

Slay the Slang!

Summarizing Informational Texts

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Grade Level	8th Grade	**Time Frame**	2 class periods
Subject	English/Language Arts	**Duration**	100 minutes
Course	Composition, Creative Writing		

Essential Question

What reading strategies can I use to understand the meaning of words that I'm not familiar with?

Summary

Students will implement a close reading strategy to annotate and summarize an informational text about Generation Alpha slang. They will use context clues to infer the meaning of slang words. With the knowledge gained from reading, students will create their own Gen Alpha dictionary of definitions.

Snapshot

Engage

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

Explore

Students define generational slang using context clues.

Explain

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

Extend

Students create two words for a modern dictionary of Generation Alpha terms and present their words, definitions, and example sentences to the class.

Evaluate

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

Standards

ACT College and Career Readiness Standards - Reading (6-12)

WME401: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages
WME504: Interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings

Oklahoma Academic Standards: English Language Arts (Grade 8)

8.1.S.3: Give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea while determining the purpose, content, and form to suit the audience.
8.2.R.3: Paraphrase a passage in their own words to demonstrate comprehension.
8.4.R.2: Use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.

Attachments

- He's The Cool One—Slay the Slang!.docx
- He's The Cool One—Slay the Slang!.pdf
- Informational Text Graphic Organizer—Slay the Slang!.docx
- Informational Text Graphic Organizer—Slay the Slang!.pdf
- Lesson Slides—Slay the Slang!.pptx
- Slang Chain Notes—Slay the Slang!.docx
- Slang Chain Notes—Slay the Slang!.pdf
- Triangle-Square-Circle—Slay the Slang!.docx
- Triangle-Square-Circle—Slay the Slang!.pdf
- Understanding Generation Alpha Slang—Slay the Slang!.docx
- Understanding Generation Alpha Slang—Slay the Slang!.pdf

Materials

- Lesson Slides (attached)
- “Understanding Generation Alpha Slang” article (attached; one per student)
- “He's the Cool One” article (attached, optional; one per student)
- Slang Chain Notes (attached; one set per class)
- Informational Text Graphic Organizer (attached; one per student)
- Triangle-Square-Circle (attached; one per student)
- Chart paper, scratch or notebook paper
- Pens/pencils, markers

20 minutes

Engage

Teacher's Note: Preparation

This lesson focuses on the use of slang and provides students the opportunity to incorporate slang they know. It may be helpful to familiarize yourself with current slang before facilitating the lesson to ensure discussions remain school-appropriate. This online resource provides a list of commonly used slang terms that you may wish to review before facilitating this lesson.

For larger classes, it may be helpful to print two copies of the **Slang Chain Notes** handout for the Chain Notes activity.

Display **slides 2–4** and introduce the topic of the lesson, the essential question, and the lesson objectives.

Read aloud the dictionary definition of slang from **slide 5.** Explain that students will practice making meaning from text by looking at slang in this lesson. Continue to **slide 6** to discuss how the word "*stan*" is used in example sentences. Ask for a few possible answers to the question at the bottom of the slide.

Teacher's Note: Usage

In the examples, "*stan*" is used as a noun in the first sentence and a verb in the second sentence. It means that Amber is a big fan of the Oklahoma City Thunder. If students struggle to identify the parts of speech, ask guiding questions like, "What job is '*stan*' doing in this sentence?"

Move on to **slide 7** and present the definition of the word "*stan*" from Merriam-Webster's online dictionary. Explain that slang words sometimes make it into dictionaries if they become widely used.

Move to **slide 8** and have students pair up with an Elbow Partner. Ask them to take out a piece of paper and work with their partner to come up with a list of other slang terms they know from any generation. Call on pairs to share their examples, guiding the class discussion as needed to ensure appropriateness and clarity.

Move to **slide 9** and introduce the Chain Notes strategy. Distribute the Slang Chain Notes handout to the class, giving each student one page of the handout. Ask students to write down their definition of the slang term on the page and pass it to another student. Once all the boxes on a page are filled, the page should be returned to the student who started the chain.

15 minutes

Explore

Teacher's Note: Slang Meaning

As students work through the **Slang Chain Notes** activity, ensure they understand the historical and generational context for each slang term listed. Encourage them to use context clues and discuss possible meanings with their peers.

- **Boffo:** A slang term used in the 1930s to describe something that was funny or hilarious.
- **Cheesed:** A slang term used in the 1940s to describe something that made a person angry.
- **Boonies:** A slang term used in the 1950s to describe a location that no one could find or was in the middle of nowhere. Short for boondocks.
- **Hot Dog:** A slang term used in the 1960s to describe someone (usually male) who is trying to show off.
- **Bounce:** A slang term used in the 1980s to refer to the time to leave or leaving.
- **Peeps:** A slang term used in the 2000s to describe your best friends. Derivative of people.

Display **slides 10–15** one by one, reviewing the slang terms on each slide. Read the sentence aloud, asking students if the sentence provides clues about the meaning of the term. Encourage volunteers to guess the meaning before revealing the correct definition from the Teacher's Note. After sharing the definition, have the student with the corresponding Chain Notes page for that term stand up and read the student answers. Compare the student answers with the correct definition to see if anyone guessed correctly.

30 minutes

Explain

Teacher's Note: Preparation

In this exercise, students will read an article about slang and use a close reading strategy to help them understand the text.

Move to **slide 16** and introduce the CUS and Discuss reading strategy. Explain that this strategy will help them identify the main idea and key details as they read. Distribute the article "**Understanding Generation Alpha Slang**" or the alternative article, **"He's the Cool One**," to each student. Let students know that they will be using the CUS and Discuss strategy to annotate the text as they read.

After students have completed their individual readings, move them into groups of three. Pass out the **Informational Text Graphic Organizer** to each group. Display **slide 17** and ask students to use their individual annotations to help them fill out the graphic organizer with their group.

If time permits, allow groups to share their summaries with the class.

20 minutes

Extend

Optional Video Activity

To introduce Generation Z slang, consider showing the Youtube video, How to Speak Gen Z. After the video, have a brief discussion with students about whether they recognized any of the slang words from the video and how they compare to Gen Alpha slang.

Move to **slide 18** and tell students that they will now create two new Generation Alpha slang terms. Using chart paper or scratch paper, have groups create a page for each new slang term. Each page should include the slang term, its definition, and a sentence using the term. If time allows, students can add drawings or other details to enhance the presentation of their slang terms.

Optional Tech Integration

If you prefer to integrate technology, students can create their slang terms and definitions in a shared slide deck. Each group should add a new slide for each slang term.

Once groups have completed their slang terms, ask them to "pitch" their terms to another group and receive feedback. If time permits, invite groups to present one or both of their slang definitions to the class.

5 minutes

Evaluate

Move to **slide 19** and distribute the **Triangle-Square-Circle** handout. Explain the Triangle-Square-Circle reflection strategy to the students, giving them a few minutes to reflect on what they learned and fill out the handout. If time allows, have a few students share their responses.

Teacher's Note: Facilitation

In lieu of printing the handout, students can also complete this activity by drawing a triangle, square, and circle on a recycled piece of paper and answering the questions displayed on slide 19.

Resources

- Dyas, B, (2017). The most popular slang the year you were born, *Good Housekeeping.* https://www.goodhousekeeping.com/life/g4252/slang-year-you-were-born/
- Kircher, M. (2023, November 9). Gen Alpha is here to stay. Can you understand their slang? *The New York Times*. https://www.nytimes.com/2023/11/08/style/gen-alpha-slang.html
- K20 Center. (n.d.). Chain notes. Strategies. https://learn.k20center.ou.edu/strategy/52
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- Stan. (n.d.). *Merriam-Webster Dictionary.* https://www.merriam-webster.com/dictionary/stan
- Sunday Cool. (2019, Mar 6). *How to speak Gen Z* [Video]. YouTube. https://www.youtube.com/watch?v=YtrxVWf91Jo
- USA Today, adapted by Newsela staff. (2019, May 5). “Sis,” “bops” and “jams”: Teacher creates Gen Z dictionary of slang. Newsela. https://newsela.com/view/ck9nool8c075t0iqjq49a42z5/