

DAY ONE

Part I: Passage Reading (10 minutes)

Passage Instructions

Begin by reviewing the key words. This may be done orally or the words may be written on the board to cue students. This review should activate students prior knowledge of the word's meaning. Next, to support readers of all levels, the text may be read aloud.

Key Words

assess	relevant	capacity	contrast
enables	adequate	paralyzed	emphasize

Should there be an age limit to use social networking sites?

15-year-old Michael Kim updates his Facebook status as soon as he gets home. He enjoys posting videos and pictures of his friends. Michael is not alone. 65% of American teens use social networking sites such as Facebook, MySpace, or Twitter. While some people feel that sites like these should be open to users of all ages, others feel that social networking sites should be used by adults only.

People feel that these sites should open to users of all ages for many reasons. Many people think that social networking sites have the capacity to promote communication with friends and family. Others emphasize that teens can learn about internet safety through these sites. For example, using these sites can help teens learn to assess whether information found on-line can be trusted. Many teens feel that Facebook allows them to be creative because they can post their own videos and pictures. Supporters of social networking sites also think that these sites can help teens to make friends with people from all over the world.

In contrast, others think that young people should not be able to join social networking sites. These people argue that Facebook or other sites do not provide adequate protection from dangerous adults. Right now, there are few relevant laws that protect teens on-line. Also, sites like Facebook distract teens from school work. Many teachers and parents believe Facebook enables teens to tease others through cyber-bullying. As a result, bullied teens could become paralyzed with fear and stop attending school. Some also argue that the videos and photos posted by teens on-line could get them into trouble later.

While some people believe that these sites provide important opportunities for teens to connect with friends and to be creative, others think that sites like Facebook can be dangerous. Should there be an age limit to join social networking sites?

i Facebook, "Statistics," www.facebook.com, (accessed Aug. 22, 2010)

Part 2: Reading Comprehension (10 minutes)

Discussion Questions

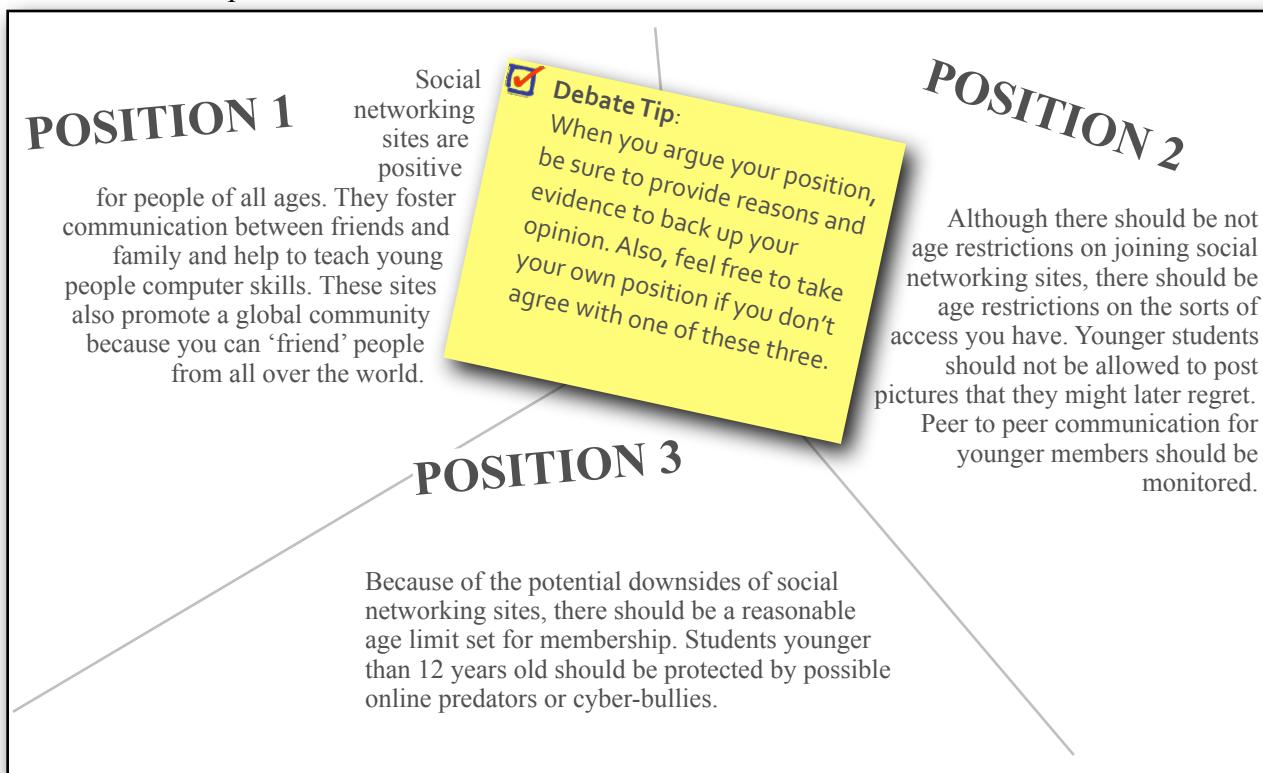
The following questions can help guide discussion about the paragraph and check for student comprehension. In addition to asking students to consult the paragraph for answers to the questions, teachers can invite students to go beyond the paragraph and tap into their own personal beliefs about the week's topic.

1. Why do some people believe that sites, like Facebook, should have an age limit?
2. What do you think? Should Facebook have an age limit? Use relevant and specific evidence to support your perspective. (Students can also be asked to use the academic vocabulary taught in the passage)

Optional Extension Activity

Debating the Issue

Whatever the debate format, ask students to use academically productive talk in arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read the sample positions in the Teacher Notes Section of your Word Generation teacher's guide to illustrate some possibilities, but students should be encouraged to take their own positions on the issue at hand.



DAY TWO**Part I: Word Chart (7-10 min)****Completing the Word Chart**

Tell students that they will be filling out a word chart similar to the ones they have been filling out all year. Note: you may want to let them know that there are 8 words instead of the usual 5 words.

Tell students that, since they have already filled out the usual sections of the word chart earlier in the year (“forms”, “examples of use”, and “note”), they have two new activities: “Put it in your own words” (students define the term in their own words) and “Connections to your own life” (students make any connection to the word with an example from their own lives). Note: you will likely need to model these two sections. For example, for Word Chart A, you can say: “If I were to put the definition for capacity in my own words, I might write something like ‘If I have the capacity to do something, it means that I can do it.’ If I want to make a connection to my own life, I might write ‘I have the capacity to play the trumpet.’”

Break students into pairs to work on the word chart. Provide dictionaries and thesauruses if possible, as well as any other reference materials to which you have access. Note: depending on how much time you have, you may want to divide the groups up whereby half the groups work on the first 4 words, and the other half work on the last 4 words; then, they could fill out the missing information in their charts during the next activity, for example).

Review Unit I - Word Set A Should teens be allowed to join social networking sites?			
Word	Meaning	Put it in your own words	Connections to your own life
capacity	(n.) - an ability		
emphasize	(v.) - show the importance of		
contrast	(n.) - a comparison to show differences		
adequate	(adj.) - as much as necessary		
enables	(v.) - makes something possible		
assess	(v.) - judge the quality of; evaluate		
relevant	(adj.) - connected		
paralyzed	(adj.) - unable to move		

Part 2: Word Poster (10 minutes)

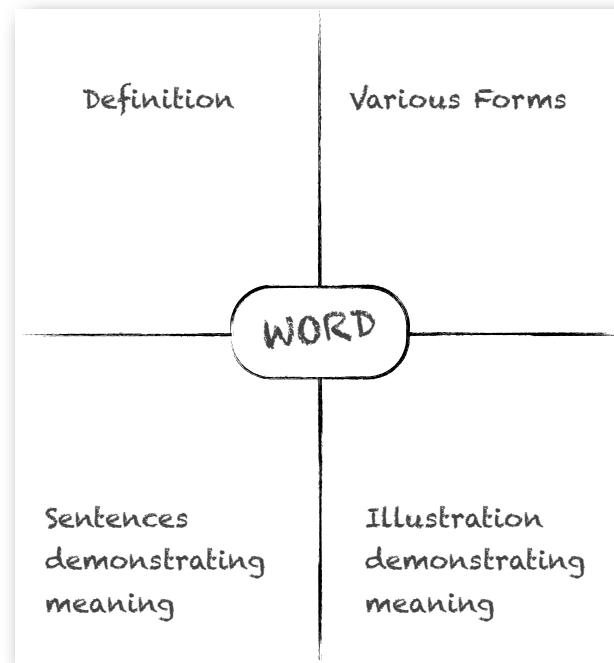
Making the Posters in Groups

Next, combine two sets of pairs to create groups of four. Then, assign each group one of the words which they will use in the center of a word poster (see example, as well as video footage at: <http://www.wordgeneration.org/observe/ButtimerM1.html>

You will need to model this activity since the students likely have not done it before. One suggestion may be to create a sample poster using one of the words before class that both you and the students may refer to when modeling and creating the poster, respectively.

This activity should last approximately 8-15 minutes, depending on how detailed you would like the posters to be. Students will need chart paper and markers to complete the activity.

Tell students that they will present their posters to the class the following day.



DAY THREE

Part I: Poster Presentations (10-15 minutes)

Presenting the Word Poster to the Class

Group students together around their poster.

Students may present in a variety of forms, including a jigsaw presentation (again, you may see classroom footage of a jigsaw share at: <http://www.wordgeneration.org/observe/ButtimerM1.html>). Note: if you have a large class size, you may want to have students present only 1-2 quadrants of the poster for purposes of time.

As students present, you should clarify students' understandings of their word when appropriate.

Part 2: Partner Puzzle (10 minutes)

Solving a crossword using a partner's oral clues

Next, break students into pairs to work on the crossword assessment.

One partner (Player 1) receives the puzzle with the DOWN words already filled in.

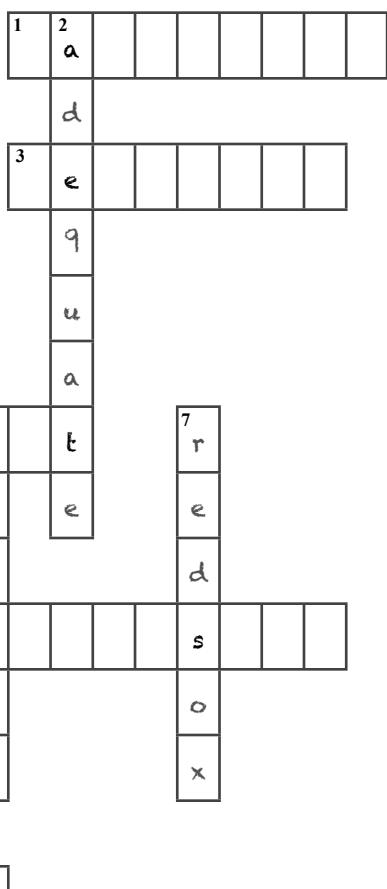
The other partner (Player 2) receives the the puzzle with the ACROSS words already filled in. This activity is somewhat different from other crosswords. Make sure students understand the directions:

it chases
cats and
chews on
bones...

dog?

You and your partner have the same crossword puzzle. You have the “across” (or “down”) words filled in and your partner has the “down” (or “across”) words filled in. Your job is to fill in the words that you do not have and help your partner fill in the words s/he does not have. You will do this by giving definitions for the words on your sheet to your partner, and s/he must guess what the word is from your clue. For example, if you had the word “dog” as one of your “across” words, you might give your partner the following clue: “This is an animal that chases cats and likes to chew on bones.” You would keep giving clues until your partner says “dog” and fills it in on her/his crossword puzzle. You may not use the actual word (in this case, “dog”) in your clues, nor can you give clues such as “It rhymes with fog”. Try your best to give only clues that define the word.

Students with
DOWN words
see this:



Students with
ACROSS
words see this:

