

# Lesson 6: Unfamiliar Vocab & Part 1 Practice

(approximately one hour)

## A. Tips for confronting unfamiliar vocabulary (30 min.)

Chances are, you're going to run into at least a few vocabulary words on the ELA Regents that you're not familiar with. Don't panic! There are a lot of different strategies you can use to help figure out the meaning of these unfamiliar words.

Watch this helpful video for some tips: <https://www.youtube.com/watch?v=0auqQ82551Y>

## Vocabulary Exercise

**Educator Note:** Students do not need to identify the actual definition, or the sample words given below, but get the gist or general meaning of the word.

Feel free to have students only attempt a few of the questions below if you'd prefer they devote more time to the Part 1 practice.

**Directions:** Read each sentence and determine the meaning of the word using sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning, so you can keep reading a passage without a dictionary.

1. **Extraordinary:** Kevin may know how to layup a basketball, but my jump shot is **extraordinary**.

Meaning: Sample meaning - better, special

What clues in the sentence lead you to your definition?

**Educator Note:** the word "but" indicates that my shot is different;

"Kevin may know, but" isn't as clear, but can lean toward being better

2. **Establish:** Even though peace between the two formerly warring nations had been **established** for years now, the soldier still woke cold from dreams of battle.

Meaning: Sample meaning – in place, set up, a law

What clues in the sentence lead you to your definition?

**Educator Note:** "for years now" indicates peace is set up, in place, possible a law

3. **Scrupulous:** I wanted to just set the table and be done with it, but my mother **scrupulously** arranged each napkin, dish, and utensil until they were in perfect alignment.

Meaning: Sample meaning- precise, exact, detailed

What clues in the sentence lead you to your definition?

**Educator Note:** “but” means a difference between me and my mother; I want to “be done” but mom has everything “perfect”

4. **Consent:** Jake asked his mother for permission to go to his friend Rodney’s dance party, stating that his grades had improved, and he was quite pleased when she **consented**.

Meaning: Sample meaning – yes, agreed, gave permission

What clues in the sentence lead you to your definition?

**Educator Note:** Jake asked to go to the party and now he is pleased (happy). So, she must have said yes.

5. **Vexed:** When Jose found out that his little brother Emilio carelessly broke his Xbox disc tray, Jose was **vexed** and sure let Emilio know it.

Meaning: Sample meaning – upset, mad

What clues in the sentence lead you to your definition?

**Educator Note:** his brother broke his Xbox, so Jose would be mad at Emilio

6. **Tact:** Jane could have easily offended Bertha when she informed her that the dress did not fit her well, but Jane used **tact** and consideration when choosing her words, so Bertha understood without being hurt.

Meaning: Sample meaning – telling truth with polite words, kind way

What clues in the sentence lead you to your definition?

**Educator Note:** “Dress didn’t fit” – prior experience student might know this can make people unhappy; “choosing her words” indicates thinking about the words; “Bertha understood without being hurt”.

7. **Emphatic:** Her parents really wanted her to attend the local university, but Shaniqua argued her case so **emphatically** and with such great passion, that her parents gave Shaniqua their consent.

Meaning: Sample meaning - strongly

What clues in the sentence lead you to your definition?

**Educator Note:** “but” indicates difference – Shaniqua changed her parents mind. How? She “argued her case with great passion,” so Shaniqua felt strongly about it.

8. **Conjecture:** Stanley tried to determine the meaning of the vocabulary word, but there were so few clues in the sentence all he could do was hopelessly **conjecture** as to what the word might mean.

Meaning: Sample meaning - guess

What clues in the sentence lead you to your definition?

**Educator Note:** “so few clues;” “hopelessly \_\_\_ the meaning”

9. **Ascertain:** The clues in the sentence were so helpful, Stanley was able to **ascertain** the meaning of the word beyond a shadow of a doubt.

Meaning: Sample meaning – know, figure out, understand

What clues in the sentence lead you to your definition?

**Educator Note:** “clues were so helpful” could \_\_\_ “the meaning of the word.”

## B. More Part 1 Practice (30 min.)

### Practice using June 2019 Regents exam, Part 1, Passage C

Review your process, and then use your skills to read and answer the questions for Passage C.

**Educator Note:** Encourage students to discuss the strategies they used in the previous lesson, and plan aloud how they will start with Passage C, before actually starting.

Students will want to use to know how they did, and the answer key is available with the rest of the handouts.

### C. Select Part 2 topic for next session (less than 5 min.)

**Educator Note:** The next session will focus on Part 2. While students will have no control over the topic provided to them on the actual exam, you can hopefully engage their interest to some extent by allowing them to choose the topic they are most intrigued by on the list compiled from past exams. Give students some time to read through the options and make a selection.

Remember to write down students' choices before sending this lesson home with the student.

Then, in between sessions, you can print a copy of the past Regents Exam with the Part 2 containing their chosen topic.

During the next two sessions, we'll be taking a look at Part 2 of the exam, where you'll be asked to write an argumentative essay defending your position on a topic. This topic will **always** be a question beginning with "Should...?", so your answer or **position** will always contain the words "should" or "should not".

**Educator Note:** The lesson tells students about the next two lessons, even though this is the last of the *Expanded Lessons*. This is because you can continue the Regents Prep by using "*Session 3: Argumentative Writing*," from the shorter ELA Prep materials, titled, "ELA Regents Prep in Four Sessions." The "Session 3" lesson ends with the student writing the introduction for an argumentative essay. You can follow that lesson by having the student write the full essay, based on their introduction.

In order to use "*Session 3 Argumentative Writing*," you will need to have copies of the exams listed below, that have the question(s) that your students are interested in writing about. During the actual Regents Exams, students will not have a choice of questions. For this practice session, it might help students to concentrate on how to write the argumentative essay if they are able to choose the topic.

Then you can use "*Session 4: Text-Analysis Response*," so students can practice the final part of the ELA Regents Exam, using text analysis.

Next time, you'll be practicing strategies for outlining this type of argumentative essay. While you won't get a choice of topic on the actual exam, for our practice session, you can pick one of these topics that sound interesting to you! Take a look at the list of topics below, and circle the one you'd like to focus on.

#### Past Exams' Part 2 Topics

June 2018: *Is graffiti vandalism?*

August 2017: *Should self-driving cars replace human drivers?*

January 2016: *Should food be genetically modified?*

June 2015: *Should college athletes be paid?*

January 2015: *Should extinct species be brought back into existence?*