


Lesson Objective: Students will interpret and use the denotative and connotative use of words.	TEKS: 9.190A, 9.190B, 9.1A, 9.1B, 9.1E, 9.3, 9.7
Resources: Texas Pearson 9 pages 766-767 Website http://www.dowlingcentral.com/MrsD/area/literature/Terms/Connotation.html	
Suggested Sequence: This lesson should follow the types of poetry lesson in the 4 th six weeks.	
Duration: 1-2 45 minute class periods	
Procedure: Introduce students to idioms through discussion of definitions, giving an example, and asking students to provide examples. Next, discuss the terms denotation and connotation. Use an example from the practice worksheet to discuss literal vs. deeper meaning. Ask students to first draw what the literal/denotative (dictionary) meaning would be for the statement, then write the denotation. Students will then draw the deeper/connotative (reading between the lines, what's it really saying?) meaning, also stating the meaning in writing. Handout the worksheet. You may wish to complete one more random example with students, asking them to tell you what to write on the board for answers, before asking them to complete the tasks independently. (see worksheet below)	
Differentiated Instruction:  <p>Strategies for English Language Learners</p> <ul style="list-style-type: none"> * Comprehending Teacher Instructions <ul style="list-style-type: none"> - Have students choose a partner who share the same home language (optional). - Encourage students to ask questions for clarification in their home language, and work with their partners to translate. - Encourage students to retell or summarize teacher instructions before beginning assignment to check for comprehension. - If a student did not comprehend teacher instructions, encourage student partners to explain the step using mime to clarify the intention. - Communication Strategies, sentence starters to help students express themselves clearly, is found on page V39 in the <i>English Learner's Notebook</i>. - Establish a purpose and goal for the lesson. * Introduce students to idioms through discussion of definitions, giving an example, and asking students to provide examples. <ul style="list-style-type: none"> - The following website includes a series of exercises, in which students view the literal representations of idioms and then examine the metaphorical meanings of the idioms. http://www.readwritethink.org/files/resources/interactives/idioms/ * Here is a Connotation and Denotation PowerPoint Lesson with visuals: http://www.mrsbentheim.com/f/ImprovingVocab-Connotations-4-PPT.pdf * Here are a few fun lessons on teaching Connotation and Denotation: Getting Started! By Trent Lorcher <ul style="list-style-type: none"> - This lesson focuses on students understanding connotation, denotation, and the difference between the two. 	

- Divide students into groups of 3-4 and give them one of the following lists of words.
 - *student, apprentice, disciple, junior, learner, novice, scholar, undergraduate*
 - *skinny, bony, angular, emaciated, gaunt, malnourished, scrawny, slender, thin, anorexic*
 - *run, amble, bound, dart, dash, gallop, lope, scamper, sprint*
 - *vacation, break, fiesta, furlough, holiday, intermission, layoff, recess, respite, sabbatical*
 - *busy, active, diligent, employed, occupied, persevering, unavailable, employed*
 - *fear, dread, apprehension, anxiety, panic, terror*
 - *fat, obese, chubby, stout, plump, stocky*
 - *friend, companion, buddy, acquaintance, colleague, playmate*
- Have groups identify each word as positive, negative, or neutral. Keep in mind that most words can be either, depending on the context.
- Have each group choose 3-4 words from their list and demonstrate their meanings with a drawing or a short skit.
- Be sure to have each group say the word and explain its meaning.
- Have the class explain the difference between the word's connotation and its denotation (dictionaries may be necessary)

Teaching Denotation and Connotation by Lenzi Hart

Why not associate the meaning of denotation and connotation with a word they will never forget: their own name!

All names have an origin, or denotation that was originally tied to the name. Baby [books](#) are excellent resources to find a names origin, but the baby book [The Baby Name Survey Book](#) by Bruce Lansky, also includes the common "impressions" names make on people. Each name in the book includes the denotation, but also includes connotations many might associate with the name. Using this book can put a creative spin on a usually stale lesson. After obtaining a copy of the book, you can set up the lesson by following the steps below:

1. Discuss the meaning of denotation and connotation, either by presenting the definitions on a Power Point slide show, on the board, etc. Using the word "fat", write the dictionary definition of fat on the board. "Fat - (adj.) having too much flabby tissue; corpulent; obese: *a fat person.*" Next, discuss the feelings or associations the word "fat" creates in the students. Are the feelings positive, negative, or neutral? What other words can we use, that have the same denotation as "fat", but don't have the same negative connotations as the word "fat"?
2. Students need to see that names have connotations, too. A great way to illustrate your point (especially with the middle or high school age bracket) is to ask the boys which girl they would like to take out on a date: Helga or Nikki? Most boys, if they are not being goofy, will say they prefer to take out Nikki. Then go into a discussion about the connotations associated with both names and read the descriptions from [The Baby Name Survey Book](#) to see if the class's perceptions match those in the book. Next, ask the girls which boy they would like to date: Melvin or Brock? Again, girls will more than likely say "Brock" and as a class, discuss why Brock may be getting more dates than poor, unfortunate Melvin!
3. Finish up the lesson by reading the denotation (the origin) of volunteer's names and sharing the connotation from the book. A word of caution:

skim the connotation description before reading it out loud to the class, because a few of the connotations in the book are NOT positive. For example, the name "Crystal" in the book, is a name that is viewed by many as an obnoxious, bleach blond girl who buys her clothes at Walmart. I kid you not, that is more or less what the entry says, and luckily, I skimmed the description before sharing it with my class, and quite possibly, hurting the feelings of the Crystal that eagerly awaited the reading of her name's connotation!

Bruce Lansky's book is an excellent tool to teach denotation and connotation that puts a personal spin on the lesson. Students LOVE to talk about themselves and to learn more about their names. Throughout the year, randomly mention Helga, Nikki, Melvin or Brock, and students will automatically recall your lesson on denotation and connotation!

Denotation & Connotation Quiz

This quiz will provide practice in choosing the word that has the intended denotation and connotation.

<http://wps.prenhall.com/ipractice/24/6350/1625657.cw/-/1625684/index.html>

TIPS:

- Teachers can model thought processes and strategies by thinking aloud. This modeling can move toward increased independence by progressing to students thinking along with the teacher and eventually thinking on their own.
- All students must be accountable for what they have learned. Address assessment at the beginning of a new lesson so that students understand what is expected of them.
- At the end of the lesson, evaluate which teaching strategies and techniques were successful and which weren't. Track your results and note any patterns that emerge for future reference. This technique can help you prepare for your next lesson and identify the best methods for teaching ELLs.
- Hard copy of teacher notes and a completed example of the lesson should be available for students to view; if needed.

ELPS 1 (A)(B)(D)(E)(F); 2 (B)(C)(D)(H)(I); 3 (A)(C)(D)(E)(I); 4 (A)(D)(E)(F)(G)(I)(J); 5 (B)(C)(F)



Strategies for Special Needs Students

* Comprehending Teacher Instructions

- Encourage students to ask questions for clarification.
- Encourage students to retell or summarize teacher instructions before beginning assignment to check for comprehension.
- If a student did not comprehend teacher instructions, provide a hard copy of instructions and clarify on-on-one.
- Establish a purpose and goal for the lesson.

* Introduce students to idioms through discussion of definitions, giving an example, and asking students to provide examples.

- The following website includes a series of exercises, in which students view the literal representations of idioms and then examine the metaphorical meanings of the idioms. <http://www.readwritethink.org/files/resources/interactives/idioms/>

* Here is a Connotation and Denotation PowerPoint Lesson with visuals:

<http://www.mrsbentheim.com/f/ImprovingVocab-Connotations-4-PPT.pdf>

* Here are a few fun lessons on teaching Connotation and Denotation:

Getting Started! By Trent Lorcher

- This lesson focuses on students understanding connotation, denotation, and the difference between the two.

- Divide students into groups of 3-4 and give them one of the following lists of words.
 - *student, apprentice, disciple, junior, learner, novice, scholar, undergraduate*
 - *skinny, bony, angular, emaciated, gaunt, malnourished, scrawny, slender, thin, anorexic*
 - *run, amble, bound, dart, dash, gallop, lope, scamper, sprint*
 - *vacation, break, fiesta, furlough, holiday, intermission, layoff, recess, respite, sabbatical*
 - *busy, active, diligent, employed, occupied, persevering, unavailable, employed*
 - *fear, dread, apprehension, anxiety, panic, terror*
 - *fat, obese, chubby, stout, plump, stocky*
 - *friend, companion, buddy, acquaintance, colleague, playmate*
- Have groups identify each word as positive, negative, or neutral. Keep in mind that most words can be either, depending on the context.
- Have each group choose 3-4 words from their list and demonstrate their meanings with a drawing or a short skit.
- Be sure to have each group say the word and explain its meaning.
- Have the class explain the difference between the word's connotation and its denotation (dictionaries may be necessary)

Teaching Denotation and Connotation by Lenzi Hart

Why not associate the meaning of denotation and connotation with a word they will never forget: their own name!

All names have an origin, or denotation that was originally tied to the name. Baby [books](#) are excellent resources to find a name's origin, but the baby book [The Baby Name Survey Book](#) by Bruce Lansky, also includes the common "impressions" names make on people. Each name in the book includes the denotation, but also includes connotations many might associate with the name. Using this book can put a creative spin on a usually stale lesson. After obtaining a copy of the book, you can set up the lesson by following the steps below:

1. Discuss the meaning of denotation and connotation, either by presenting the definitions on a Power Point slide show, on the board, etc. Using the word "fat", write the dictionary definition of fat on the board. "Fat - (adj.) having too much flabby tissue; corpulent; obese: *a fat person.*" Next, discuss the feelings or associations the word "fat" creates in the students. Are the feelings positive, negative, or neutral? What other words can we use, that have the same denotation as "fat", but don't have the same negative connotations as the word "fat"?

2. Students need to see that names have connotations, too. A great way to illustrate your point (especially with the middle or high school age bracket) is to ask the boys which girl they would like to take out on a date: Helga or Nikki? Most boys, if they are not being goofy, will say they prefer to take out Nikki. Then go into a discussion about the connotations associated with both names and read the descriptions from [The Baby Name Survey Book](#)

to see if the class's perceptions match those in the book. Next, ask the girls which boy they would like to date: Melvin or Brock? Again, girls will more than likely say "Brock" and as a class, discuss why Brock may be getting more dates than poor, unfortunate Melvin!

3. Finish up the lesson by reading the denotation (the origin) of volunteer's names and sharing the connotation from the book. A word of caution: skim the connotation description before reading it out loud to the class, because a few of the connotations in the book are NOT positive. For example, the name "Crystal" in the book, is a name that is viewed by many as an obnoxious, bleach blond girl who buys her clothes at Walmart. I kid you not, that is more or less what the entry says, and luckily, I skimmed the description before sharing it with my class, and quite possibly, hurting the feelings of the Crystal that eagerly awaited the reading of her name's connotation!

Bruce Lansky's book is an excellent tool to teach denotation and connotation that puts a personal spin on the lesson. Students LOVE to talk about themselves and to learn more about their names. Throughout the year, randomly mention Helga, Nikki, Melvin or Brock, and students will automatically recall your lesson on denotation and connotation!

Denotation & Connotation Quiz

This quiz will provide practice in choosing the word that has the intended denotation and connotation.

<http://wps.prenhall.com/ipractice/24/6350/1625657.cw/-/1625684/index.html>

- Allow students extra time to complete assignment.
- Hard copy of notes and completed teacher example of lesson available; if needed.
- Verbal and visual reminders to stay focused on lesson.
- The Special Education Department located on your campus is a great resource or feel free to contact me through campus email. My information is below.

Evidence of Learning/Assessment/Student Work Products:

Completed worksheet

Related Readings:

ReadWriteThink: Teaching Idioms Online

<http://www.readwritethink.org/files/resources/interactives/idioms/>

Connotation and Denotation PowerPoint:

<http://www.mrsbentheim.com/f/ImprovingVocab-Connotations-4-PPT.pdf>

Getting Started Lesson: Written by Trent Lorcher

<http://www.brighthub.com/education/k-12/articles/13411.aspx>

Teaching Denotation and Connotation by Lenzi Hart

<http://www.brighthub.com/education/k-12/articles/13497.aspx>

Lesson Author/email address: Ashley Robinson/LBJ High School

Jennifer.robinson@austinisd.org, Valerie Pannell/Bowie High School

Valerie.pannell@austinisd.org Abi Smithey/Lanier High School

Abigail.smithey@austinisd.org, Danielle Edwards/Bowie High School

Danielle.edwards@austinisd.org



: valerie.pannell@austinisd.org

<p>Connotation and Denotation Quiz: http://wps.prenhall.com/ipractice/24/6350/1625657.cw/-/1625684/index.html</p>	
---	--