

Sequence of Unit Activities

Activity Title and short description	Type of Activity	Technology Use
<p style="text-align: center;"><i>Great Beginning: Visuwords</i></p> <p>Students will first be introduced to this curriculum unit and new vocabulary through a Web 2.0 tool called Visuwords, an online graphical dictionary http://www.visuwords.com, where they can physically see connections between words. The teacher can begin by asking students to share vocabulary they know but the teacher must make it a point to discuss the following words <i>vocabulary</i>, <i>etymology</i>, <i>literature</i>, and <i>multimedia</i>. The Visuwords exercise will be executed by a teacher and can be done in 10 minutes.</p>	<p>*Teacher Directed *Guided Activities and Performances</p>	<p>WWW: Visuwords Web site</p>
<p style="text-align: center;"><i>Great Beginning: KHWL</i></p> <p>The teacher will then facilitate discussion and students will complete a KHWL (What I Know, What I Want to Find Out, How I Can Learn More, and What I Have Learned) chart to identify prior knowledge and learning goals. A discussion will be conducted so that students can contemplate the following questions to help them complete the KHWL chart: <i>What do you like doing? List three of your interests. Describe the literature or multimedia that would increase your knowledge about your interests. When you see the same vocabulary in different literature and multimedia, do they still share the same meaning or is it used slightly different? How will increasing my vocabulary help me communicate more effectively with peers and professionals from different subject areas?</i> Literature can include books, magazines, newspaper sections, and Web site articles. Multimedia can include radio broadcasts, television shows, movies, or video games. The KHWL will follow the student throughout the curriculum unit. Discussion and completing the chart should take at least one class period (40 minutes). This discussion may spill over to use up the next class period or be assigned for homework - the teacher must be flexible. Visuwords and the KHWL are two preliminary exercises to introduce connection between words, visualizing words, and to identify prior knowledge and goals.</p>	<p>*Teacher Directed *Guided Activities and Performances *Dispositions for Learning: Applying Past Knowledge to New Situations</p>	
<p style="text-align: center;"><i>Unit Understanding Goal 1: Understanding & Creating Word Chains</i></p> <p>After these exercises, students will be using a thesaurus to create their Word Chains. Students will create a Word Chain by looking up one word in a thesaurus, then find the synonym to that word, then finding the synonym's synonym, and so forth. There should</p>	<p>*Guided Activities and Performances *Student Constructed Learning</p>	<p>Students will choose a presentation medium.</p>

<p>be at least five words but no more than ten words that make up the Word Chain. Students will be given a week to complete this task. Students should consider the following when choosing the presentation medium for their Word Chain: <i>Illustrate your understanding of new vocabulary you have acquired. Choose the presentation medium that is most appropriate to represent your understanding.</i> Students will hand in a hard copy of their Word Chain on the last class day for this project to their teacher. <i>Note: Students should be using a dictionary and thesaurus in hard copy.</i></p>	<p>*Dispositions for Learning: Creating-Imagining-Innovating</p>	
<p><i>Unit Understanding Goal 1: Word Chain Presentations</i> The student will give a two-minute presentation and all of the students' presentations should take up at least one class period. Before their presentation, they must access online dictionaries in order to determine the correct pronunciation of the vocabulary. Students can use the following Web site for this purpose: http://www.merriam-webster.com All student work will be displayed in the classroom after all presentations are complete.</p>	<p>*Student Constructed Learning</p>	<p>WWW: Dictionary Web site</p>
<p><i>Unit Understanding Goal 2: Discussion on Etymology</i> A discussion on "What is etymology?" will be led by the teacher and should take the first 10 minutes of the class period.</p>	<p>*Teacher Directed *Guided Activities and Performances</p>	
<p><i>Unit Understanding Goal 2: Using Languages for Visual Art Discussion</i> Students will be shown visual art and they will describe what they see with the vocabulary they have learned so far through their Word Chains and/or through a language(s) they already know. Languages can include or not include English. Class discussion is strongly encouraged and should take one class period.</p>	<p>*Teacher Directed *Guided Activities and Performances</p>	
<p><i>Unit Understanding Goal 2: Validating Web sites Group Activity</i> At the next class period, the teacher should continue to make connections to what the students learned through Visuwords and their discussion on visual art, such as, words are connected and researching etymology can increase vocabulary and effective word usage. Next, the teacher should evaluate Web sites with students. The teacher can follow the activity outlined in MA Recommended PreK-12 Instructional Technology Standards http://www.doe.mass.edu/edtech/standards/itstand.pdf on validating Web sites. There are two areas in the school that have at least 11 desktop computers. There are also two areas of the school that students can borrow laptops that have at least 20 laptop computers available. For the activity on validating Web sites, students should be working in pairs on laptops and groups of three on desktops because this will ensure visibility of the computer screen in the various groupings. This should take 5 class periods.</p>	<p>*Teacher Directed *Guided Activities and Performances *Dispositions for Learning: Work Together</p>	<p>WWW: MA Recommended PreK-12 Instructional Technology Standards for activity on Validating Web sites (PDF) Web site</p>

<p><i>Unit Understanding Goal 2: Validating Web sites Discussion</i></p> <p>The questions listed in MA Recommended PreK-12 Instructional Technology Standards are very important to discuss. Plan that this discussion could take 2 class periods. After the discussion, students should know how to evaluate Web sites.</p>	<p>*Teacher Directed *Guided Activities and Performances</p>	<p>WWW: MA Recommended PreK-12 Instructional Technology Standards for activity on Validating Web sites (PDF) Web site</p>
<p><i>Unit Understanding Goal 2: Citations & Understanding APA Style</i></p> <p>Students should also know the importance of citing their work. At this time, APA Style for citing references will be introduced to students and should take one class period. Students will refer to the following APA Web site if they need directions on how to write their bibliography to hand into their teacher: http://www.apastyle.org/elecref.html Learning APA Style and the following activity on discussing truth on the Internet and news may take 5 class periods.</p>	<p>*Teacher Directed *Guided Activities and Performances *Student Constructed Learning</p>	<p>WWW: APA Style Web site</p>
<p><i>Unit Understanding Goal 2: Re-introducing the Internet</i></p> <p>During the next class period, Wikipedia, blogs, YouTube, Google Video, and other popular research Web sites will be re-introduced to students. The teacher should lead a discussion on whether citing these resources is relevant and appropriate when they produce their own work and discuss how to cite these online resources. The teacher will also lead a discussion on how journalists get information for their articles and how editors filter information before publishing an article. This may take up the remainder of the class period or may have to be left for the following class period. If the teacher has contact with a local newspaper company, this may be worth a field trip. <i>Reminder: Learning APA Style and discussing truth on the Internet and news may take 5 class periods.</i></p>	<p>*Teacher Directed *Guided Activities and Performances</p>	<p>WWW: Wikipedia, blogs, YouTube, Google Video, et cetera Web sites</p>
<p><i>Unit Understanding Goal 2: Dictionary Use & Planning in Research Groups</i></p> <p>Before the students work in their assigned work groups, they should revisit how to use a dictionary using Learning Vocabulary: Dictionary Use http://www.uefap.com/vocab/vocfram.htm Now the students are ready to conduct online research on etymology using vocabulary they have already collected, referring to languages they know, et cetera. The students will be in groups of 3 or 4 and should be given 10 class periods for online research. Each group should dedicate the first class period to discuss how the next 9 class periods should be used. Students have a choice as to how to show they understand the evolution of English vocabulary. For instance, a</p>	<p>*Teacher Directed *Guided Activities and Performances *Student Constructed Learning *Dispositions for Learning: Creating-Imagining-Innovating, Work</p>	<p>WWW: Learning Vocabulary: Dictionary Use Web site</p> <p>Students will choose a presentation medium.</p>

<p>slideshow, short skit, radio broadcast, Web site, et cetera can be used as a presentation medium. Students should consider the following when choosing the presentation medium for their presentation: <i>Illustrate your understanding of new vocabulary you have acquired. Choose the presentation medium that is most appropriate to represent your understanding.</i> This 10-day research project is due to the teacher by the end of the last class period.</p>	<p>Together, et cetera</p>	
<p><i>Unit Understanding Goal 2: Completing Group-evaluation Forms</i> The group will record their daily progress through a group-evaluation form. The form will be a record of each group's progress and individual contributions, which will be handed to the teacher after each class during the 10-day research project.</p>	<p>*Student Constructed Learning</p>	
<p><i>Unit Understanding Goal 3: Introducing Google Docs & Spreadsheet Format</i> During the next class period, students will be registering for a Google Account to create and share their spreadsheets using Google Docs. For this activity, students will list and define vocabulary that they have encountered into their spreadsheets. The students who complete the registration can continue to the next activity and input the following items into each separate column on a spreadsheet: new vocabulary, verb/noun/adjective, Greek and Latin roots, etymology of the vocabulary, and image created, drawn, or photographed to the corresponding vocabulary. A column for sentences should also be included in the spreadsheet. Students should be considering the following question when inputting sentences to this column: <i>What sentences can you create so that your new vocabulary are in context and make sense to the reader?</i> This spreadsheet will be each student's vocabulary and etymology database. Students should be using Google Docs for peer assessment and collaborative work including sharing and editing. Students should also be introduced and familiarize themselves to common Greek and Latin roots, suffixes, and prefixes using the following Web site: http://www.kent.k12.wa.us/KSD/MA/resources/greek_and_latin_roots/transition.html Students will use this Web site, or one similar to it, to add to their Vocabulary Bank on their spreadsheet. Students will be given 5 class periods to complete all columns and all vocabulary acquired through this curriculum unit. On the final class period, students should share their work through Google Docs to their teacher for review of their progress.</p>	<p>*Guided Activities and Performances *Student Constructed Learning</p>	<p>WWW: Google Docs, Roots Web sites</p>
<p><i>Unit Understanding Goal 4: Reading List & Groups</i> At this time, students will get a recommended reading list which will include an assortment of writing styles from various content areas including newspaper articles,</p>	<p>*Teacher Directed</p>	<p>WWW: blogs, et cetera Web sites</p>

<p>poetry, translated texts, graphic novels, blogs, et cetera. The reading list must have at least 10 pieces and the teacher can add more according to how much time is left of the school year. Students will have reading groups that rotate weekly. Reading groups have at least three and no more than five students each and are required to finish a piece of literature in one week. Reading groups meet every day. Each group must choose a leader to summarize the group's stance on the literature and facilitate discussion.</p>		
<p><i>Unit Understanding Goal 4: Collecting Vocabulary</i> Students will continue to add to their Vocabulary Bank as long as they are with the teacher who assigned the Vocabulary and Etymology Builder curriculum unit. Through reading, the students will continue to collect and input vocabulary by adding at least 5 words per week but no more than 15 words in their spreadsheets.</p>	<p>*Student Constructed Learning</p>	<p>WWW: Google Docs Web site</p>
<p><i>Unit Understanding Goal 4: Using the KBAR Method in Reading</i> At the end of the week, each reading group's leader must report to the whole class what vocabulary was learned and at least three discussion points using the Kick Back And Read (K.B.A.R.) method. This method does not ask students to summarize what they read, rather expects students to Question, Evaluate, Predict, and Quote in order to come up with their discussion points. There is more information on the K.B.A.R. method at the following Web site: http://www.mrcoward.com/slcusd/kbar.html At the end of each week, each group will lead a 10-20 minute discussion. Discussion points should be shared on Google Docs prior to the discussion day. Students presenting should be able to describe the meaning of and context they would find the vocabulary they have encountered through their readings. They should also consider the following questions when presenting their findings: <i>Do you see patterns in the languages you know with the vocabulary you are encountering in your readings? Do you see connections to the roots you are learning to the vocabulary you are encountering in your readings?</i></p>	<p>*Student Constructed Learning</p>	<p>WWW: Kick Back And Read Method, Google Docs Web sites</p>
<p><i>Culminating Project: Creating Virtual Flash Cards & Re-Visiting Essential Question</i> Students have already been able to see vocabulary in a real-world context through various types of literature in their reading list. They have also been able to visit a local newspaper or invited a real-world journalist who spoke to them on the process from collecting information for an article to publishing one. As a finale to this curriculum unit, students will learn how to create and share flashcards online by using Quizlet http://quizlet.com This Culminating Project is to show students a way to make flash cards easily so that they feel motivated to continue building their vocabulary. Students should be introduced to this</p>	<p>*Guided Activities and Performances *Student Constructed Learning</p>	<p>WWW: Quizlet Web site</p>

activity by asking them the following question: *Design a method to memorize the vocabulary you came across and think of ways you can integrate the vocabulary into your daily language.* Students will create virtual flash cards from their vocabulary list and share them with their classmates. This activity should take two class periods for students to transfer their vocabulary list to virtual flash cards. Sharing should take one class period where students will try their classmates' flash cards on Quizlet. After this, students should fill out their final column "What Have I Learned" in their KWHL chart they began in the preliminary exercises for this curriculum unit. The students should be referring to the essential question to complete the chart: *How can increasing my vocabulary help me to better communicate with people and understand the world around me?* If students have trouble completing the chart and need help in answering the essential question, the teacher should guide the students by facilitating a discussion on the essential question or simply asking what they have learned through the various activities.

--	--