

Teacher Notes



Elements of Denotations and Connotations

Activity 3 Assessment of Denotations and Connotations

Activity Overview

As a review, students will define the terms *connotation* and *denotation*. They will then identify possible connotations of various terms, which are provided. Students will explain both positive and negative connotations for these terms, explaining why and for whom these connotations might exist. Finally, students will write a paragraph explaining why it is essential that writers and readers understand connotation.

Tip

Students will be assessed using methods similar to those used in Activity 1, ensuring that they are familiar with the concept and permitting them to demonstrate their ability in new situations. Providing definitions of *connotation* and *denotation* in their own words as they provide denotative and connotative meanings ensures that they know how to use the terms to convey meaning.

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Literary Devices
- ◆ **Topic:** Denotation and Connotation
- ◆ **Grade Level:** 10 – 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 40 minutes

Materials

- ◆ Voyage™ 200 Personal Learning Tool (PLT), TI-92 Plus, or TI-83 Plus
- ◆ **Elements of Connotation and Denotation** edc resource file: Definitions, Childhood, Drugs, Exams, Camp, Paragraph
- ◆ TI-GRAPH LINK™ Cable, USB Cable, or TI-Navigator™
- ◆ TI External Keyboard (optional)

Directions

Before the Activity Begins

Explain lesson objectives, which are outlined in the third set of instructions listed on the Item Menu. Ensure that students have access to the appropriate edc resource files.

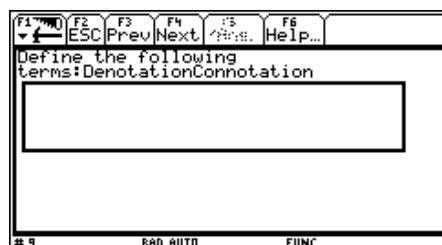
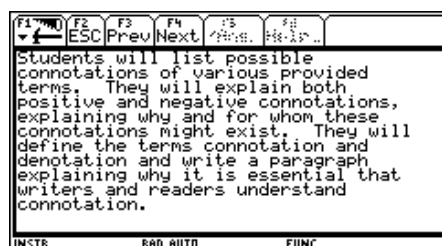
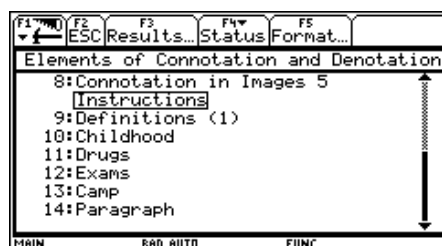
During the Activity

For review, students will define the terms *denotation* and *connotation*. They will then determine denotative and connotative meanings of various terms, describing the context or audience that might allow that connotative meaning to be present. Finally, students will complete the assessment by writing a paragraph about why it is essential as a reader and writer to understand connotations of words.

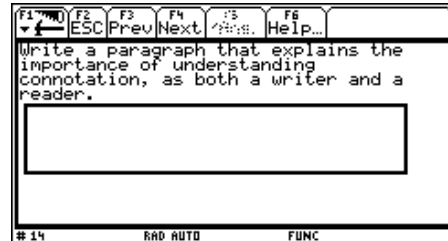
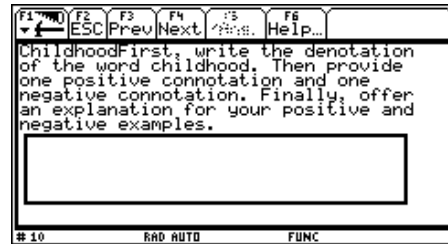
Use the following instructions to access and use the **Elements of Connotation and Denotation** files on the devices. Each step indicates the action students need to perform to obtain the files and use the exercises on their devices. Additional information for the teacher appears in shaded boxes, where necessary.

Voyage™ 200 PLT (or TI-92 Plus)

1. If necessary, press **F2: ESC** to exit the previous file. Use \leftarrow \rightarrow to highlight the third set of **Instructions**.
2. Press **[ENTER]**. Review the instructions prior to beginning the assignment. Press **F4: Next** to access the **Definitions (1)** file.
3. Record your definitions for the terms *connotation* and *denotation*. Press **F4: Next** to access the **Childhood** file.

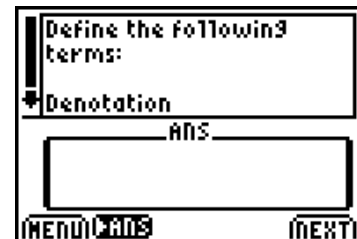
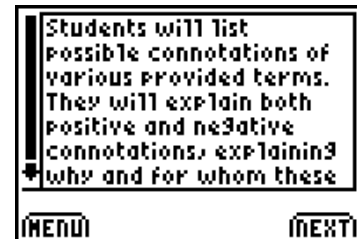
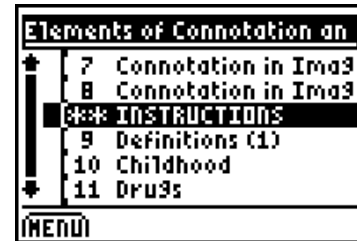
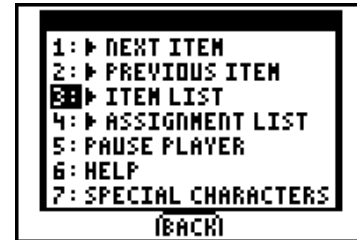


4. Record your impression of the word *childhood* as it relates to the terms *connotation* and *denotation*. Continue this process for the **Drugs**, **Exams**, and **Camp** files. Press **F4: Next** to access the **Paragraph** file.
5. Record your impression of the importance of understanding the term *connotation* as both a writer and reader.



TI-83 Plus

1. If necessary, press **MENU** to exit the previous file. An options list displays. Use to highlight **3: ► ITEM LIST**.
2. Press . The Item Menu displays. Use to highlight the third set of **Instructions**.
3. Press . Review the instructions prior to beginning the assignment. Press **Next** to access the **Definitions (1)** file.
4. Record your definitions for the terms *connotation* and *denotation*. Press **Next** to access item **10: Childhood**.



5. Records your impression of the word *childhood* as it relates to the terms *connotation* and *denotation*. Continue this process for the **Drugs, Exams, and Camp** files. Press **Next** to access the **Paragraph** file.

Childhood
First, write the denotation of the word
ANS
<input type="text"/>
(MENU) (ANS) (NEXT)

6. Record your impression of the importance of understanding the term *connotation* as both a writer and reader.

Write a paragraph that explains the importance of understanding connotation, as both a
ANS
<input type="text"/>
(MENU) (ANS) (NEXT)

After the Activity

Discuss possible connotations of the terms in the assessment activity. Discuss definitions of denotation and connotation. Ask students to share their paragraphs aloud and discuss their responses. Answer any questions concerning connotation.