

Procedure: Government Assistance Programs

1. Students are given pertinent vocabulary words in the order that they appear in an article to write a story impression. It is important to remind the students that they must use the words in the order that they are given. While it is okay to play with form and change verb conjugations and/or make words plural or singular, students should do their best to use the words exactly as written. If the student does not know what a word means, he or she is expected to make an educated guess based on knowledge of root words and linguistic features and use the word to the best of his or her ability.
2. After writing the story impression, students are given the text from which the vocabulary words were taken. In reading the authentic text, students will be able to discern the meaning of the vocabulary words and how to appropriately use them in context.
3. After reading, have students compare and contrast their text with the authentic text using a Venn diagram.
4. Once students are done considering the information in the article, they should debate some of the article's more salient points with two classmates (note that 'vecino' (neighbor) was used in the classroom interchangeably with 'compañero de clase' (classmate)). Remind the students to make every effort to use the new vocabulary in this discussion.
5. Lastly, students will write a persuasive speech regarding an opinion of the article. It is important to remind the students to use specific information from the article as support for their opinions and to try to use their new vocabulary words as much as possible.

It is recommended that the teacher avoid providing direct instruction on the vocabulary until the students are working on step 3. At that point, it is good to provide information regarding nuances of the words or pragmatic information as applies.