that fits for each.
  - Pairs will share out with large group for review and critique, with the purpose of recognizing the meaning of a sentence using vocabulary context clues and precise language.
Wrap Up/Assessment
- Participants will complete an assessment, Idioms: Test One to evaluate and reinforce skills developed for understanding the content of a sentence or short paragraph through the use of context clues.
- In addition, participants will be provided with answer key. Activities adapted from: http://www.ereadingworksheets.com/figurative-language/.

Part 3: Using Analogies and Interpreting Figures of Speech

Lesson Content
How do we determine meaning and purpose in a literary text? Figurative language and word nuances can be especially confusing. The following lesson provides practice exercises to become skilled in the area of figurative language.

Lesson Materials
Handouts: Figurative Language Guide, Figure of Speech, Analogy Examples, Sketch, A Lexicon for Basketball, and A Lady.

Teacher Focus
- How does figurative language confuse an emerging English language learner/Pre-HSE student?
- Teachers will discuss how figure of speech and analogies influence word meaning within a text.

Student Focus
Participants will answer how do we distinguish between word relationships and interpret nuances in language?

Lesson Activities
- Activity 1: Students will be asked, “What is a figure of speech?”
  - Instructor will chart various examples elicited from group.
- Activity 2: Next, instructor will distribute and review Figurative Language Guide.
  - Students will review in pairs and discuss examples provided with a focus on examples and highlighted material.
  - Large group will come together for questions and recommendations for classroom use.
- Activity 3: When the group is comfortable with material, they will be asked to review “A Figure of Speech” study guide along with “Analogy Examples.”
  - Students will work in small groups for 10 minutes to write as many examples as they can for figures of speech and analogies.
  - Instructor will distribute chart paper. Group will choose a writer to chart responses and a leader to share out with the large group.
- Activity 4: Each group can compete for “Who has the Most.”
  - After 10 minutes, instructor will ask each group to share out with large group.
- Activity 5: The entire group will be provided with a short poem “Sketch” by Carl Sandburg with review questions to identify specific examples of figurative speech.
  - Review questions can be worked out in small groups.
  - Students will report out findings.
  - Instructor will have answer guide and review with group.

Wrap Up/Assessment
- Students will review “A Lexicon for Basketball.”
  - Comprehension & Discussion questions will be evaluated.
  - Writing Activity can be used for assessment if time and/or for classroom to enhance understanding of figurative language.
- Students will read a poem called “A Lady” by Amy Lowell.
  - They will then be given follow up questions and answer key to be used for classroom use.
  - With time permitting, this can be utilized in lesson, for the purpose of practice and mastery. The poem includes excellent examples of figurative language for further skill development.
- Upon completion of the lesson students should be able to demonstrate an understanding of figurative language and word nuances.

Part 4: Using Shades of Meaning

Lesson Content
How does using idioms and euphemisms shade the meaning of a sentence or text? Practice with multiple meaning words
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Lesson Materials
Multiple Meaning Words

Teacher Focus
- What are some of the difficulties English Language Learners compete with as they try to acquire English skills?
- Why would an ELL have a difficult time understanding our figurative language?
- How can using idioms confuse an emerging ELL?
- Teachers will discuss “shades of meaning” and how to determine a word’s meaning.

Student Focus
What strategies do you use to help you select the appropriate meaning of a word?

Lesson Activities
- Activity 1: Instructor will distribute “Multiple Meaning Words.”
  o Instructor will use the statements from the guide as a focus for their students in the classroom.
  o There are 5 multiple meaning words listed. Participants will be asked to pair and complete sentences as directed. Pairs will share responses with large group.
  o Instructor will direct participants to utilize all handouts and study guides from the previous activities to analyze samples of literature for various figures of speech and their meaning with an additional focus on shades of meaning.
- Activity 2: Next, Instructor will direct participants to find Fahrenheit 451 from Lesson 1.
  o Participants will review the excerpt for examples of idioms, symbolism and various other samples of figurative language. After reviewing it on their own, they will be given the opportunity to work with a partner to discuss their findings.
  o Instructor will chart findings in large group share out.
  o Groups will discuss how the meaning can be shaded for ELL’s by reviewing multiple meanings within Fahrenheit 451.
  o Instructor will chart highlights of discussion. Both Instructor and participant may want to share their own experience learning other languages.

Wrap Up/Assessment
- Instructor will ask participants to choose a line of text from any of the literature included and write the main idea using an analogy for the purpose of assessing if the student has made the required connections with the text.
- Instructor should be encouraged to write a revised lesson to be used in their own classrooms. The following is a link to excellent lessons for ELL’s provided by The New York Times. http://learning.blogs.nytimes.com/?module=BlogMain&action=Click&region=Header&ptype=Blogs&version=Blog%20Post&contentCollection=U.S.
- Instructor will be able to evaluate from student responses if participant can identify relationship between words and phrases.

Overall Wrap Up
Note: this part will be done in a discussion format.
- Participants will discuss what they learned and how they use multiple meaning words.
- They will discuss how the use of multiple meaning words among their peers can lead to misunderstandings.
- Clarify misunderstandings.

Project/Homework
- Participants should utilize “Brain Pop” to further study and practice.
- In addition, participants can be assigned to find an article from “The NY Times, Learning Network” for the purpose of highlighting and or identifying unknown words and content clues, figurative language as well as idioms and multiple meaning words.
- Instructors can explore websites for various lesson plans and ideas for the classroom and to further instructor experience and knowledge:
  o http://www.ereadingworksheets.com/figurative-language/
  o www.tasctest.com/
  o www.sharemylesson.com/high-school-teaching-resources/
The TASC Transition curriculum is a collaborative project of the New York State Education Department and the Queens Borough Public Library, supported by funding from the New York State Department of Labor.

- http://teachingtothecoreny.org
- www.thetimesplainenglish.com/wp
- www.procon.org
- https://newsela.com/articles/?category=war-and-peace
- www.metmuseum.org Lesson plans for incorporating the Arts into ELA lessons.
- www.movingimage.us Additional lessons to incorporate images and a variety of subjects.
- www.brainpop.com
- www.Thepoemhunter.com Thousands of poems, many are audible.