

Rationale

English/ Language Arts students must bolster their vocabulary in order to improve their reading comprehension and better navigate new social contexts. This lesson place students will introduce students to vocabulary terms, which will be underlined or bolded within an excerpt from their assigned mentor text reading. Within small groups, students will use their language decoding literacies to use context clues that will allow for the collaborative composition of a definition for each of the provided vocabulary terms. This will give students an opportunity to appeal to their prior knowledge (if they already have familiarity with a given term) and will facilitate opportunities to receive affirmation. The “Define and Draw” handout will encourage students to take individual ownership of each term by reconstructing the collaboratively composed definition into a unique image.

Rationale informed by...

“The goal of learning from a social constructivist perspective is to construct and reconstruct meaning, knowledge, and context through discourse communities (Green & Gredler, 2002). In this form of constructivism, learners participate in a community of learners and construct meaning from the discourse practices in that community. Learners participate in the coconstruction of knowledge”.

O'Donnell, A. (2012). Constructivism. In APA Educational Psychology Handbook: Vol. 1. Theories, Constructs, and Critical Issues. K. R. Harris, S. Graham, and T. Urdan (Editors-in-Chief). Washington, DC: American Psychological Association. DOI: 10.1037/13273-003.

Essential Question

- How does one create meaning?
- What does it mean to “take ownership” of learning?

Learning Objective(s)

- Students will be able to determine the meaning of unknown terms using context clues and language decoding strategies
 - [CCSS.ELA-LITERACY.L.9-10.4A](#)
- Students will be able to respectfully participate in a collaborative conversation
 - [CCSS.ELA-LITERACY.SL.9-10.1](#)
- Students will be able to reconstruct vocabulary terms into an illustration that conveys the same meaning
 - [CCSS.ELA-LITERACY.W.9-10.2](#)
- Students will be able to use the adapted maker kit as a reference station to acquire word meanings from a digital source
 - [CCSS.ELA-LITERACY.L.9-10.4.C](#)

Materials Needed

- a writing utensil
- looseleaf or notebook paper
- a handout that contains typed excerpts from a mentor text, with vocabulary terms bolded or underlined
- a “Define and Draw” worksheet
- a raspberry pi or another dedicated personal computing device that has been adapted as a dictionary/reference kiosk
- a screen with hdmi or vga input
- a usb keyboard and usb mouse

Instructions

1. The instructor will distribute a handout that contains excerpts from an assigned mentor text, with predetermined vocabulary terms bolded or underlined.
2. The instructor will introduce the day’s essential questions, “what does it mean to create meaning?” and “how does one ‘take ownership’ of learning?”. The instructor will explain that “taking ownership” occurs when someone takes information and creates something completely new with it. The instructor goes on to explain that the goal for this lesson is for students to acquire information from the reading excerpts and to “take ownership” of the terms by creating definitions.
3. The instructor will read the first provided excerpts from the mentor text and model his/her thought process by thinking aloud through the context clues and composing his/her own functional definition of the bolded (or underlined) vocabulary term.
4. Students will be instructed to divide themselves into small groups of three people, in which one student will assume each of the following roles: the reader, the recorder, and the researcher.
 - a) The reader is to read each excerpt aloud and facilitate a collaborative conversation about context clues and potential meanings.
 - b) The recorder is to write down a functional definition for each of the vocabulary terms, as decided upon by the group in response to the context clues.
 - c) The researcher is to visit the maker kit (“Reference Kiosk”) and jot down a paraphrased version of the dictionary definition for each vocabulary term. The researcher will then encourage the recorder to make minor adjustments to the collaboratively constructed meaning, ensuring that each group has accurate functional definitions.
5. Students will be told that each group effectively “took ownership” of the new vocabulary terms by collaboratively creating their own meaning, which is excellent for learning. However, the instructor will go on to suggest that students should attempt to take their learning even further by taking individual ownership of each term.
6. The instructor will then pass out a “Define and Draw” handout. Students will be tasked with rewriting their (double-checked/accurate) collaboratively constructed functional definition in the box on the left-hand side. In the box on the right hand side students will be told to take individual ownership by creating an illustration that represents the meaning of the vocabulary term.
7. As an exit slip, students will be asked whether or not their socially constructed meanings were accurate when compared to the dictionary definition acquired at the “reference kiosk”

Assessment

- Informal observation of student groups during their collaborative discussion of context clues
- “Define and Draw” handout will be turned in at the beginning of class the next day for a formative grade
- The exit slip