



The Lovely Language of Rapunzel

Introduction

Objective:

Student will understand dialogue as a vehicle for characters in play talk to each other. (The characters in *Rapunzel* use some very advanced vocabulary in their dialogue.)

Student will learn new words from the *Rapunzel* performance/production and incorporate them into their own writing.

Academic Content Standards:

- ❖ National Council of Teachers of English and International Reading Association Standards for English Language Arts: #3, 4, 5 and 12
 - *Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.*
 - *Students draw on their prior experience, their interactions with other readers and writers, their knowledge or word meaning and of other texts, their word identification strategies and their understanding of textual features.*
 - *Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.*
 - *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.*
 - *Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).*
- ❖ Ohio Academic Content Standards for Language Arts #2 Acquisition of Vocabulary
 - *Students acquire vocabulary through exposure to language-rich situations.*
 - *Students use context clues, as well as direct explanations provided by others, to gain new words.*
 - *Students learn to apply word analysis skills to build and extend their own vocabulary.*
 - *Benchmarks: A, B, C, D, E and F (4th, 5th and 6th Grades)*
- ❖ Ohio Academic Content Standards for Language Arts #6 Writing Process
 - *Students' writing develops when they regularly engage in the major phases of the writing process—prewriting, drafting, revising, editing and publishing.*
 - *Benchmarks: A, B, C, D, E, F, G, H and I (4th Grade)*
 - *Benchmarks: A, B, C, D, E, F, G, H (5th and 6th Grades)*
- ❖ Ohio Academic Content Standards for Language Arts #7 Writing Application
 - *Students need to understand that various types of writing require different language, formatting and special vocabulary.*
 - *Students learn about various purposes of writing.*
 - *Students select text forms to suit purpose and audience.*
 - *Students control effectively the language and structural features of a large repertoire of text forms.*
 - *Students choose vocabulary to enhance text and structure their writing according to audience and purpose.*
 - *Benchmarks: A and B (4th, 5th, and 6th Grades)*

Getting Started

Materials:

- Print Dictionary or an Online Electronic Dictionary (e.g., www.webster.com)
- Handout A
- Slates
- Markers or chalk for each student

Vocabulary:

See list below on *Handout A*

Technology:

Internet access.

Lesson

Orientation Activity:

The teacher will ask students the following question, “Did you understand the meaning for every word spoken and used in the play performance of *Rapunzel*?” The teacher will explain that often listeners hear words and do not know their meaning, and that the play, *Rapunzel*, included complex words used in the characters’ dialogue. Each student is assigned one or two of these “complex words” to look up the definitions in a dictionary. If the word has more than one meaning, students will write down all of the definitions and then circle the one that they feel applies to *Rapunzel*. The following example may be used with the class:

Fortitude - Two definitions

1. Strength of mind that enables a person to encounter danger or bear pain or adversity with courage.
2. Obsolete

#1 is the definition that applies to the dialogue in *Rapunzel*.

Learning Activity:

Students play a vocabulary game. The teacher will pass out a list of all of the vocabulary words from *Rapunzel*. Each student will take turns standing in front of the class and reading the definition of their word as it applies to the context of the play (but do not tell which word). Students will then write the number of the word from the list on *Handout A* on their slates. The object of the game is for students to match the correct word with its definition. All together, students will raise their slates and display their chosen answer. Each student receives one point for each correct answer.

After all of the words have been defined and the game is over, students will chose at least five words to use in their writing. Students need to take their five chosen words and create the first scene for a new fairy tale.

Evaluation and Follow-Up

Assessment Tools and Methods:

Use the Ohio Proficiency Test Rubric to evaluate student’s writing. (View rubrics at the web site address, <http://www.lkwdpl.org/gr4test/wrirubr.htm>). In addition to using the writing rubric, students will include at least five of the words from the list on *Handout A*, in the context of their writings.

Interdisciplinary Connections:

Science, Social Studies: Use the same vocabulary game to review or learn scientific or historical terms for other units.

Language Arts: Students can continue their writing, completing their fairy tale using more words from the list.



Handout A

Name _____

Number correct _____

1. Flattery
2. Jugular
3. Errant
4. Jowls
5. Aphids
6. Caliber
7. Ravenous
8. Imprison
9. Tresses
10. Woe
11. Mirth
12. Dire straits
13. Minstrel
14. Mead
15. Dastardly
16. Mobility
17. Liege
18. Spit
19. Skewer
20. Spit
21. Plagues
22. Liberate
23. Coiffed
24. Genetic
25. Embellish
26. Fluke
27. Descend
28. Wary
29. Botanical
30. Stamina