

Teaching Word Meaning Context Clues

8/27-10/31

10 weeks

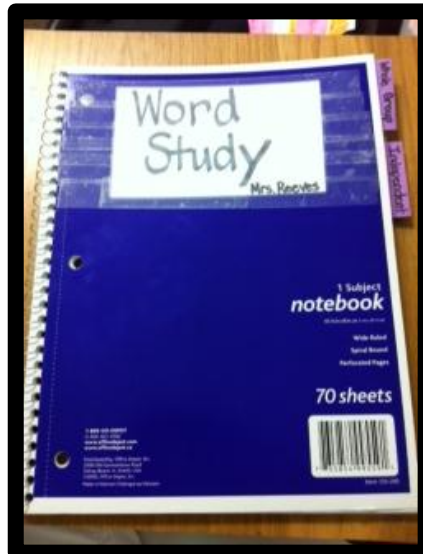
TEKS 4.2B/Fig 19D

Lesson	Time Frame	Focus
Lesson 1	8/27 – 8/29	Setting up Word Study Notebooks
Lesson 2	9/2 – 9/5	Strategies for Determining Word Meaning
Lesson 3	9/8 - 9/12	Different Types of Context Clues
Lesson 4	9/15 – 9/19	Different Types of Context Clues – Definition
Lesson 5	9/22 – 9/26	Different Types of Context Clues – Synonyms
Lesson 6	9/29 – 10/3	Different Types of Context Clues – Antonyms
Lesson 7	10/6 – 10/10	Different Types of Context Clues – Restate or Explanation
Lesson 8	10/13 – 10/17	Different Types of Context Clues – Example
Lesson 9	10/20 – 10/24	Bridging to STAAR
Lesson 10	10/27 – 10/31	Different Types of Context Clues – Inferring

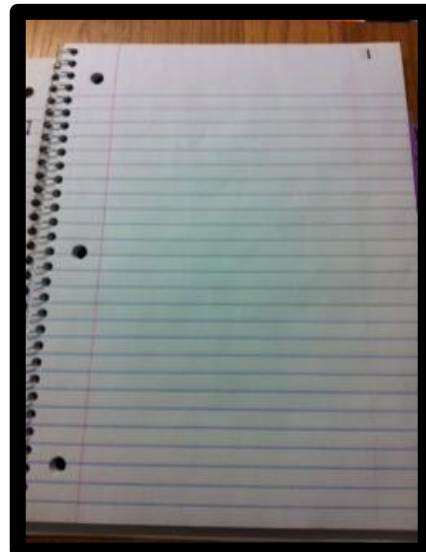
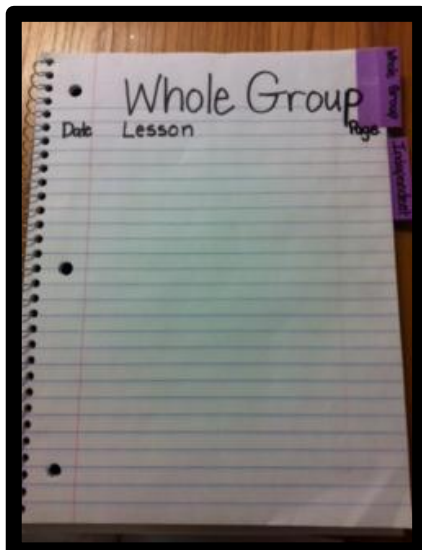
Lesson 1

Lesson Overview:

1. Students will create a Word Study Notebook. This Word Study Notebook will be used throughout the year for taking notes during Whole Group and to record Independent Word Study Activities.



2. You will use this notebook in every subsequent Word Study lesson. It reduces the amount of loose papers and organizes the Whole Group Word Study principles for easy reference. It provides a place for students to continue inferring word meaning without reliance on worksheets.
3. You will need to create a Whole Group section with a Table of Contents and about 20 blank pages behind this section.



4. You will also need to create an Independent section with the remaining blank pages behind this section.

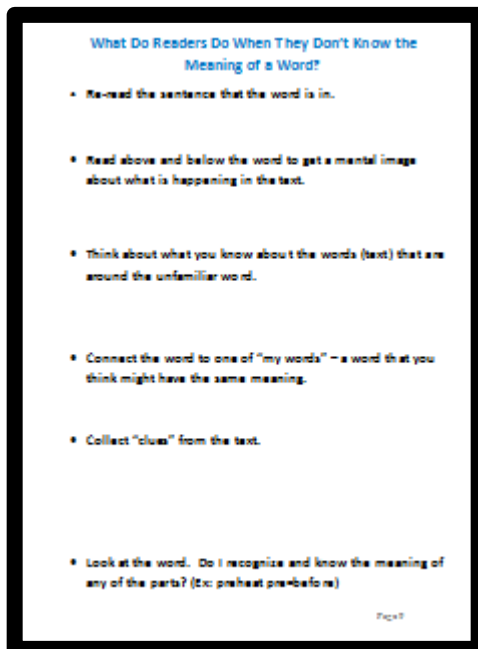


5. You will want to use your Word Study notebook as a model for students. Guide them in the creation of their Word Study notebook. You might want to assist students in the completion of their Word Study notebooks in small groups throughout the rest of the week.
6. This needs to be completed by the end of this week.
7. These pictures are included only to serve as a visual. You may create your Word Study notebooks anyway that works best for you as long as you have a Whole Group section and an Independent section.

Lesson 2

Lesson Overview: 4.2B/Fig 19D

Create: What Do Readers Do When They Don't Know the Meaning of a Word Anchor Chart



1. Students are shown a letter or email that the teacher ‘received’ from a family member or friend. The teacher is excited about receiving the letter, but proceeds to explain that there is a word that h/she is confused about, and would like the students’ help in figuring it out.

Boys and girls, I am so excited! I just received a letter from my friend who lives in Florida! We write back and forth and share details about our lives. I usually love getting letters from _____, but this time h/she included a word that I have not been able to figure out. I really want to know what the word means because it will help me to make sense of the rest of the letter.

2. Distribute a copy of the letter to all students or have a copy on chart paper for all students to read.
3. Read the letter together (as a shared reading) in its entirety, stopping to build meaning during the reading.

Possible questions to ask/stems to use during reading:

- *What do we know about the person who is writing the letter so far?*
- *This reminds me of...*
- *What do we know about the relationship between the person who received the letter (the teacher) and the person who wrote the letter?*

4. Explain that sometimes readers come across words that they don't know, but there are strategies that good readers use to figure out the meaning of the words.

When we read, we come into contact with many words that we know and are familiar to us. Sometimes we come across words whose meaning we are unsure of. Good readers have strategies in their toolboxes to use to help them figure out what these words might mean. Today we will begin

creating a chart which will hold all of our strategies for figuring out words and their meanings.

5. Revisit the letter with the students, pointing out the word indigo and modeling for students the strategies that were used to find the word's meaning.

I am going to model how I figured out what the first unfamiliar word meant, but then I would like all of you to join in and help me identify which strategy I used for the next two unfamiliar words.

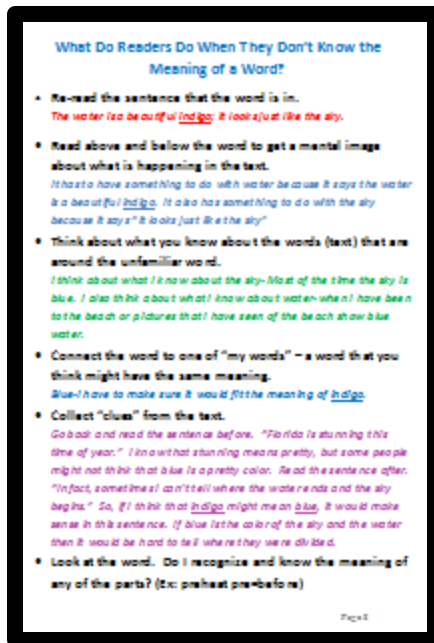
When I first read this letter, I came across the word indigo. Indigo is not a word that I usually use during my day-to-day conversations, but I think that I figured out what it means. I looked at the sentence that it is in. I read the sentence again. The sentence is “The water is a beautiful indigo; it looks just like the sky.” I know that indigo has to have something to do with water because it says that the water is a “beautiful indigo”. I also know that it is something that is like the sky because it says that it looks just like the sky. I think about what I know about the sky. Most of the time the sky is blue --- sometimes it can be gray, but most of the time it is blue. I also think about what I know about water – when I have been to the beach or pictures that I have seen of the beach. Almost all of the times that I have been to the beach, or the pictures that I have seen of the beach show blue water.

BUT, I have to be careful and make sure that ‘blue’ would fit the meaning of indigo, so I want to read the other sentences around the word. I want to take time and revisit the text to make sure that it makes sense. I read the sentence that comes before the sentence that the word is in – “Florida is stunning this time of year.” I know that stunning means pretty, but some people might not think that blue is a pretty color. That sentence doesn't really help me out. I move on and read the sentence that comes after the sentence that the word is in – “In fact, sometimes I can't tell where the water ends and the sky begins.” So, if I think that ‘indigo’ might mean ‘blue’, it would make sense in this sentence. If blue is the color of the sky and the water then it would be hard to tell where they were divided.

6. Introduce the strategies chart to the students.

Boys and girls, I just showed you how I determined the meaning of the word ‘indigo’. Today we will begin creating a chart together which will help us know what to do when we come to a word and we are unsure of its meaning. Here's a chart which we will create together and continue to use for the remainder of the year.

Complete the chart with your students as shown.



7. Move on to the next word, strenuous, and this time allow the students to help in the ‘discovery’ of the meaning.

Wow! I'm so happy to have figured out what the word 'indigo' means. I think that I'm getting the hang of how to figure out the meanings of words. There's another word, though, that has been puzzling me since I read it. The word is 'strenuous'. I'm going to do the same thing that I did when I looked at the word 'indigo' to see if I can figure out what 'strenuous' means. This time I would like you all to help me as much as you can.

**** Teachers – lead your students through the steps you would take to determine the meaning of the word ‘strenuous’, following the same format and steps taken when determining the meaning of ‘indigo’.**

8. Model Independent Practice: You are establishing the routine students will be following during Independent time. Using your Word Study Notebook under the document camera draw the Word Collection Chart in your Word Study notebook Independent Section or a use a blank copy of the Word Collection Chart to model using the Journey’s Vocabulary in Context word cards to determine the meaning of the unknown word (see note below about these word cards). You will go through the process of determining word meaning with one card **each day**. Students need to either draw or paste a copy of the Word Collection Chart in their Independent Section of their Word Study notebook, so they will have a place to record their work. Gradually release control to the students over the course of this week. By Friday, you want the students to be able to complete the word card routine independently.

Word	Card Number
politics	211
racket	210
introduce	205
combination	203

Word Collection Chart		
Word	Context Clues or Text Evidence	Inferred Meaning
politics	Politics is the work of government. Running for office and voting are part of politics.	The work of forming and running government.
racket	Some pet birds can talk, but they can also create a loud racket by screaming.	A racket is loud, bothersome noise
introduce	You should carefully introduce a new pet to other pets in your house.	When you present them to each other for the first time.
combination	People may feel a combination of love for and frustration with their pets.	A mixture

9. After this week, students will complete this portion of the lesson in a center that all students rotate through, or during independent work time. It could be completed on various days throughout the week. This will depend on how you structure your independent time.

Students use Journey’s Vocabulary in Context word cards to infer meaning. In the independent section of their Word Study notebook, have students create the chart or paste a copy to record their thinking. (If you do not have these cards in your classroom, you may print them from ThinkCentral. <http://www-k6.thinkcentral.com/ePC/start.do> If you do not have a ThinkCentral Login, please contact your campus administrator **and** email your district coach.)

10. Students should have the Word Collection Anchor Chart completed by the end of the week. You will want to collect their notebooks to monitor their progress and understanding.

Hello Friend!

How are you? Your last letter was very sweet. I was happy to hear that you and your family are doing well.

I am finally getting used to living in a different state. I think that I am going to love it as soon as I really settle in!

Florida is stunning this time of year. The water is a beautiful indigo; it looks just like the sky. In fact, sometimes I can't tell where the water ends and the sky begins.

I take walks along the beach every day and the birds always make me laugh as they squawk and squawk to the tourists for bits of food.

I am enjoying living in the city, but sometimes it can be a bit strenuous. There are always cars honking, alarms going off, and people are everywhere. It seems like sometimes it's impossible to get from place to place, and I feel tired when I think about leaving my house. However, knowing that I can be at the beach in five minutes helps to relieve any of my stress. I always feel much better when I have my toes in the sand and can hear the sound of the waves. It is such a peaceful feeling.

I hope that you can come see me soon! I miss you! Can you believe that we used to live next door to each other? It seems like so long ago.

I'll call you soon so we can set-up a visit. I am really looking forward to seeing you. Give my love to your family.

Love,
Tammy

What Do Readers Do When They Don't Know the Meaning of a Word?

- Re-read the sentence that the word is in.
The water is a beautiful indigo; it looks just like the sky.
- Read above and below the word to get a mental image about what is happening in the text.
It has to have something to do with water because it says the water is a beautiful indigo. It also has something to do with the sky because it says "it looks just like the sky"
- Think about what you know about the words (text) that are around the unfamiliar word.
I think about what I know about the sky-Most of the time the sky is blue. I also think about what I know about water-when I have been to the beach or pictures that I have seen of the beach show blue water.
- Connect the word to one of "my words" – a word that you think might have the same meaning.
Blue-I have to make sure it would fit the meaning of indigo.
- Collect "clues" from the text.
Go back and read the sentence before. "Florida is stunning this time of year." I know that stunning means pretty, but some people might not think that blue is a pretty color. Read the sentence after. "In fact, sometimes I can't tell where the water ends and the sky begins." So, if I think that indigo might mean blue, it would make sense in this sentence. If blue is the color of the sky and the water then it would be hard to tell where they were divided.
- Look at the word. Do I recognize and know the meaning of any of the parts? (Ex: preheat pre=before)

What Do Readers Do When They Don't Know the Meaning of a Word?

- Re-read the sentence that the word is in.
- Read above and below the word to get a mental image about what is happening in the text.
- Think about what you know about the words (text) that are around the unfamiliar word.
- Connect the word to one of “my words” – a word that you think might have the same meaning.
- Collect “clues” from the text.
- Look at the word. Do I recognize and know the meaning of any of the parts? (Ex: preheat pre=before)

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning
politics	<p><u>Politics</u> is the work of government. Running for office and voting are part of politics.</p>	<p>The work of forming and running government.</p>
racket	<p>Some pet birds can talk, but they can also create a loud racket by screaming.</p>	<p>A racket is loud, bothersome noise</p>
introduce	<p>You should carefully <u>introduce</u> a new pet to other pets in your house.</p>	<p>When you present them to each other for the first time.</p>
combination	<p>People may feel a <u>combination</u> of love for and frustration with their pets.</p>	<p>A mixture</p>

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning

Lesson 3

Lesson Overview: 4.2B/Fig 19D

1. Use the Word Study PowerPoint Slides 1 – 10 to teach the process of determining word meaning using context clues.
2. Create this Word Collection anchor chart with your students as you progress through the slides. You will continue to add to this anchor chart each week, so please keep it visible in your classroom.

Word Collection Chart		
Word	Context Clues or Text Evidence	Inferred Meaning
fiercely	problem, crashing, tearing, so hard	roughly, angrily, violently

3. Students add the word collection chart to their word study notebook in the whole group section (either draw the chart or paste a copy in their notebook).
4. Independent Practice: This can be done in a center that all students rotate through, or during independent work time. It could be completed on various days throughout the week. This will depend on how you structure your independent time.

Students use Journey’s Vocabulary in Context word cards to infer meaning. In the independent section of their Word Study notebook, have students create the chart or paste a copy to record their thinking. (If you do not have these cards in your classroom, you may print them from ThinkCentral. <http://www-k6.thinkcentral.com/ePC/start.do> If you do not have a ThinkCentral Login, please contact your campus administrator **and** email your district coach.)

Word	Card Number
habitats	146
variety	147
obstacles	139
storage	135
excess	133

5. Students should have the independent activity completed by the end of the week. You will want to collect their notebooks to monitor their progress and understanding.

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning
fiercely	problem, crashing, tearing, so hard	roughly, angrily, violently

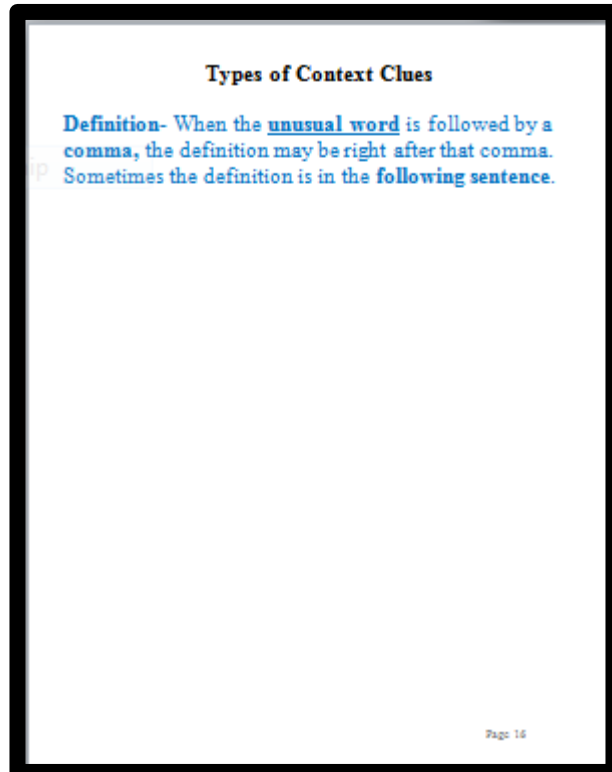
Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning
4 th Grade		15

Lesson 4

Lesson Overview: 4.2B/Fig 19D

1. Use the Word Study PowerPoint Slides 11-12 to begin to teach the different types of context clues readers use to determine word meaning. Today’s lesson will focus on the definition type of context clue.
2. Begin to create the Types of Context Clues anchor chart with your students. You will continue to add to this anchor chart each week, so please keep it visible in your classroom.



3. Add to the Word Collection anchor chart with your students as you progress through the slides. You will continue to add to this anchor chart each week, so please keep it visible in your classroom.

Word Collection Chart		
Word	Context Clues or Text Evidence	Inferred Meaning
fiercely	problem, crashing, tearing, so hard	roughly, angrily, violently
agape	Jenny was staring agape , standing with her mouth hanging open. <i>Definition</i>	standing you're your mouth hanging open
reservation	Luke's family lived out on the reservation , the land that had been given to the Indians by the government. <i>Definition</i>	the land that had been given to the Indians by the government
abandon	The men were told to abandon the ship. They jumped in the water and began to swim to the island. <i>Definition</i>	leave behind

4. Students add their word collection chart to their word study notebook in the whole group section

(either draw the chart or paste a copy in their notebook).

5. Independent Practice: This can be done in a center that all students rotate through, or during independent work time. It could be completed on various days throughout the week. This will depend on how you structure your independent time.

Students use Journey's Vocabulary in Context word cards to infer meaning. In the independent section of their word study notebook, have students create the chart or paste a copy to record their thinking. (If you do not have these cards in your classroom, you may print them from ThinkCentral. <http://www-k6.thinkcentral.com/ePC/start.do> If you do not have a ThinkCentral Login, please contact your campus administrator and email your district coach.)

Word	Card Number
route	197
legislature	216
informed	219
radiation	150
ceremony	169

6. Students should have the independent activity completed by the end of the week. You will want to collect their notebooks to monitor their progress and understanding.

Types of Context Clues

Definition- Sometimes a definition is provided for the unusual word in the text.

Hint: When the unusual word is followed by a **comma**, the **definition** may be right after that comma. Sometimes the **definition** is in the **following sentence**.

Word Collection Chart

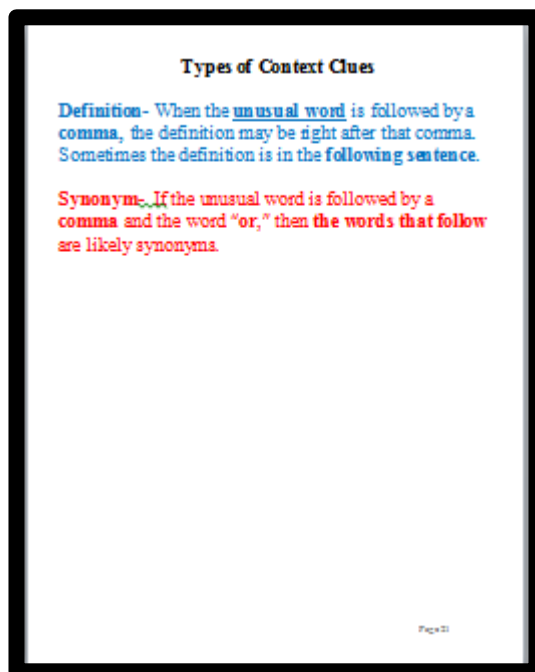
Word	Context Clues or Text Evidence	Inferred Meaning
fiercely	problem, crashing, tearing, so hard	roughly, angrily, violently
agape	Jenny was staring <u>agape</u> , standing with her mouth hanging open. Definition	standing with your mouth hanging open
reservation	Luke's family lived out on the <u>reservation</u> , the land that had been given to the Indians by the government. Definition	the land that had been given to the Indians by the government
abandon	The men were told to <u>abandon</u> the ship. They jumped in the water and began to swim to the island. Definition	leave behind

Word	Context Clues or Text Evidence	Inferred Meaning

Lesson 5

Lesson Overview: 4.2B/Fig 19D

1. Use the Word Study PowerPoint Slide 13 to teach the synonym type of context clues readers use to determine word meaning.
2. Add Synonym to the Types of Context Clues anchor chart with your students. You will continue to add to this anchor chart each week, so please keep it visible in your classroom.



3. Add to the Word Collection anchor chart with your students as you progress through the slides. You will continue to add to this anchor chart each week, so please keep it visible in your classroom.

Word Collection Chart		
Word	Context Clues or Text Evidence	Inferred Meaning
species	There are about 200 different species, or kinds , of reptiles that live in this forest. Synonym	kinds
lunged	The snake was rattling its tail and suddenly, it lunged at Mary, springing forward in the blink of an eye . Synonym	springing forward suddenly
transmissions	With a code, the soldiers could send transmissions, or messages , the Germans couldn't understand. These transmissions were very important in helping us win the war. Synonym	messages

4. Students add their word collection chart to their word study notebook in the whole group section (either draw the chart or paste a copy in their notebook).
5. Independent Practice: This can be done in a center that all students rotate through, or during

independent work time. It could be completed on various days throughout the week. This will depend on how you structure your independent time.

Students use Journey's Vocabulary in Context word cards to infer meaning. In the independent section of their word study notebook, have students create the chart or paste a copy to record their thinking. (If you do not have these cards in your classroom, you may print them from ThinkCentral. <http://www-k6.thinkcentral.com/ePC/start.do> If you do not have a ThinkCentral Login, please contact your campus administrator and email your district coach.)

Word	Card Number
mood	3
consisted	6
peculiar	9
nourishing	14
captured	15

6. Students should have the independent activity completed by the end of the week. You will want to collect their notebooks to monitor their progress and understanding.

Types of Context Clues

Definition- Sometimes a definition is provided for the unusual word in the text.

Hint: When the unusual word is followed by a **comma**, the **definition** may be right after that comma. Sometimes the **definition** is in the **following sentence**.

Synonym- After some unusual word, authors sometimes use a more common synonym.

Hint: If the unusual word is followed by a **comma** and the word **“or,”** then **the words that follow** are likely **synonyms**.

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning
species	There are about 200 different <u>species</u> , or kinds, of reptiles that live in this forest. Synonym	kinds
lunged	The snake was rattling its tail and suddenly, it <u>lunged</u> at Mary, springing forward in the blink of an eye. Synonym	springing forward suddenly
transmissions	With a code, the soldiers could send <u>transmissions</u> , or messages, the Germans couldn't understand. These transmissions were very important in helping us win the war. Synonym	messages

Word	Context Clues or Text Evidence	Inferred Meaning

Lesson 6

Lesson Overview: 4.2B/Fig 19D

1. Use the Word Study PowerPoint Slide 14 to teach the antonym type of context clues readers use to determine word meaning.
2. Add Antonym to the Types of Context Clues anchor chart with your students. You will continue to add to this anchor chart each week, so please keep it visible in your classroom.

Types of Context Clues

Definition- Sometimes a definition is provided for the unusual word in the text.
Hint: When the unusual word is followed by a comma, the definition may be right after that comma. Sometimes the definition is in the following sentence.

Synonym- After some unusual word, authors sometimes use a more common synonym.
Hint: If the unusual word is followed by a comma and the word "or," then the words that follow are likely synonyms.

Antonym- Sometimes the unusual word is followed by an antonym that can help the reader figure out what the unusual word means.
Hint: Look for key words - but, not, although, however, on the other hand, in contrast, & instead

Page 22

3. Add to the Word Collection anchor chart with your students as you progress through the slides. You will continue to add to this anchor chart each week, so please keep it visible in your classroom.

Word Collection Chart		
Word	Context Clues or Text Evidence	Inferred Meaning
amusing	I love <u>amusing</u> movies, but I also like <u>sad</u> movies. Antonym	happy, feel good
frigid	Outside the air was <u>frigid</u> , but inside it was <u>warm and comfortable</u> . Antonym	cold and uncomfortable
gregarious	Brian is usually <u>gregarious</u> , although sometimes he does <u>like to be alone</u> . Antonym	likes to be surrounded by people

4. Students add their word collection chart to their word study notebook in the whole group section (either draw the chart or paste a copy in their notebook).

5. Independent Practice: This can be done in a center that all students rotate through, or during independent work time. It could be completed on various days throughout the week. This will depend on how you structure your independent time.

Students use Journey’s Vocabulary in Context word cards to infer meaning. In the independent section of their word study notebook, have students create the chart or paste a copy to record their thinking. (If you do not have these cards in your classroom, you may print them from ThinkCentral. <http://www-k6.thinkcentral.com/ePC/start.do> If you do not have a ThinkCentral Login, please contact your campus administrator and email your district coach.)

Word	Card Number
mention	2
ruined	76
wealthy	55
weariness	123
local	86

6. Students should have the independent activity completed by the end of the week. You will want to collect their notebooks to monitor their progress and understanding.

Types of Context Clues

Definition- Sometimes a definition is provided for the unusual word in the text.

Hint: When the unusual word is followed by a **comma**, the **definition** may be right after that comma. Sometimes the **definition** is in the **following sentence**.

Synonym- After some unusual word, authors sometimes use a more common synonym.

Hint: If the unusual word is followed by a **comma** and the word **“or,”** then **the words that follow** are likely **synonyms**.

Antonym- Sometimes the unusual word is followed by an antonym that can help the reader figure out what the unusual word means.

Hint: Look for **key words** – **but, not, although, however, on the other hand, in contrast, & instead**

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning
amusing	I love <u>amusing</u> movies, but I also like sad movies. Antonym	happy, feel good
frigid	Outside the air was <u>frigid</u> , but inside it was warm and comfortable . Antonym	cold and uncomfortable
gregarious	Brian is usually <u>gregarious</u> , although sometimes he does like to be alone . Antonym	likes to be surrounded by people

Word	Context Clues or Text Evidence	Inferred Meaning

Lesson 7

Lesson Overview: 4.2B/Fig 19D

1. Use the Word Study PowerPoint Slide 15 to teach the restatement or explanation type of context clues readers use to determine word meaning.
2. Add Restatement or Explanation to the Types of Context Clues anchor chart with your students. You will continue to add to this anchor chart each week, so please keep it visible in your classroom.

Types of Context Clues

Definition- Sometimes a definition is provided for the unusual word in the text.
Hint: When the unusual word is followed by a comma, the definition may be right after that comma. Sometimes the definition is in the following sentence.

Synonym- After some unusual word, authors sometimes use a more common synonym.
Hint: If the unusual word is followed by a comma and the word "or," then the words that follow are likely synonyms.

Antonym- Sometimes the unusual word is followed by an antonym that can help the reader figure out what the unusual word means.
Hint: Look for keywords – but, not, although, however, on the other hand, in contrast, & instead

Restatement or Explanation- Sometimes the author will restate an unusual word or explain it.
Hint: The restatement or explanation may be in a different sentence. Read the sentence before and after the unusual word.

Page 21

3. Add to the Word Collection anchor chart with your students as you progress through the slides. You will continue to add to this anchor chart each week, so please keep it visible in your classroom.

Word Collection Chart		
Word	Context Clues or Text Evidence	Inferred Meaning
despair	Mark left the field in <u>despair</u> . He was sure he would never be able to play baseball again, and that thought <u>made him so sad he wanted to cry</u> . Restatement or Explanation	sad, depressed
uninhabited	The village seemed to be completely <u>uninhabited</u> . Victor looked in every home, but he <u>couldn't find a single person anywhere</u> . Restatement or Explanation	no people anywhere

4. Students add their word collection chart to their word study notebook in the whole group section (either draw the chart or paste a copy in their notebook).

5. Independent Practice: This can be done in a center that all students rotate through, or during independent work time. It could be completed on various days throughout the week. This will depend on how you structure your independent time.

Students use Journey's Vocabulary in Context word cards to infer meaning. In the independent section of their word study notebook, have students create the chart or paste a copy to record their thinking. (If you do not have these cards in your classroom, you may print them from ThinkCentral. <http://www-k6.thinkcentral.com/ePC/start.do> If you do not have a ThinkCentral Login, please contact your campus administrator and email your district coach.)

Word	Card Number
nocturnal	206
shallow	224
dispute	243
social	131
banned	149

6. Students should have the independent activity completed by the end of the week. You will want to collect their notebooks to monitor their progress and understanding.

Types of Context Clues

Definition- Sometimes a definition is provided for the unusual word in the text.

Hint: When the unusual word is followed by a **comma**, the **definition** may be right after that comma. Sometimes the **definition** is in the **following sentence**.

Synonym- After some unusual word, authors sometimes use a more common synonym.

Hint: If the unusual word is followed by a **comma** and the word **“or,”** then **the words that follow** are likely **synonyms**.

Antonym- Sometimes the unusual word is followed by an antonym that can help the reader figure out what the unusual word means.

Hint: Look for **key words** – **but, not, although, however, on the other hand, in contrast, & instead**

Restatement or Explanation- Sometimes the author will restate an unusual word or explain it.

Hint: The **restatement or explanation** may be in a **different sentence**. **Read the sentence before** and **after** the unusual word.

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning
despair	Mark left the field in <u>despair</u> . He was sure he would never be able to play baseball again, and that thought made him so sad he wanted to cry. Restatement or Explanation	sad, depressed
uninhabited	The village seemed to be completely <u>uninhabited</u> . Victor looked in every home, but he couldn't find a single person anywhere. Restatement or Explanation	no people anywhere

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning

Lesson 8

Lesson Overview: 4.2B/Fig 19D

1. Use the Word Study PowerPoint Slide 16 to teach the example type of context clues readers use to determine word meaning.
2. Add Example to the Types of Context Clues anchor chart with your students. You will continue to add to this anchor chart each week, so please keep it visible in your classroom.

Types of Context Clues

Definition- Sometimes a definition is provided for the unusual word in the text.
Hint: When the unusual word is followed by a comma, the definition may be right after that comma. Sometimes the definition is in the following sentence.

Synonym- After some unusual word, authors sometimes use a more common synonym.
Hint: If the unusual word is followed by a comma and the word "or," then the words that follow are likely synonyms.

Antonym- Sometimes the unusual word is followed by an antonym that can help the reader figure out what the unusual word means.
Hint: Look for keywords – but, not, although, however, on the other hand, in contrast, & instead

Restatement or Explanation- Sometimes the author will restate an unusual word or explain it.
Hint: The restatement or explanation may be in a different sentence. Read the sentence before and after the unusual word.

Example- Sometimes authors give a concrete example that helps the reader know what an unusual word means.
Hint: Look for keywords – such as, and other, like, & for example

Page 27

3. Add to the Word Collection anchor chart with your students as you progress through the slides. You will continue to add to this anchor chart each week, so please keep it visible in your classroom.

Word Collection Chart		
Word	Context Clues or Text Evidence	Inferred Meaning
mammals	In addition to fish, there are many <u>mammals</u> in the ocean, such as <u>dolphins, whales, and sea lions.</u> <i>Example</i>	a type of animal that includes dolphins, whales, and sea lions
delicacies	The wizard waved his hands, and suddenly the table was full of <u>cakes, cookies, and other delicacies.</u> <i>Example</i>	delicious, sweet treats
provisions	After the storm, people needed <u>provisions</u> like <u>medicine, clothes, water and food.</u> <i>Example</i>	necessary supplies

4. Students add their word collection chart to their word study notebook in the whole group section (either draw the chart or paste a copy in their notebook).

5. Independent Practice: This can be done in a center that all students rotate through, or during independent work time. It could be completed on various days throughout the week. This will depend on how you structure your independent time.

Students use Journey's Vocabulary in Context word cards to infer meaning. In the independent section of their word study notebook, have students create the chart or paste a copy to record their thinking. (If you do not have these cards in your classroom, you may print them from ThinkCentral. <http://www-k6.thinkcentral.com/ePC/start.do> If you do not have a ThinkCentral Login, please contact your campus administrator and email your district coach.)

Word	Card Number
glorious	71
immense	59
display	121
border	100
supplies	196
species	148

6. Students should have the independent activity completed by the end of the week. You will want to collect their notebooks to monitor their progress and understanding.

Types of Context Clues

Definition- Sometimes a definition is provided for the unusual word in the text.

Hint: When the unusual word is followed by a **comma**, the **definition** may be right after that comma. Sometimes the **definition** is in the **following sentence**.

Synonym- After some unusual word, authors sometimes use a more common synonym.

Hint: If the unusual word is followed by a **comma** and the word **“or,”** then **the words that follow** are likely **synonyms**.

Antonym- Sometimes the unusual word is followed by an antonym that can help the reader figure out what the unusual word means.

Hint: Look for **key words** – **but, not, although, however, on the other hand, in contrast, & instead**

Restatement or Explanation- Sometimes the author will restate an unusual word or explain it.

Hint: The **restatement or explanation** may be in a **different sentence**. **Read the sentence before** and **after** the unusual word.

Example- Sometimes authors give a concrete example that helps the reader know what an unusual word means.

Hint: Look for **key words** – **such as, and other, like, & for example**

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning
mammals	In addition to fish, there are many <u>mammals</u> in the ocean, such as dolphins, whales, and sea lions. Example	a type of animal that includes dolphins, whales, and sea lions
delicacies	The wizard waved his hands, and suddenly the table was full of cakes, cookies, and other <u>delicacies</u> . Example	delicious, sweet treats
provisions	After the storm, people needed <u>provisions</u> like medicine, clothes, water and food. Example	necessary supplies

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning

Lesson 9

Lesson Overview: 4.2B/Fig 19D

1. This lesson will focus on Bridging to STAAR (connecting the concept of determining meaning through context to how it is tested on STAAR).
2. Using the Vocabulary in Context Bridging to STAAR document, explain that this is what the questions about vocabulary in context could look like on STAAR
 - Refer to the Types of Context Clues and Word Collection Anchor Charts that have been co-constructed during the previous minilessons.
 - Have the STAAR stems for 4.2B ready to display next to the coordinating Anchor Chart (on colored paper, sentence strips, mini-anchor charts, etc...) Discuss with your students that this is how test makers ask them to show mastery of this SE. You must **explicitly** make the connection between the skill in the minilesson and what the STAAR question is asking the reader to do. Students do NOT make this connection on their own.

Types of Context Clues

Definition: Sometimes a definition is provided for the unusual word in the text.
Hint: When the unusual word is followed by a comma, the definition may be right after that comma. Sometimes the definition is in the following sentence.

Synonym: After some unusual word, authors sometimes use a more common synonym.
Hint: If the unusual word is followed by a comma and the word "or," then the words that follow are likely synonyms.

Antonym: Sometimes the unusual word is followed by an antonym that can help the reader figure out what the unusual word means.
Hint: Look for key words - but, not, although, however, on the other hand, in contrast, & instead

Restatement/Explanation: Sometimes the author will restate an unusual word or explain it.
Hint: The restatement or explanation may be in a different sentence. Read the sentence before and after the unusual word.

Example: Sometimes authors give a concrete example that helps the reader know what an unusual word means.
Hint: Look for key words - such as, and other, like, & for example

Using Your Background Knowledge to Infer: Most of the time, the reader must depend upon background knowledge to make inferences about the meaning of an unusual word.
Hint: Read to the end of the paragraph, then come back and try to think of another word that you know that would make sense instead of the unknown word.

Page 11

What it Looks Like on STAAR

Which word from paragraph ___ helps the reader understand the meaning of the word _____ -

In paragraph 6, the word _____ means-

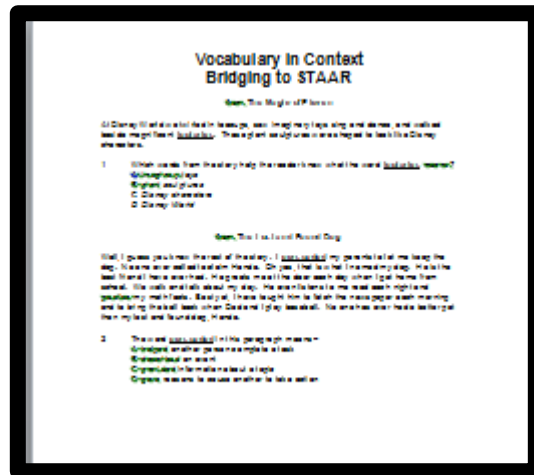
The word _____ in paragraph ___ means-

4.2B

Word Collection Chart

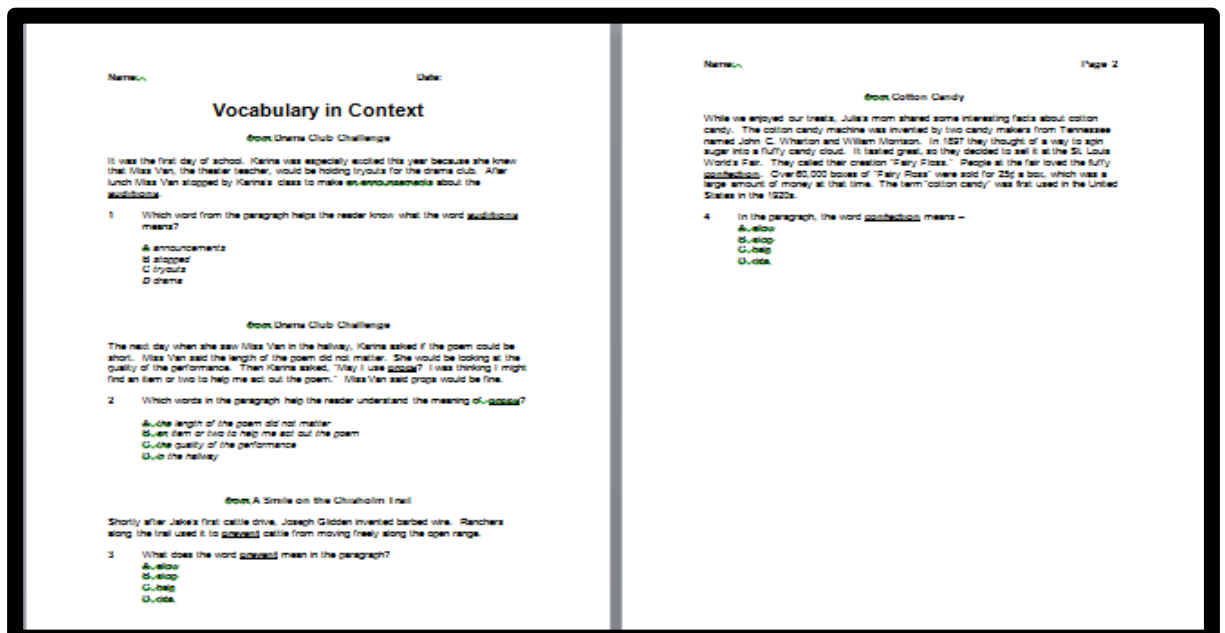
Word	Context Clues or Text Evidence	Inferred Meaning
politics	Politics is the work of government. Running for office and voting are part of politics.	The work of forming and running government.
racket	Some pet birds can talk, but they can also create a loud racket by screaming.	A racket is loud, bothersome noise
introduce	You should carefully introduce a new pet to other pets in your house.	When you present them to each other for the first time.
combination	People may feel a combination of love for and frustration with their pets.	A mixture

3. Model going through the process of determining what each question is asking. Model the process of using context to determine what the word means and thinking aloud the process of selecting the best answer.



4. Independent Practice: This can be done in a center that all students rotate through, or during independent work time. It will depend on how you structure your independent time.

Students will complete the Vocabulary in Context Bridging to STAAR student page independently.



5. Students should have the Vocabulary in Context Bridging to STAAR independent activity completed by the end of the week. You will want to collect these to monitor their progress and understanding.

Vocabulary in Context

Bridging to STAAR

from The Magic of Eleven

At Disney World we twirled in teacups, saw imaginary toys sing and dance, and walked beside magnificent **topiaries**. These plant sculptures were shaped to look like Disney characters.

- 1 Which words from the story help the reader know what the word **topiaries** means?
- A *imaginary toys*
 - B *plant sculptures*
 - C *Disney characters*
 - D *Disney World*

from The Lost and Found Dog

Well, I guess you know the rest of the story. I **persuaded** my parents to let me keep the dog. No one ever called to claim Hondo. Oh yes, that is what I named my dog. He is the best friend I have ever had. He greets me at the door each day when I get home from school. We walk and talk about my day. He even listens to me read each night and practice my math facts. Best yet, I have taught him to fetch the newspaper each morning and to bring the ball back when Dad and I play baseball. No one has ever had a better pet than my lost and found dog, Hondo.

- 2 The word **persuaded** in this paragraph means –
- A helped another person complete a task
 - B described an event
 - C provided information about a topic
 - D gave reasons to cause another to take action

What it looks like on a Test...

Which word from paragraph __ helps the reader understand the meaning of the word _____-

In paragraph 6, the word _____ means-

The word _____ in paragraph _____ means-

4.2B

*****Add these question stems to the bottom of or next to your Word Collection Anchor Charts*****

Name: _____

Date: _____

Vocabulary in Context

from Drama Club Challenge

It was the first day of school. Karina was especially excited this year because she knew that Miss Van, the theater teacher, would be holding tryouts for the drama club. After lunch Miss Van stopped by Karina's class to make an announcement about the **auditions**.

- 1 Which word from the paragraph helps the reader know what the word **auditions** means?

A *announcement*
B *stopped*
C *tryouts*
D *drama*

from Drama Club Challenge

The next day when she saw Miss Van in the hallway, Karina asked if the poem could be short. Miss Van said the length of the poem did not matter. She would be looking at the quality of the performance. Then Karina asked, "May I use **props**? I was thinking I might find an item or two to help me act out the poem." Miss Van said props would be fine.

- 2 Which words in the paragraph help the reader understand the meaning of **props**?

A *the length of the poem did not matter*
B *an item or two to help me act out the poem*
C *the quality of the performance*
D *in the hallway*

from A Smile on the Chisholm Trail

Shortly after Jake's first cattle drive, Joseph Glidden invented barbed wire. Ranchers along the trail used it to **prevent** cattle from moving freely along the open range.

- 3 What does the word **prevent** mean in the paragraph?

A allow
B stop
C help
D ride

from Cotton Candy

While we enjoyed our treats, Julia's mom shared some interesting facts about cotton candy. The cotton candy machine was invented by two candy makers from Tennessee named John C. Wharton and William Morrison. In 1897 they thought of a way to spin sugar into a fluffy candy cloud. It tasted great, so they decided to sell it at the St. Louis World's Fair. They called their creation "Fairy Floss." People at the fair loved the fluffy **confection**. Over 60,000 boxes of "Fairy Floss" were sold for 25¢ a box, which was a large amount of money at that time. The term "cotton candy" was first used in the United States in the 1920s.

- 4 In the paragraph, the word **confection** means –
- A allow
 - B stop
 - C help
 - D ride

Lesson 10

Lesson Overview: 4.2B/Fig 19D

1. Use the Word Study PowerPoint Slides 17-18 to teach the using your background information to infer type of context clues readers use to determine word meaning.
2. Add Using Your Background Information to Infer to the Types of Context Clues anchor chart with your students.

Types of Context Clues

Definition- Sometimes a definition is provided for the **unusual word** in the text.
Hint: When the **unusual word** is followed by a **comma**, the **definition** may be right after that comma. Sometimes the **definition** is in the **following sentence**.

Synonym- After some **unusual word**, authors sometimes use a **more common synonym**.
Hint: If the **unusual word** is followed by a **comma** and the word "**or**," then the words that follow are likely **synonyms**.

Antonym- Sometimes the **unusual word** is followed by an **antonym** that can help the reader figure out what the **unusual word** means.
Hint: Look for **key words** - **but, not, although, however, on the other hand, in contrast, & instead**

Restatement or Explanation- Sometimes the author will **restate an unusual word** or explain it.
Hint: The **restatement or explanation** may be in a **different sentence**. **Read the sentence before and after** the unusual word.

Example- Sometimes authors give a **concrete example** that helps the reader know what an **unusual word** means.
Hint: Look for **key words** - **such as, and when, like, & for example**

Using Your Background Knowledge to Infer- Most of the time, the reader must depend upon **background knowledge** to make inferences about the meaning of an **unusual word**.
Hint: **Read to the end of the paragraph**, then come back and try to **think of another word** that you know that would **make sense** instead of the unknown word.

Page 12

3. Add to the Word Collection anchor chart with your students as you progress through the slides. You will continue to add to this anchor chart each week, so please keep it visible in your classroom.

Word Collection Chart		
Word	Context Clues or Text Evidence	Inferred Meaning
appetizing	The soup had a color and smell that was very appetizing to the hungry children. <i>Infer</i>	good or appealing
punctured	There was glass all over the street , and the children could not ride their bike through it without getting a punctured tire . <i>Infer</i>	hole, pierced, messed up

4. Students add their word collection chart to their word study notebook in the whole group section (either draw the chart or paste a copy in their notebook).
5. Independent Practice: This can be done in a center that all students rotate through, or during

independent work time. It could be completed on various days throughout the week. This will depend on how you structure your independent time.

Students use Journey’s Vocabulary in Context word cards to infer meaning. In the independent section of their word study notebook, have students create the chart or paste a copy to record their thinking. (If you do not have these cards in your classroom, you may print them from ThinkCentral. <http://www-k6.thinkcentral.com/ePC/start.do> If you do not have a ThinkCentral Login, please contact your campus administrator and email your district coach.)

Word	Card Number
calculated	242
enclosure	235
companion	234
intruder	233
suffered	232

6. Students should have the independent activity completed by the end of the week. You will want to collect their notebooks to monitor their progress and understanding.

Types of Context Clues

Definition- Sometimes a definition is provided for the unusual word in the text.

Hint: When the unusual word is followed by a **comma**, the **definition** may be right after that comma. Sometimes the **definition** is in the **following sentence**.

Synonym- After some unusual word, authors sometimes use a more common synonym.

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Hint: Look for **key words** – **but, not, although, however, on the other hand, in contrast, & instead**

Restatement or Explanation- Sometimes the author will restate an unusual word or explain it.

Hint: The **restatement or explanation** may be in a **different sentence**. **Read** the **sentence before** and **after** the unusual word.

Example- Sometimes authors give a concrete example that helps the reader know what an unusual word means.

Hint: Look for **key words** – **such as, and other, like, & for example**

Using Your Background Knowledge to Infer- Most of the time, the reader must depend upon background knowledge to make inferences about the meaning of an unusual word.

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Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning
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punctured	There was glass all over the street , and the children could not ride their bike through it without getting a <u>punctured</u> tire . Infer	hole, pierced, messed up

Word Collection Chart

Word	Context Clues or Text Evidence	Inferred Meaning

