

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Language Arts, Reading	Lesson Title <i>Can You Get the Signal?</i>	Correlation to Framework 04.03/04.07	Lesson Number 41
<p>Objectives/Learner Outcomes</p> <p>At the end of this lesson, the learner will be able to:</p> <ul style="list-style-type: none"> • Recognize signal words within a reading passage. • Identify the appropriate category in which a signal word belongs. • Understand the importance of signal words in increasing comprehension. • Use signal words in writing a paragraph or essay 		<p>Materials/Resources/Internet Sites/Handouts/Worksheets</p> <ul style="list-style-type: none"> • Handout – Signal Words • Handout – Signal Word Concentration • Handout – Signal Word Matching Game • Internet Resources <ul style="list-style-type: none"> ○ National Institute for Literacy http://nifl.gov/readingprofiles/Signal_Words.pdf 	
<p>Pre-Requisite Knowledge</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> • Read passages from various types of text, including fiction and nonfiction prose. • Explain the thought of a text • Draw conclusions • Make connections among parts of a text 		<p>Key Words</p> <ul style="list-style-type: none"> • Continuation • Sequence • Emphasis • Spatial • Comparison-Contrast • Conclusion • Fuzz Signals • Non-Word Emphasis Signals • Transition 	
<p>Anticipatory Set/Introduction</p> <p>Say: When you read a newspaper article about a crime that has occurred in your community, you will often see phrases such as: the alleged perpetrator, the purported crime, it is likely that the bank robber, it was reported that, or he is reputed to be a member of drug gang.</p> <p>Ask: What do these phrases mean? Why do they use these words?</p>			

Preview Questions for Lesson

- When you drive down an interstate highway, you often see signs along the way. Why are these signs there?
- If we were driving down the road and I told you there was a signal ahead, what would that mean to you?
- What is a transition word?

Instructional Outline

Say: Signal words give you clues about what will happen next in a passage or how one part of the passage is related to another. Just like signs on the highway, signal words often tell you what is coming up next. Signal words are essential words for all readers. They help you to understand the text. Signal words are synonymous with transition words and relationship words. They guide the reader from one thought to another. They also assist the writer in organizing and presenting information clearly. Today, we are going to work on signal words. You will have a chance to learn more signal words so they become a part of your “signal vocabulary” - meaning that you recognize them immediately.

Write the following on an overhead or whiteboard, leaving enough space in between each word to insert examples of signal words:
Continuation, Time, Sequence, and Change of Direction

Have students brainstorm signal words that fit into each category. These are some of the easiest signal words for students to learn.

Distribute copies of the Handout – **Signal Words** and give students time to read through the list. Discuss any areas where they have problems. If there are words that students do not know, have them add them to their personal dictionaries. Distribute copies of newspaper articles and highlighters. Have students work in teams and use their list to identify signal words within an article. You may wish to start this activity by having all students work on the same article and then as a follow-up use articles they have selected.

Have students play the **Signal Word Concentration** game. This will give them a chance to become more familiar with each category and the words that they include. After students play the initial **Signal Word Concentration** game, expand the activity by giving students five to seven signal words from each category and have them sort the words by the correct category.

To assist in transference of skills, have the students write an essay or short story that includes signal words and then share their writing with the class.

<p>Process/Activities</p> <p>During this lesson, students will:</p> <ul style="list-style-type: none"> Identify signal words within a passage. Play Signal Word Concentration. Print on heavy card stock paper to students can not see the words from the back or put the words on colored index cards. Have students turn all words so they are face down and then turn over two at a time. When the category and signal word match, remove that set from the board and continue until all words are removed. Work in teams to categorize signal words. Write the title of each category on an index card. Make enough sets of index cards for the class. Cut the strips of words apart and place them in an envelope. Have students work in teams to put all of the signal words in their correct category. Use signal words in an essay or short story. 			
<p>Product/Evaluation/Summary</p> <p>When students have completed this lesson, they will provide the teacher with:</p> <ul style="list-style-type: none"> A copy of their essay or short story that includes signal words. 			
<p>Teaching to Different Types of Learners</p>			
	<p>Visual</p>	<p>Auditory</p>	<p>Kinesthetic/Tactile</p>
<p>Learning Activity</p>	<p>Use an overhead to show the signal words. Use different color highlighters to emphasis specific words and/or categories.</p>	<p>Provide oral instructions to ensure that students understand what is expected of them.</p>	<p>Have students develop flash cards for each of the signal words with which they are having difficulty.</p>
<p>Special Differentiation Strategies</p>	<p>Provide the students with highlighters so that they can underline the signal words with which they have difficulty.</p>	<p>Read the signal words to the students. Make an audio tape that they can listen to repeatedly if they need to review the words.</p>	<p>Have students play the Signal Word Concentration game so that they can manipulate the game pieces.</p>
<p>Evaluation</p>	<p>Have students make a list of signal words that they wish to use in their writing sample and then highlight each one as they include the word or phrase in their short stories or essays.</p>	<p>Have students to read aloud their essays and short stories as part of the editing process. This will allow them to hear any problems within the writing and make appropriate corrections.</p>	<p>Have students work in teams to create short stories filled with signal words. Have them use their flash cards to help identify words they want to use.</p>

The Family and Adult Literacy Connection

Encourage parents to work with their school-aged children on the different categories of signal words. Discuss the need for them to use age appropriate words and categories. For example, children in first through third grade may need to use the Time and Sequence categories with words such as, first, second, always, after, now, and when. Have parents help their children write "silly stories" using signal words or find the signal words in songs that they listen to at home.

ESE/ESOL Accommodations

ESE students may be overwhelmed with the entire two-page signal word handout. If that is the case, break it down into shorter segments and let the students work on one category at a time. Focus on those categories with which students have the most difficulty, such as: Cause, Condition, or Result, Comparison-Contrast, etc.

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Signal Words*

1. Continuation Signals (Warning—there are more ideas to come.)

and	also	another	a final reason
again	and finally	first of all	furthermore
in addition	last of all	likewise	more
moreover	next one	reason	other
secondly	similarly	too	with

2. Change-of-Direction Signals (Watch out—we're doubling back.)

although	but	conversely	despite
different from	even though	however	in contrast
instead of	in spite of	nevertheless	otherwise
the opposite	on the contrary	rather	still
on the other hand	yet	while	though

3. Sequence Signals (There is an order to these ideas.)

first	second	third	A, B, C
in the first place	for one thing	then	next
before	now	after	while
until	last	during	since
always	o'clock	on time	later
earlier			

4. Time Signals (When is it happening?)

when	immediately	now	lately
already	little by little	final	once
at the same time	after awhile	during	

5. Illustration Signals (Here's what that principle means in reality.)

for example	specifically	for instance	to illustrate
such as	much like	in the same way	as similar to

6. Emphasis Signals (This is important.)

a major development	it all boils down to	a significant factor	most of all
a primary concern	most noteworthy	a key feature	of course
more than anything else	a major event	a vital force	remember that
pay particular attention to	a central issue	a distinctive quality	above all
should be noted	by the way	the main value	
the most substantial issue	especially important	the basic concept	
especially valuable	the chief outcome	important to note	

7. Cause, Condition, or Result Signals (Condition or modification is coming up.)

because	if	of	for
from	so	while	then
but	that	until	since
as	whether	in order that	so that

Developed by Susan Pittman
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therefore due to	unless resulting from	yet consequently	thus without
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8. Spatial Signals (This answers the "where" question.)

between alongside close to away into north opposite inside out adjacent by	below here far side beside east over in front of behind above	about outside right near middle on south under across toward	left around over in next to beyond upon there these this west
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9. Comparison-Contrast Signals (We will now compare idea A with idea B.)

and too less than same even like still opposite	or best more than better then analogous to yet	also most rather while half but however	either less same though much as different from although
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10. Conclusion Signals (This ends the discussion and may have special importance.)

as a result from this we see therefore	consequently in conclusion	finally in summary	last of all hence
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11. Fuzz Signals (The idea is not exact, or the author is not positive and wishes to qualify a statement.)

almost could nearly was reported like	if some might purported	looks except reputed sort of	maybe alleged seems like probably
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12. Non-word Emphasis Signals

exclamation point (!) subheads, like The Conclusion graphic illustrations very short sentence: Stop war.	<u>underline</u>	<i>italics</i> indentation of paragraph numbered points (1, 2, 3) "quotation marks"	bold type
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Retrieved from the World Wide Web on 07/01/03 at: http://nifl.gov/readingprofiles/Signal_Words.pdf. Original document by Fry, E. B., Kress, J. E., & Fountoukidis, D.L. (1993). The reading teacher's book of lists, 3rd edition. Englewood Cliffs, NJ: Prentice Hall, pp.185-187.

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Signal Word Concentration

Continuation	Another	Change-of-Direction	However
Sequence	Then	Time	When
Illustration	For Example	Emphasis	Most of All
Cause, Condition, Result	Because	Spatial	Between
Comparison- Contrast	More Than	Conclusion	Consequently
Fuzz	Alleged	Non-Word Emphasis	<i>Italics</i>

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Signal Word Matching Game

Cut apart each of the words and place them in an envelope. Use index cards for the categories. Give each team the 12 categories and an envelope containing the signal words. Have the students place each signal word in its appropriate category.

And	Another	In Addition	Furthermore
Too	Although	But	However
Still	Though	First	Then
Before	Last	A,B, C	When
Immediately	Now	Lately	At the Same Time

For Example	Specifically	For Instance	Much Like
Such As	A Major Development	It All Boils Down To	Most of All
Should be Noted	Most Noteworthy	Because	If
That	In Order That	Thus	Between
Outside	Around	Next To	Adjacent
As a Result	Consequently	In Summary	Hence

Therefore	Almost	Maybe	Alleged
Purported	Probably	!	<u>Underline</u>
<i>Italics</i>	Subheads	“quotation marks”	