



ADULT EDUCATION/RAEN ELA/SS PD

Kathryn Lent and Bonnie Lang

March, 2018

DIN: HIDDEN MEANINGS

- ▶ Hidden Meanings packet

Man Campus	your hat keep it	Check
1. _____	2. _____	3. _____
League	School	knee light
4. _____	5. _____	6. _____



TODAY'S TOPICS!

- ▶ Prefixes and Suffixes
- ▶ Hidden Meanings
- ▶ Conjunctions
- ▶ Homonyms
- ▶ Poetry
- ▶ Essay Writing Sequence
- ▶ Drawing Conclusions
- ▶ Parts of Speech
- ▶ Common Writing Errors
- ▶ Economics
- ▶ Declaration of Independence
- ▶ U.S. Constitution
- ▶ Bill of Rights
- ▶ Zeke Pippin

ROOT WORDS

- ▶ How do you teach root words?
- ▶ Handouts:
 - ▶ “Root Words - *Inferential Understanding*”
 - ▶ Greek Root Words
 - ▶ Latin Root Words
 - ▶ Graphic Organizer
 - ▶ Root Word Tree
 - ▶ Packet



PREFIXES & SUFFIXES

- ▶ How do you teach prefixes and suffixes?
 - ▶ Prefixes
 - ▶ Suffixes
 - ▶ Packet
- ▶ Root Word Tree with prefixes and suffixes
 - ▶ Diagram Chart handout

A diagram illustrating the structure of words. At the top, the labels 'prefix', 'root word', and 'suffix' are written in blue, black, and red respectively. Three arrows point downwards from these labels to the corresponding parts of several words: 'uncomfortable', 'irregularly', 'disorganised', 'unconfidently', and 'disrespectfully'. The prefix 'un-' is blue, the root word 'comfort', 'irregular', 'disorganise', 'confident', and 'disrespect' are black, and the suffixes '-able', '-ly', '-ed', '-ly', and '-fully' are red.

prefix root word suffix

uncomfortable

irregularly

disorganised

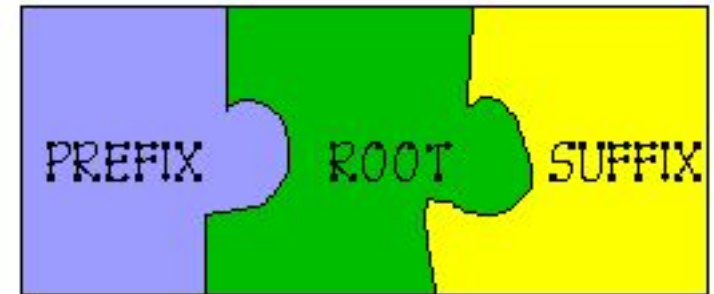
unconfidently

disrespectfully

WORD PARTS

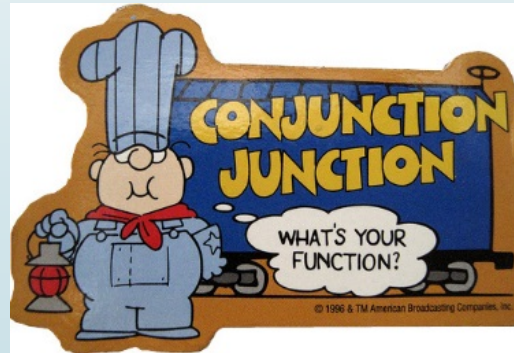
- ▶ “Word Parts” Handout
- ▶ “Word Parts.2” Handout
 - ▶ With a little Social Studies!
- ▶ Bonnie’s Game
 - ▶ “Word Parts Bingo!”

WORD PARTS ARE
LIKE PARTS OF A PUZZLE!



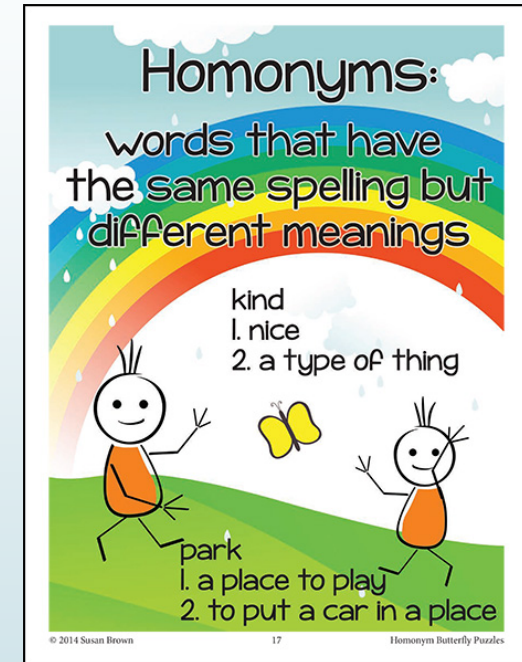
PARTS OF SPEECH

- ▶ “Parts of Speech” Handout
- ▶ “Conjunction Junction” Handout



HOMONYMS

- ▶ How do you teach Homonyms?
- ▶ Common Homonyms Handout



POETRY

- ▶ Handout
 - ▶ Langston Hughes poem
 - ▶ Betty Gates poem
- ▶ Image
- ▶ Feeling
- ▶ Meaning



SIMILES & METAPHORS

- ▶ Handouts
 - ▶ Similes and Metaphors
 - ▶ Poetry
 - ▶ Langston Hughes poem
 - ▶ Hip Hop and Rap



GENERALIZATIONS & DRAWING CONCLUSIONS



- What is a Generalization?
 - "Generalizations" Handout
- Define "Drawing a Conclusion"
 - Packet
 - "Drawing Conclusions" Handout #1
 - "Drawing Conclusions" Handout #2
 - "Drawing More Conclusions" Handout

Generalizations
A statement about a group
that is true for MOST of
the group

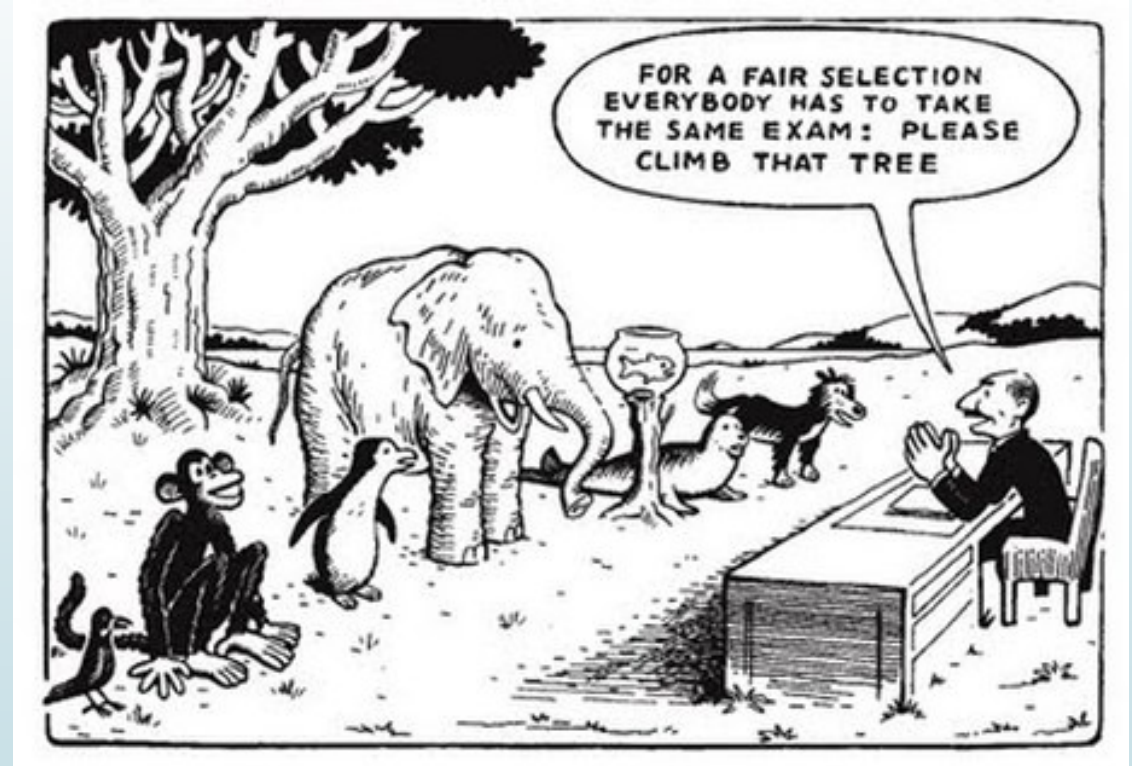


They are peppers, they must
be hot

The diagram illustrates a generalization. On the left, there are three peppers (two red, one green). An arrow points from the peppers to the word "HOT" in a red, jagged font, which is next to a yellow sunburst icon. Below the arrow, the text reads "They are peppers, they must be hot".

DETECTING BIAS

- ▶ What is Bias?
- ▶ Why is Bias used?
- ▶ Examples?
- ▶ How can you tell if it is positive or negative?
- ▶ Handout
 - ▶ “Detecting Bias”
 - ▶ “Detecting Bias” – the man with the baboon liver.



COMMON WRITING ERRORS



- *a.k.a. Pet Peeves of Teachers!*
- Packet created by Kathy
 - Everyday words and their correct usage
 - Commas Kill!
 - Subject and Verb Agreement
- Send me suggestions for additions!



CONSTITUTION, DECLARATION, and more!

- ▶ How do you teach your students about the:
 - ▶ Constitution
 - ▶ Declaration
 - ▶ Bill of Rights
- ▶ What were some of the problems with the *Articles of Confederation*?
 - ▶ Amend or Toss?
 - ▶ Handout





CONSTITUTION, DECLARATION, and more!

- ▶ Teaching Ideas:
 - ▶ Start with a line or an idea
 - ▶ Such as the line regarding the right and duty for those threatened with absolute tyranny to “throw off such government.”
 - ▶ Discuss the historical and contemporary significance of the documents.
 - ▶ The Road to Revolution
 - ▶ Chain of Events
 - ▶ Historical moments
 - ▶ Have these documents served as models for others that followed? (Seneca Falls Declaration, a reference point in MLK’s “I Have a Dream” speech – promissory note)
 - ▶ Focus on excerpts, not the whole document
- ▶ Handouts:
 - ▶ The Declaration, U.S. Constitution, Bill of Rights
 - ▶ “What Does It Mean?”
 - ▶ Rewrite the introduction (preamble) for the Declaration and Constitution

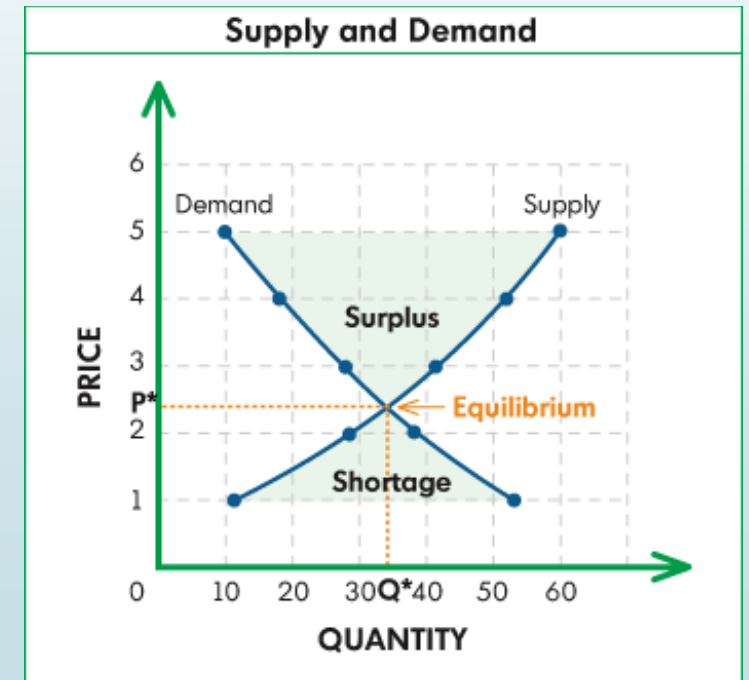
BASIC ECONOMIC CONCEPTS

- ▶ What is Economics?
- ▶ What are some of the basic terms students should know?
 - ▶ Resources
 - ▶ Production
 - ▶ Distribution
 - ▶ Consumption
 - ▶ Goods and Services
 - ▶ Capital
 - ▶ Labor
 - ▶ Producer Goods
 - ▶ Consumer Goods
 - ▶ Markets
 - ▶ Compete
 - ▶ Planned
- ▶ Handout, "Basic Economic Concepts Worksheet"



MICROECONOMICS

- ▶ The study of individual economic decisions
- ▶ Key terms:
 - ▶ Free-market economy
 - ▶ Supply and demand
 - ▶ Equilibrium price
 - ▶ Consumers
 - ▶ Labor
 - ▶ Compensation
- ▶ Handout, "Microeconomics Worksheet"



ZEKE PIPPIN, by William Steig



ZEKE PIPPIN

- Discuss why Bonnie uses this book in her teaching
 - Plot Elements
 - Vocabulary Development through Context Clues
- Activity:
 - Read the book together
 - Develop a list of key words that students may have difficulty defining
 - Chart out the plot elements
 - Denouement



THANK YOU!



Kathryn Lent

Klent@scsd.us

(315) 435-4150

Bonnie Lang

BLang@scsd.us

(315) 435-4150