



# Slay the Slang!

## Summarizing Informational Texts



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<b>Grade Level</b>	7th – 8th Grade	<b>Time Frame</b>	2 class period(s)
<b>Subject</b>	English/Language Arts	<b>Duration</b>	100 minutes
<b>Course</b>	Composition, Creative Writing		

### Essential Question

How can I make meaning when I read? What strategies can I use? How does each generation use slang to express themselves?

### Summary

Students will implement a close reading strategy to annotate and summarize an informational text about Generation Z slang. Students will use context clues to infer the meaning of slang words. With the knowledge gained from the text reading, students will create their own Gen Z dictionary of definitions. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included. While this lesson is currently aligned only to 8th grade standards, it would be appropriate to teach in grades 7 through 8, adjusting standards as needed.

### Snapshot

#### Engage

Students look at past generational slang and try to predict its meaning. Students give examples of their own generation's slang.

#### Explore

Students further try to define the generational slang using context clues.

#### Explain

Students use a close reading strategy, CUS and Discuss, to identify the main idea (with supporting details) from an informational text. They summarize and paraphrase what they read.

#### Extend

Students create two words for a modern dictionary of Generation Z terms and present their words, definitions, and sentence examples to the class.

#### Evaluate

The informational text graphic organizer and the group presentation of their slang terms will serve as assessments of this lesson.

## Standards

*Oklahoma Academic Standards for English Language Arts (Grade 8)*

**8.1.W.1:** Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.

**8.2.R.1:** Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.

**8.2.R.3:** Students will generalize main ideas with supporting details in a text.

**8.4.R.3:** Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

## Attachments

- [He's The Cool One Teacher Creates Gen Z Dictionary.pdf](#)
- [Slang Terms Through the Decades - Spanish.docx](#)
- [Slang Terms Through the Decades - Spanish.pdf](#)
- [Slang Terms Through the Decades.docx](#)
- [Slang Terms Through the Decades.pdf](#)
- [Slay the Slang Teacher Slides.pptx](#)
- [Summarizing Text Graphic Organizer - Spanish.docx](#)
- [Summarizing Text Graphic Organizer - Spanish.pdf](#)
- [Summarizing Text Graphic Organizer.docx](#)
- [Summarizing Text Graphic Organizer.pdf](#)

## Materials

- Teacher slides for the lesson
- "Slang Terms Through the Decades" teacher resource handout
- Generation Z article, "He's the Cool One": Teacher Creates Gen Z Dictionary of Slang"
- Informational text graphic organizer

# Engage

## Teacher's Note: Engage Length

The Engage section, including both the slang examples and the Chain Note activity, should take approximately 20 minutes.

Display slide three showing the essential questions for this lesson. Read the questions aloud and tell students that by the end of the lesson, we will have a better idea of what slang is as we read and summarize an article.

Tell students that to begin our lesson we are going to discuss "slang" words. Show slide four which provides a dictionary definition of slang. Read the definition aloud. Continue to slide five and discuss how the word "stan" is used in these sentences. Ask students to respond to the question on slide five, "*How is the slang word 'stan' used in these sentences?*" Answer: Stan is used a noun and a verb respectively in these sentences to mean that Amber is a *very* big fan of the Oklahoma City Thunder.

Slide six displays the dictionary definition of the word, "stan" from Merriam-Webster's online dictionary. You may want to explain to students that even some slang words are included in the dictionary if they become used widely.

Use an [Elbow Partner](#) strategy and the prompt, "What are some other examples of slang that you know?" to get students to identify more examples of slang. Call on pairs to share their examples and assist the class through the discussion and sharing of ideas.

## Teacher's Note: Preparation For Chain Notes

Prior to class, look at the "Slang Terms Through the Decades" teacher resource handout (attached). On this handout are six slang terms from different decades along with their meanings. Place each slang word (bolded on the resource sheet) at the top of one piece of blank notebook paper so that there are six pieces of notebook paper with one word on each. This will be the preparation for the Chain Note activity.

The following activity should take about 10 minutes. Display slide seven and lead a Chain Notes strategy by reading aloud the directions aloud on this slide. Distribute each prepared notebook paper to a different student or to the first student in each row of desks. Students are to take a turn writing their definition of the slang on the notebook paper, then pass it to another student in the class or down the rows. When all students have written a guess on at least one of the notebook papers, they should return the paper to the student who started the chain note. (The notes will be read aloud a little later in the lesson.)

## Optional Modification For Distance Learning

Consider creating multiple copies of a Google Doc with the prompt, "What are some other examples of slang that you know?" Assign two students to each copy of the and have them collaborate virtually. Students can add notes to the document and collaborate as a group using the "chat" feature in the document. You may also consider making this activity a discussion board post to which your students can respond directly. [Download all attachments](#) to use this lesson in [Google Classroom](#).

# Explore

## Teacher's Note: Explore Length

The Explore activity, using context clues, should take approximately 15 to 20 minutes.

**Using Context Clues:** Rather than telling students the definitions of these slang words, they will use context clues to infer their meaning by reading them in sentences. Display slide eight which shows a sentence using the slang term "boffo." Read the sentence aloud. Ask students if the sentence provides any clues to the meaning of the term. Ask for volunteers to take a guess based upon the sentence. After one or two guesses, share the meaning of boffo with the students, using the teacher resource handout for the answer. Ask the student who has the chain note answers for the word boffo to stand up and read the student answers, checking to see if anyone guessed the meaning correctly.

Display slide nine and read aloud the example sentence for "cheesed." Again, ask for volunteers to guess what the slang might mean as it is used in this sentence. What clues can students find in this sentence that give meaning to the term? After a few guesses, share the meaning of cheesed with the students using the teacher resource handout for the answer. Ask the student who had the chain note for cheesed to read aloud all the guesses to see if anyone was able to infer the correct meaning before the discussion.

Move through the next four slides and continue in this manner with each slang term, using the example sentence to provide context clues. Remind students that each generation has its own slang terms. Tell them that, "Today, we will discuss the slang terms of your generation, 'Generation Z.'"

## Optional Modification For Distance Learning

To make this activity accessible for an online or distance learning environment, consider using a website such as Voice Thread. You can upload the slang terms ahead of time onto the site, and students can choose whether they would like to make a quick video, a voice memo, or a written note to provide their definition of the slang. [Download all attachments to use this lesson in Google Classroom.](#)

# Explain

## Teacher's Note: Explain Length

The Explain activity, summarizing text, should take approximately 30 to 35 minutes.

Pass out the informational text PDF about Generation Z titled, "'He's the Cool One:' Teacher Creates Gen Z Dictionary of Slang" (found in attachments). A link to the article from [Newsela](#) can also be found in the resources at the end of this lesson.

Tell students that they will be reading this article using the [Cus and Discuss](#) reading strategy.

## Teacher's Note: Informational Text For Struggling Readers

This article comes from [Newsela.com](#), an instructional reading platform. Newsela staff rewrite the same text at different Lexile levels. This article is at an eighth-grade Lexile level according to Newsela, but you can download and print a lower-grade reading of the same article if your class contains many struggling readers. Newsela has a complete explanation of their Lexile reading levels [here](#).

On slide 14, go over the reading strategy of Cus and Discuss with students, asking them to read the article and interpret it using this strategy as they read. Allow time for the article to be read and annotated (approximately 25 to 35 minutes).

After students have read the article and implemented the CUS and Discuss strategy individually, move students into assigned groups of three. Pass out the informational text graphic organizer (attached), one per group. Have all group members place their name on the graphic organizer. From their individual annotations, groups are to discuss and complete the graphic organizer together. Groups should come to a consensus and then determine three main ideas from the article. For each main idea, there should be at least one supporting detail. Finally, groups should write a summary of the text together in their own words, using 25 words or less. These directions are displayed on slide 15.

If time permits, have groups share out their summary.

## Optional Modification For Distance Learning

Consider creating multiple copies of the graphic organizer using Google Docs. Assign three students to each copy of the graphic organizer and have them collaborate virtually. Students can add notes to the document from their individual annotations and collaborate as a group using the "chat" feature in the document. You may also consider making this activity a discussion board post to which your students can respond directly. [Download all attachments to use this lesson in Google Classroom.](#)

# Extend

## Teacher's Note: Extend Length

The Extend activity should take approximately 20 to 25 minutes.

## Optional Video Activity

To introduce Generation Z slang, you may wish to show the [YouTube video](#), How to Speak Gen Z. (Follow the link [here](#), or the URL address is listed in the Resources at the end of the lesson.) After the video, discuss whether students recognized any of the words in the video as slang.

Next, tell groups that they will create two Generation Z slang terms of their own. Display slide 15 as an example. Tell students that each slang term should have a definition and an example using the word in a sentence.

## Teacher's Note: Slang Term Presentations

The slang definitions may be presented by students in a variety of ways. Students can place each definition on a Google Slides or PowerPoint presentation, a chart tablet display, or on two sheets of computer paper. If using the computer paper option, the definitions can be arranged and compiled into a Gen Z slang booklet for the class.

Once groups have an idea for their slang terms and definitions, they can "pitch" these ideas to another group and receive feedback. If time permits, groups can present one of their slang definitions to the class.

## Optional Modification For Distance Learning

Consider creating multiple copies of a Google Doc for students to create their slang on. Assign two or three students to each copy and have them collaborate virtually. Students can add notes to the document and collaborate as a group using the "chat" feature in the document. You may also consider making this activity a discussion board post to which your students can respond directly. [Download all attachments to use this lesson in Google Classroom.](#)

## Evaluate

The informational text graphic organizer and the two Gen Z slang terms will serve as assessments of this lesson.

## Resources

- Grade to Lexile Conversion. (n.d.). <https://support.newsela.com/hc/en-us/articles/360008500391-Grade-to-Lexile-Conversion>
- He's the cool one: teacher creates gen z dictionary of slang (2019). Newsela.com. <https://newsela.com/read/cool-teacher-teen-slang/id/51622/>
- How to speak Gen Z (2019). YouTube [video]. <https://www.youtube.com/watch?v=YtrxVWf91Jo>
- K20 Center. (n.d.). Chain Notes. Strategies. <https://learn.k20center.ou.edu/strategy/52>
- K20 Center. (n.d.). CUS and Discuss. Strategies. <https://learn.k20center.ou.edu/strategy/162>
- K20 Center. (n.d.). Elbow Partners. Strategies. <https://learn.k20center.ou.edu/strategy/116>
- K20 Center. (n.d.). Google Classroom. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/628>
- K20 Center. (n.d.). Newsela. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/649>
- Newsela Instructional Content Platform. (n.d.). <https://newsela.com/>
- Stan. (n.d.). <https://www.merriam-webster.com/dictionary/stan>