

Kern County Superintendent of Schools
Write to Learn
CAHSEE Weekly Words and Writing Prompts
First Semester – Year One

Friday – PE/Health, Art Teacher – Analyze

STEP ONE: Introduce the Word: The Write to Learn word for this week is analyze.

A script might go like this:

- **Pronounce the word with a visual model:** *Our word this week is analyze. (At this point the teacher can point to the word displayed on a whiteboard/SmartBoard/piece of paper.) I've written the word on the board. Say it quickly after me – analyze. (The students then repeat the word after the teacher.)*
- **Clarify the part of speech:** *Analyze is a verb, an action word, something we do.*
- **Call on volunteers and non-volunteers** to give their own definitions. *Can anyone tell me what analyze means? Call on volunteers and non-volunteers alike.*
- **Review the student-friendly definition.** Here you should explain the word in everyday language, explaining how it is used in the context of PE/Health or Art. *Analyze means to think about something carefully and in great detail, in order to understand it.*
 - **Give importance of the word:** Here we teach why the word is important, including personal examples, academic examples, and real life examples.
 - *On the CAHSEE, you might be asked to analyze a problem and write about a solution.*
 - *In PE, we might analyze the proper way to perform an exercise so that we do not injure ourselves.*
 - *In art, we might analyze two different techniques, artists, or periods of art before we talk about how they are the same or different.*

Teachers can add their own personal examples and academic examples.

- **Provide examples and non-examples to clarify the meaning in everyday language**, relating to PE/Health or Art.
 - *If my teacher asks me to analyze the steps I used to design a walking program that would burn calories, I would look at what different routines I might add to my walking to increase calorie-burning.*
 - *If I look at the first page of the CAHSEE and I shut the book without trying to solve any problems, I have not analyzed the work on the test.*
 - *If I am not losing weight, I might need to analyze my exercise program to add extra types of exercise including strength training and aerobic exercise.*
 - *If I am going to buy a piece of art, I might analyze what style would fit best in my house or what techniques the artist has used.*

STEP TWO: Checking for Understanding

- Here we teach the students how to use the word. These activities check students' understanding and provide informal practice through planned oral activities.
- To check for understanding, the teacher provides students with multiple opportunities to use the new words.
- The “checking for understanding” activities help students understand the words at deeper levels because of repeated and varied exposure.
- These activities can be done orally as sponge activities or in a “game” format.
- Remember to remind students to answer in complete sentences.
- The following are illustrations of the different types of checking for understanding activities. Please feel free to substitute your own examples.
- (This can be done throughout the week.)

Processing Questions – Ask questions that require students to process the meanings of the new words:

- If you *analyze* why your PE teacher wants you to drink water while you are outside exercising, what might be some good reasons? Share with your elbow partner.
- *Analyze* how the world would be different if we could only see in black and white. What does color add to your life? Share with your elbow partner.

Idea Completions – Provide students with sentence frames that require them to integrate a word's meaning into a context in order to explain a situation:

- After *analyzing* cardiovascular disease which is the leading cause of death in the United States, preventative measures include _____, _____, _____, and _____. (answer: eating a low-fat and low-sodium diet, monitoring blood pressure, engaging in exercise, and not smoking)

- After *analyzing* a work displaying motion, language that might be used to describe the motion in a work of art include _____, _____, and _____. (answer: rhythm, pattern, and movement)

Have You Ever...? – Have students associate newly-learned words with familiar contexts and experiences.

- *Analyze* your chances of injuring yourself around your home. What are some ways you can reduce your risks by eliminating the dangers that exist? (Students might mention removing clutter on the floor, repairing broken stairs, installing handrails, making sure electrical outlets are not overloaded, storing flammable liquids in tightly-closed containers, cleaning chimneys regularly, having a fire extinguisher handy, planning an escape route in case of fire, storing medicines and chemicals out of the reach of children, etc.)
- Have you ever known of a family member or friend who has had a life-threatening disease? *Analyze* the effects of the disease on the person and on the friends and family. What could you do to support that person?
- Have you ever looked at a painting and thought, “I could do that”? *Analyze* what characteristics a painting must have to be considered art. Share your list with an elbow partner. Do the two of you have some of the same elements listed, or are your lists different?

Fill in the Blank or Missing Words – Use the target word in a sentence stating the word as a “blank” for students to restate the word.

- _____ the warning signs of cancer and detecting the disease early can have a positive effect on long-term survival. (*analyze*) (answer: *analyzing*)
- Yesterday in class we _____ the artist’s use of formal balance, informal balance and radial balance. (*analyze*) (answer: *analyzed*)

Making Choices– Have students choose a word if it fits in a certain context. *If any of the things I say are things that you can analyze, say, ‘That is something I can analyze.’ If they are not, don’t say anything.*

- The components of a healthy lifestyle
- The dictionary definition of art
- The elements of art used in portrait design

Juxtapositions – Challenge students to answer a yes or no question containing two juxtaposed target words.

- Can you *describe* something that you *analyze*? (substitute a word you have already studied for the word *describe*)

Discussion Prompts – Use context of what you are teaching as a basis for discussing word meaning with your students.

- Health: Think about the risk factors for cancer: cigarette smoke, toxic chemicals, radiation, sunlight, heredity, and viruses. *Analyze* your life style and discuss your likelihood of getting cancer. If your doctor charged double for every smoking-related visit, do you think that would influence whether or not patients would continue to smoke? Explain.
- Art: Select several of your favorite pieces of art. *Analyze* the element of art (line, color, value, shape, form, space, and texture) as well as the principles of art (balance, variety, harmony, emphasis, proportion, movement, rhythm, and pattern) used in each of these pieces. Discuss them with your elbow partner.

True/False – Provide wait time for students to process and respond to true/false statements.

- Special dietary needs of teenage athletes (true)
- The index on page 250 (false)
- Ancient Egyptian art (true)

Teachers can add their own examples.

STEP THREE: Independent Work

- **Independent Practice:** Here the students will practice what the teacher has just taught. At this point, if some students need help, teachers assist them individually.
- **PE and Health Writing Prompt:** This is where the teacher will give the students the **writing prompt** to practice the word. For example, the teacher may ask the students to write in their journals the following journal topic: (Teachers may use their own journal topics, tied to the Sequenced Pattern of Instruction or the courses assigned from the Course of Study Binder for Independent Study, or they may use the following writing prompts.)
 - Look at the food guide pyramid. Now, *analyze* your diet for a day and determine how many servings of each item you have eaten. From your *analysis*, would you say that you have eaten a healthy diet?
 - Look at your exercise routine. Sort your exercises into three categories: aerobic, anaerobic, and resistance exercises. Now, *analyze* your list and add several new exercises to each list. Explain the benefits of each type of exercise.

- **Art Writing Prompt:** This is where the teacher will give the students the **writing prompt** to practice the word. For example, the teacher may ask the students to write in their journals the following journal topic: (Teachers may use their own journal topics, tied to the Sequenced Pattern of Instruction or the courses assigned from the Course of Study Binder for Independent Study, or they may use the following writing prompts.)
 - Select a favorite work of art from your art textbook. Now, *analyze* the artist's use of horizontal, vertical, diagonal, curved, and zigzag lines. Look again at the work and write about the artist's use of color: primary, secondary, tertiary, monochromatic, analogous, and complementary.

Teachers can make up their own journal topics or use the ones provided.

- **Homework:** For **classroom students**, they might be encouraged to look for the word or examples of how the word is used after they leave class for the day. They might bring to class newspaper articles, books, or magazines with the target word used in the text. **Independent Study students** might be asked to use the word in their assignments or to find the word or examples in their reading outside the class.

STEP FOUR: Review Periodically Through Games/Activities

- **Periodic Review:** Active Engagement with Words/Checking for Understanding/In-Depth Word Knowledge (refer to the *Core Vocabulary Handbook* page 26, pages 44 – 46 and PowerPoint notes from Staff Development Day). These in-depth word knowledge techniques can be used throughout the week to increase students' exposure to the chosen word. Hence, the students are receiving ongoing encounters with the target word.
 - **Questions:**
Sam thought it might be fun to *analyze* the contents of my backpack. What might he find that would be of interest? Why might he want to look closely at what I have put in my backpack? What might the contents reveal about me?
 - **Examples/Non-examples:**
Which one of these two sentences best describes how I might *analyze* something?
I looked through the microscope to discover the movement of the microorganism, how it ingested food, what its relationship was to the other microorganisms. I then drew pictures of what I saw and wrote down what I had observed. OR I briefly looked through the microscope and noticed that the microorganism was moving. I then returned to my seat and spent a minute drawing what I had observed.

- **Finish the Ideas:**
After reading the story about birds migrating to the south in the winter, we *analyzed* their flight pattern and discovered _____. OR After *analyzing* all of the snacks I have eaten this past week, I discovered that my snacks are _____ (healthy choices/unhealthy choices) because_____.
- **Have You Ever...?:**
If someone asked you to *analyze* the steps involved in keeping a plant alive, what would you tell the person?
- **Choices:**
If what I say is something that you could *analyze*, say “That is something I can *analyze*.”
 - Steps involved in solving a mystery
 - A quick glance down the street to check for traffic
 - A look at the menu to decide what to order for lunch
 - The reasons why your business has declined for 12 straight months
- **Discussion Prompts:**
Analyze what characteristics make a person a good friend. Write them down and discuss why these characteristics are important. Now, compare your list with your elbow partner. After *analyzing* both lists, together pick five characteristics that are necessary for a good friend to possess.
- **Juxtapositions:**
Can you *analyze* things that you *describe*? (You may substitute another word that you have taught for the word *describe*.)
- **Missing Words:**
Detectives are still _____ the DNA evidence at the crime scene. (analyze) (answer: analyzing)
The evidence was sent to the lab for _____. (analyze) (answer: analysis)
In the story “To Build a Fire”, we _____ why the man continued to travel through the snow when he was warned to stop. (analyze) (answer: analyzed)
- **True/False:**
To *analyze* something takes only a few seconds.
It is difficult to know why someone does something without *analyzing* his or her behavior.
In math you might be given pictures of 2 triangles and you might be asked to *analyze* their similarities and differences.

- **Word Association:**
 - Which word goes with looking at something carefully in order to understand it? (analyze)
 - Which word refers to analyzing something yesterday? (analyzed)
- Games include:
 - Scattergories
 - Jeopardy
 - Word Charades
 - Word Concept Sorts
 - Pyramids
 - Pictionary
 - Word Form Sorts
 - Word Form Charts
 - Thinking Maps
 - Word Walls
 - Antonym Scales
 - Poetry Word Play (Diamante Poems, Cinquain Poems)
 - Vocabulary Hotshot Notebooks