

**Connotation & Denotation
with some Conjunctions thrown
in for good measure
Follow-Up Lesson**

Making the next day more interactive after your flipped lesson.

Let's Assume-

- Your students have already completed the flipped lessons on Connotation & Denotation and the lesson over Conjunctions.
- You have prepared your materials and are ready for class.
- You now have 50 minutes to **ACTIVELY** show them and apply it to their reading and writing.
- Write the following sentence on the board or overhead projector, "She walked into the room."

It's GO time!

Before Class - Ask for 3 Volunteers :

During this lesson three students demonstrate the sentence "*She walked into the room.*" Before you begin the lesson, prepare these students by asking them to walk into the room in a particular manner:

1. Ask one student to walk in quickly, as if she is late. She's not to run, but she should seem rushed and hurried.
2. Ask another student to walk in at a fairly normal speed, but as if she is very happy and pleased. She might bounce in or float in dreamily.
3. Ask the last student to walk in very slowly, as if she really isn't interested in the class and has plenty of time to get into her seat.

Class Starts:

- Discuss the meaning of the sentence. What can we really tell about what the student did? Point out to students that the sentence is rather bland, because we cannot visualize anything about the action.
- Have your volunteers go out into the hall and enter it as you have asked them to do. Tell the rest of the class to jot down notes or maybe even write a sentence if they have time about what they see the person doing.
- After each person, discuss with the class about the original sentence and how it could be revised for each volunteer.
 1. How could we replace the verb, so that we get a better understanding of the person entering the room? If I change the sentence to "She rushed into the room," how do the verb's connotations help to see not only what she looked like, but also what type of person she is? Or maybe I should say that "She hurried into the room"? I'm not sure. Maybe I'll write both.
 2. Okay, here comes another student. "She walked into the room" doesn't really capture what she's doing either. Hmm. What about "She bounced into the room." Or instead of just the verb, maybe I should add an adverb that tells the reader more: "She bounced happily into the room." Okay. That's better.
 3. Last student. Wow. She's walking very slowly. Looks like she doesn't even want to be here. I wonder if I should revise the sentence to say "She meandered into the room." Or maybe add an adverb and leave the verb alone: "She walked slowly into the room."

The Continuation...

- Once you've created three revised sentences, ask students to think about the differences between the original sentence and the new versions. Pay particular attention to the way connotation and word choice changed the meaning. Have them share out their responses.
- Now, let's use what we know about conjunctions. First, let's take a second and remember what they are and why they are used. Who can explain conjunctions to us? Discuss.
- Using your IRWN notes and your own knowledge, work with your small group to create three sentences (one about each of our volunteers) that add some information and emotions they must have been feeling based on the way they acted.
- Have the class share out responses.
- End the lesson with a CFU or, if they have been working on an independent piece, have them apply it to their own writing.

THE CFU OF THE DAY

On a sticky note, write a few sentences about what you learned today incorporating everything below:

1. a conjunction (coordinating or subordinating)
2. what you learned today or your take-away from the lesson
3. how this could help you as a reader and writer

Have teachers look at the CFUs

- Teachers will look at the list of CFUs provided.
- If time allows, they can brainstorm other CFUs that could have worked for this same lesson and share out.