

NOTE: Today, students will need access to the Internet and the library’s resources. A library with Internet access would be the ideal location. However, if your library has no Internet access, you will want to sign up for the computer lab and the library.

TITLE OF LESSON

American Literature Unit 1 Lesson 2 –Exploring Dictionaries
How do we use language tools?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, W1.0-2, W/O1.0-2, L/S1.0
NETS for Students – 1, 2, 3, 5, 6

MATERIALS

- Regional Expressions Checklist – Student Page
 - Personal Data Sheet – Student Page
 - Dictionary Sources – Teacher Page
 - American Literature Independent Reading List – Student Page
 - Dictionary Toolbox – Student Page
 - Several types of dictionaries
 - Some computers with Internet access
-

LESSON OBJECTIVES

- To compare the features of several different types of dictionaries
 - To explore the dictionaries using the game “Fictionary”
 - To select a novel for independent reading
-

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **American Literature Independent Reading List** – Pass out the **American Literature Independent Reading List**. Tell students they will be required to read SIX novels on their own time over the course of the school year. It will be their responsibility to either borrow or purchase the novels they choose to read. They must choose a novel from the **American Literature Independent Reading List**. Today only, students will be given time to go to the library to locate a novel from the list and check it out. If the library does not have the novel they would like to read or if someone else has already borrowed it, students will need to borrow from a local library, purchase from a local bookstore, or purchase from the Internet (with their parents permission, of course). Review the Independent Reading List requirements found at the bottom of the handout. Field any questions. Tell students you will be going to the library after the warm up.
- 2) Homework Check – Check binders, signed syllabus, and collect permissions slips. Give points to students who brought them to class on time. Tell students they have two more lessons to bring in all of these items before you begin calling home to help them to remember to bring in what has been assigned. Stamp/initial complete **Vocabulary Worksheets**.
- 3) **Daily Log** – Have students write down the Daily Log below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Dictionary Toolbox 2. Fictionary 3. Brainstorm Dictionary		1. Finish reading “History of African American English,” “Board’s Decision on Black English Stirs Debate,” and “Talking the Talk.”

			<p>Features</p> <p>4. Select novel for independent reading</p>		<p>2. Highlight/ Annotate articles.</p> <p>3. Journal 1</p> <p>4. Define Vocabulary Words and continue working on Vocabulary Worksheets (Item 6).</p> <p>5. Regional Expressions Checklist, part one</p> <p>6. Begin reading novels. Bring to class tomorrow.</p>
--	--	--	--	--	---

ACTIVITIES – INDIVIDUAL AND GROUP

1. Library – Take students to the library. Make sure the librarian has several types of dictionaries out, and a copy of the **American Literature Independent Reading List**. (Of course, if you have no librarian at your school, you will need to prepare the examples of dictionaries, see *Explanation of Lesson* above.) Tell students they will have 10 minutes at the end of the period to locate a novel from the Independent reading list. For now, they are going to work on the next step in this lesson.
2. **Dictionary Toolbox** – Have students get into groups and distribute a different kind of dictionary to each group. Make sure to assign an online dictionary to at least one group (use the annotated **Dictionary Sources** list to decide which dictionaries you want to assign). Give each group a dictionary or a website address, along with a **Dictionary Toolbox** sheet. Assign *Group Roles* (see below). Explain to students that there are different kinds of dictionaries that serve different purposes. It will be their job to figure out what kind of dictionary they have been assigned, what purpose it serves, and what features it has. Tell the students to pass the dictionary around the group and look at the ways their dictionary is organized. Pay attention to how you find words, how you learn about word meanings, what the dictionary tells you besides just the word meaning. In other words, what features does the dictionary have? Each group must fill out one **Dictionary Toolbox**, which they will present later in class. (The purpose of the **Dictionary Toolbox** is to help the students understand what dictionaries include and how their features are organized, in order to help them create their own dictionaries.) Give them five to ten minutes to explore the dictionaries and fill out the toolbox.
3. After the dictionary exploration, tell the students that each group must find two words or expressions (in their dictionary) that they think will be unfamiliar to the rest of the class. They might be rare or obscure words, or unfamiliar regional expressions. On the back of the **Dictionary Toolbox**, they should write down the two words/expressions, as well as their meanings and any other information they think will be useful (pronunciation, other variants of the word, and so forth). They may spend about five minutes doing this.
4. Fictionary – Now, collect the words and definitions from each group. Tell them you will play a game called “Fictionary.” In this game, they will invent meanings for the unusual words or phrases they have found.
5. **Group Definition** – Begin by reading one of the words selected by the groups. Tell each group to take out a piece of paper, put their names on the top, write as convincing, made-up definition as possible, and be creative. They cannot use the dictionary! They want to trick all of the other groups into voting for their definition, as the real definition. The group that already knows the word can write down the real definition, as well as they can remember it. The group should work together to develop a single definition. So you should hear a lot of talking going on in the room. Give them just a couple of minutes to agree on the definition.

You may need to suggest ways for them to do this at first. If a group has chosen an obscure word like “quotidian,” it will be easier to be imaginative, since no one will know what it means. If they have chosen a regional expression such as “cloze da light,” (“close the light,” meaning “turn out the light,” from “The Original Lingo of Northeastern PA.”) you will have to explain that they should think of meanings other than the explicit meaning of the words in the phrase. Tell them that, when every group has finished writing a definition, you will read all of the definitions, and each group will vote on what definition is the real one.

6. Voting – Then collect the papers and read the definitions in random order. Tell them you will read the definitions a second time, and this time, they must vote on which definition they think is the real one. Each group gets one vote. Allow them a moment to discuss what their vote will be. (Even the group that knows the real definition should put up a pretense of discussing it here. They should pretend they don't know the real definition. They will not want to reveal that they wrote the definition anyway, since they only get a point if no one picks theirs as the real definition.)
7. Score - Keep score on your own sheet of paper, If a group votes for another group's definition as the real one, the group that made up the definition gets a point. If no one guesses the correct definition, the group that found the unusual word gets the point. If a group guesses correctly, they receive a point. A group may vote for their own definition; it neither gives them any points, nor takes any points away.
8. Reveal the real definition, and let them know the score, if you wish.
9. Repeat the exercise until you have read a word from each group. If there is time, repeat with the second words from each group. Then tally up the points and declare a winner.
10. Discuss – Ask the students how they were able to identify the real definitions amongst the phonies (if they were). What clues let them know that something was a dictionary definition? What features from dictionaries do they use regularly? The parts of speech? The pronunciation guide? If they were writing a dictionary, what features would they include in theirs? Tell the class that the purpose of this game is to familiarize themselves with the structure of dictionaries and dictionary entries. For their final project, they will be creating a dictionary of language used by Mark Twain in *The Adventures of Huckleberry Finn*.
11. **Class Brainstorm** – Create a class brainstorm list based on the features they saw today that they liked. Ask the Presenters from each group to present the information from the group's **Dictionary Toolbox**. While they present, have someone write a list of dictionary features on a large sheet of butcher paper. Make sure that they include all of the regular features from the toolbox on the list, as well as the features each group includes which are specific to their type of dictionary. Make sure the following words are on the list, and tell students to add them to their Unit 1 Vocabulary List: entry word, guide word, etymology, pronunciation, part-of-speech, definition, abbreviation. Write the list of brainstormed dictionary features on a large sheet of butcher paper to post in your classroom. Tell them that this will serve as a reminder to them as they develop their own ideas about how to structure their dictionaries. If they find new and interesting dictionary features during the unit, they may add to this list.
12. Review Homework – Tell students to define the vocabulary words above during homework, using a dictionary to help them. Point out the word “etymology.” This means the origin of words, where they come from. The students should have found this out while doing their **Dictionary Toolbox**. In most dictionaries, the original language that the word comes from is listed in parentheses next to the definition of the word. The name of the language is usually abbreviated, and the dictionary usually contains a list of the abbreviations and what they stand for. Tell the students that, in addition to defining their vocabulary words, they must continue to work on the **Vocabulary Worksheets** they received yesterday, listing the origin of the words on the sheet (Item 6). Also, they should finish reading the articles assigned yesterday, and complete the journal response. Distribute the **Regional Expressions Checklist**. Tell them that, in their roles as linguists, they are going to be looking at different expressions used throughout the United States. For the first part of this assignment, they will look at the checklist, fill out the **Personal Data Sheet** for themselves, and follow the directions on the checklist. The reason they are filling out both the **Regional Expressions Checklist** and the **Personal Data Sheet** is that they are going to use these to conduct their own research. So it is important that whenever they have someone fill out a checklist, they also have them fill out a Personal Data Sheet AND that they always keep the two together so that they can identify who gave them which information. The second part of the assignment will be given tomorrow.
13. Locating a Novel – Tell students they will have 10 minutes to locate and choose a novel they would like to read. Remind them that it should be a novel they are interested in reading, or it will be very difficult for them to actually read the book. Because they are not writing a traditional book report, it will be next to impossible to fake having read a book. So they really need to choose a novel they think they can complete. Have students

select a novel for independent reading. They should begin reading it tonight, so if they do not find one in the library today, they will be responsible for finding one somewhere else tonight. That means, they must purchase (the ideal option so that they can **highlight/annotate** their novel which they should get in the habit of doing – remind students that they will be writing an essay about each novel they read. **Highlighting/annotating** is helpful in selecting text they will eventually quote in their essay so they do not have to re-read the whole book to find significant quotes to use). Remind the students how many novels they must read for the year: 6 outside novels and 4 in class novels. Tell students they should bring their novel with them to class every day, starting tomorrow. They will receive credit for bringing their novel and reading it in class tomorrow. Any student without a novel by Lesson 4 will receive a phone call home.

HOMEWORK

- 1) Continue reading “History of African American English,” “Board’s Decision on Black English Stirs Debate,” and “Talking the Talk.”
 - 2) **Highlight/ Annotate** articles and say if the writers are speaking a dialect.
 - 3) Finish Journal 1.
 - 4) Define Vocabulary Words and continue working on **Vocabulary Worksheets**. (Item 6)
 - 5) Complete **Regional Expressions Checklist**.
 - 6) Begin reading novels. Bring to class tomorrow.
-

GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate as many examples for the **Dictionary Toolbox** as possible. It is not your job to come up with the ideas alone. It is your job to encourage/help other group members to come up with the ideas.

Notetaker – Your job is to write out the words the group is giving you for the **Dictionary Toolbox**. It is also your job to write down the group’s definition for the Fictionary game. It is not your job to generate all of the examples or definitions. It is your job to help others to give you as many ideas for examples and definitions as possible to write.

Presenter – Your job will be to present your group’s **Dictionary Toolbox**. Your group members must also help by contributing any ideas you forget, and participating in the class brainstorm.

Dictionary Keepers – Your job is to look up the definitions for the unusual words in the dictionary, and help your group find examples for the **Dictionary Toolbox**. It is not your job to find the examples alone. It is your job to be in charge of the dictionary while your group works together to find examples.

DOCUMENTATION FOR PORTFOLIO

Unit 1

None