

# Familiarizing Yourself With Unfamiliar Words and Concepts - DMV Handbook

**Author:** Mary Elizabeth Escalante

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## VITAL INFORMATION

<b>Subject(s)</b>	Information Literacy, Reading, Vocational Studies
<b>Topic or Unit of Study</b>	Visualizing and Inferring
<b>Grade/Level</b>	Grade 9, Grade 10, Grade 11, Grade 12
<b>Objective</b>	In this lesson, the student will learn how to use context clues to crack open new vocabulary. To become familiar with this new vocabulary, students will learn how to figure out the meanings of certain words without having to use a dictionary frequently and will also have to utilize visualization skills to better understand text.
<b>Summary</b>	The California DMV Driver's Handbook will be the main source for this lesson. There are many words and concepts in this book that would need closer analysis as reading it only once may not be easily understood for all readers. The student will organize his/her thoughts onto a "think sheet" that is divided in four columns. They will write out the words that they don't understand, infer the meaning, write where they got the clue for that inference, then write the sentence where the word is used. When reading the DMV Handbook, students will also have utilize visualization skills to recreate the situations in their heads. (For example, what would it look like when you stop at an intersection with four stop signs at each crossing?)

## IMPLEMENTATION

<b>Learning Context</b>	
<b>Procedure</b>	<p>1. Present California DMV Handbook. *Is it a fiction or non-fiction book? What kind of information do you think we will be getting from this book?*</p> <p>Explain that the handbook is for those who want to get a driver's license. They need to study this book before taking a written exam. Once they pass the written exam, minors would be able to get a driver's permit (along with taking a Driver's Ed course). There is a lot of information in the book that needs to be understood by all drivers, including safe driving practices, traffic rules, and laws that should be followed when you are on the road. Because there is a lot of information, it makes the test harder to pass. The handbook also contains a lot of words and concepts that may be hard to understand the first time we read it. We are going to practice some strategies on how to unlock the meanings of these difficult words and concepts without having to use a dictionary all the time as that can take up a lot of time. A lot of the times, the meanings are already written out for us too but it takes careful analysis and visualizing of what the words or concepts could possibly mean.</p> <p>Give time for student to flip through pages and check out the book. <b>Allow 5 minutes for explanation and skimming.</b></p> <p>2. Go to Laws and Rules of the Road Section. Issue the DMV Think Sheet. Read through it together. You can also model your own questioning and give your own commentary as you are reading the book with the student. While reading, the student will run into words and concepts that will be hard to understand. This will be the time where the student writes into the Think Sheet. Work together with the student to find the context clues around the words or context. Utilize visualization skills when appropriate. Good ways to do this is to have the student imagine that s/he is in the car driving and that they are in the situation as stated in the handbook. Come up with an example too of how you would see yourself in the situation, or explain about a time where you have come across that situation and how you went about it. You can also make up your own scenarios to check for understanding while going through the book. <b>Go through one section (or important parts of one section) and have student fill out the Think Sheet for 25 to 30 minutes.</b></p> <p>3. Review what student had down on the Think Sheet and go over other questions the student may still have. Explain again about the notes the student has taken and how they help with understanding words and concepts that are difficult. Also talk about the kind of visualizations that they made. How did they picture themselves in the car? Did it help with understanding the text better? <b>Review for 5 to 10 minutes to wrap up the lesson.</b></p>
<b>Differentiated Instruction</b>	
<b>Sample Student Products</b>	
<b>Collaboration</b>	
<b>Time Allotment</b>	1 class periods. 40 Mins. per class.
<b>Author's Comments &amp; Reflections</b>	

## MATERIALS AND RESOURCES

<b>Instructional Materials</b>	
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**Resources**

- Materials and resources:  
California DMV Driver's Handbook  
Handbook Think Sheet

**Attachments:**

1. [dmvthinksheet.pdf](#)

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**STANDARDS & ASSESSMENT**

**Standards**

**Assessment/Rubrics**

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