Adult Education Lesson

Lesson Title: Treats and Texts: Context Clues	**Topic:** Using Context Clues
Level: (*ABE, ASE, ESL, multi-*) Multi-	**Timeframe:** 1:20

College and Career Readiness Standard(s):

Language Anchor #4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Level A: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
    a. Use sentence-level context as a clue to the meaning of a word or phrase.
    b. Use frequently occurring affixes as a clue to the meaning of a word.
    c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (L.1.4)

ELPS Anchor and Level Correspondences: (*Optional*)

Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1: An ELL can relying heavily on context, questioning, and knowledge of morphology in their native language(s),
    • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions
    in spoken and written texts about familiar topics, experiences, or events.

Level 2: An ELL can using context, questioning, and knowledge of morphology in their native language(s),
    • determine the meaning of frequently occurring words, phrases, and expressions
    in spoken and written texts about familiar topics, experiences, or events.

Adult Education Lesson Objectives:

- Determine the meaning of unknown words and phrases in *King and Kayla* by using sentence-level context clues;
- Determine or clarify the meaning of unknown words and phrases in *King and Kayla* by analyzing frequently occurring affixes; and
- Identify frequently occurring root words.

Materials:

- [Letter to a Friend handout](#)
- Copies of *King & Kayla and the Case of The Missing Dog Treats* by Dori Hillestad Butler
- [Missing Artifact handout](#)
- Writing utensils
- Paper
- White board, chalkboard, or large tablet
- [Context clues bookmarks](#)

Lesson Vocabulary:			
artifact curator	cryptography	decoy	
	analyzed	malcontent	
pedestal	equidistant	keen	
cipher	hypothesized	deductive	

Adult Education Activity

Activity	Notes to the teacher	Grouping	Time
Welcome/Icebreaker: Distribute copies of the Letter to a Friend. Read the letter aloud to participants. Encourage students to deduce the meaning of the underlined nonsensical words together. How were they able to determine the meaning of unknown words? Although many of us may not receive letters from friends with nonsensical words, we may receive a handwritten note that we can't decipher. Or in some cases, we may be talking and can't remember a word, so we replace it with "thingamajig," "doodad," "whatchamacallit," or "doohickey" and are somehow understood. How is that possible? Context clues. Context clues are essential for effective communication. In conversations, people often use language that may not be immediately understood by the listener. However, by paying attention to the context of the conversation and the speaker's tone and body language, we can better understand the intended meaning behind these phrases.	The purpose of this initial activity is to point out the skill sets that the students already have to build confidence in approaching unknown words. Each of these unknown words uses a different context clue strategy. *whatsit* = female dog/puppy • Role in the sentences: noun with feminine pronoun. • Prior knowledge: shelters for animals, park as space for dogs, those with dogs are often called "owners." • Likely young given sleepless nights. *fodiddly* = mischievous, naughty • Role: describes the *whatsit* • is followed by definition or synonym, "constantly getting into everything" *schmaring* = tail • Role: something one can wag • Prior knowledge: wag tails	Whole Group	10 minutes

The same is true in reading. There are times when we will not know a word or phrase, but by using context clues we can determine or clarify meaning.	*yuglotment* = enjoyment • Suffix -ment = state of being • Role: noun • Relates to her playful temperament, delight		
Review Objectives: In this lesson, we will determine the meaning of unknown words and phrases by using context clues, words or phrases in a text that help to provide meaning. It is also possible to break down unknown words into smaller parts to determine meaning. We will look specifically at three prefixes and two root words that occur frequently in the English language.	• Determine the meaning of unknown words and phrases by using sentence-level context clues; • Determine or clarify the meaning of unknown words and phrases by analyzing frequently occurring affixes; and • Identify frequently occurring root words.	Whole Group	5 minutes
Opening Activity: Acknowledge how we are all, in some way, word detectives. Perhaps without even knowing it, we infer meaning from unknown words by using the information inside (affixes/root words/verb endings) and outside of the unknown word (synonyms, antonyms, related passages, background knowledge). Write the definition of context clues on the board for reference: "words or phrases in a text that help the reader understand the meaning of an unfamiliar word." Using context clues is a skill that is relevant at all reading stages. For example, let's look at a book for emergent readers. *King & Kayla and the Case of The Missing Dog Treats* by Dori Hillestad Butler is an early chapter book. Books for emergent readers are designed to reinforce	Use *King & Kayla* to slow down the process and share with participants that the skills/strategies learned with this text are transferable to many different situations. Some learners may recognize the Latin base of *favorite.* The English word *favorite* can be traced to the Latin word *favorem* meaning "inclination, partiality/bias, goodwill." It became *favorito* in Old Italian, and *favorit* in Old French. A suffix is a word part added to the end of a word that changes its meaning (e.g., -er/or = a person, painter, or inspector).	Whole Group	10 minutes

developing literacy skills and challenge readers with new vocabulary.

Turn to page one in the book and point out the word "favorite." What if as a reader, you did not know this word? Read the sentence containing the word and the sentence preceding it. How might you deduce what "favorite" means?

"I LOVE peanut butter treats. They're my <u>favorite</u> food!"

1. First, begin with the word itself. Sound out the word. Is it a word that you have heard before?

2. Then look for word parts – suffixes, prefixes, or root words. There don't appear to be any within "favorite."

3. Determine the unknown word's part of speech or role within the sentence. Notice how the word "favorite" has the word "my" in front of it, indicating possession and favorite describes food.

4. Then look outside the word and sentence for synonyms and antonyms, or definitions. The treats are a favorite food. The speaker *loves* peanut butter treats, so it is reasonable to deduce that favorite means a strong liking.

After modeling each of the steps, conclude that the word "favorite" means preferred, popular, or well-liked. *Option*: verify the definition with a dictionary or online resource.

Prefixes are added to the beginning of a word to alter meaning (e.g., anti- = against, antisocial). These are added to root words, which hold a distinct meaning, to create new words (e.g., paint + er, inspect + or, social + anti-).

Another example: *clomping* (p. 17)

1. Write the word "clomping" on the board and sound out the word.

    C l ɒ m p i ng
    • • • • • •

2. Then, look for any prefixes or suffixes that could help determine the meaning. "Clomping ends with the - ing suffix, so it may be an action." Clomping is a gerund – derived from a verb, but functions as a noun in the sentence.

A present participle is the –ing form of a verb that is used to continuous or generalized action or can be used as an adjective.
e.g., I was *wait<u>ing</u>* for Kayla. I am *think<u>ing</u>.* That is an *interest<u>ing</u>* dog.

A gerund is a word that is derived from a verb (add -ing to most verbs) but functions as a noun in a sentence.
e.g., I like *bik<u>ing</u>*. *Runn<u>ing</u>* is a popular form of exercise.

	3. Next model using the surrounding context to gather a meaning. Read the sentence that contains the word aloud "I hear Kayla, Jillian, and Thor clomping up the stairs." Highlight the word "hear" and note that clomping is something that one can hear – a sound, a noun. 4. Discuss how they are "clomping up the steps," implying that clomping must mean a type of movement. "Here I see that the dog's ear is up so it may have something to do with sound and listening." Last provide the definition of the word: "to walk with a heavy tread."		

Central Ideas and Practice: Whether reading an early chapter book, a form in an office, or an article in a magazine, we often come across unfamiliar words. Of course, one of the best ways to learn the meaning of an unknown word is to refer to a dictionary. However, this is not always possible or convenient. There is not one way of using context clues that will work every time. Within a sentence, the surrounding information (the context) may offer clues about the meaning of a word. In addition, there are some words that can be broken into prefixes, root words, and suffixes to determine meaning.		Whole Group	5 minutes

Direct Instruction:
Start with the unfamiliar word itself. Sound it out. Does it sound familiar in any way?
 	
Then, examine the parts of the word: root word, prefix, and suffix. Not all words have prefixes or suffixes, but understanding the meanings of common prefixes and suffixes can help to determine the meaning of unfamiliar words.
 	
Many are likely familiar to you already; for example, the prefix "un-" usually means "not" or "opposite," so words like "unhappy" or "unpopular" suggest the opposite of the root word (happy, popular).
 	
Consider words with the prefix "de-:" decompose, defrost, deactivate. In general, the prefix "de-" has a reversing or reducing effect. When something decomposes it separates. It is no longer put together or composed. Defrosting a windshield of a car involves warming the glass to melt (or reverse) the frost. If you
	Write brief definitions on board or large tablet:
	
	• Prefix: word part added to the beginning of a word (pre= before)
	• Suffix: word part that are added to the end of a word
	• Root word: base word without prefixes or suffixes
	
	Prefix:
	  Un- not or the opposite of
	  unfair, unusual, unhealthy
	
	  De- reduce or remove
	  Demolish, defrost, deactivate
	
	  Mal- bad or wrong
	  Malfunction, malnourished, malformed
		Whole group	10 Minutes

deactivate an account, you no longer wish it to be active, reversing its status.
 	
Similarly, the prefix "mal-" indicates something bad or wrong. If something malfunctions, it fails to function correctly. Some may recognize the Latin origin *mal* meaning "bad or ill."
 	
Many words in the English language have Latin and Greek roots. Pedicure, pedestrian, pedal, pedometer, expedition, and centipede all share the common Latin root "ped." What do all of these words have in common? (ped = foot).
 	
Try your detective skills once more. What do these "graph" words have in common? Autograph, calligraphy, telegraph, paragraph… the Greek root "graph" means to write or to record.
 	
How is the word used in the sentence? Using the words that you know; can you determine if the unknown word is an action (verb)? A person place or thing (noun)? Or a describing word (adjective)?
 	
Finally, are there sometimes phrases that define the unknown word, or words that mean the same thing (synonym) or opposite (antonym) within the same sentence or nearby sentences.
	It may be beneficial to have images of the sample vocabulary (e.g., pedicure, pedestrian, pedal, pedometer, expedition, and centipede) to support learning.
	
	Root:
	  ped – *Latin* foot
	  graph – *Greek* to write or to record
	
	1. First, begin with the word itself. Sound out the word. Is it a word that you have heard before?
	
	2. Then look for word parts – suffixes, prefixes, or root words.
	
	3. Determine the unknown word's part of speech or role within the sentence.
	
	4. Then look outside the word and sentence for synonyms, antonyms, or definitions.		

Guided Practice: It is time to use our word detective skills with a real mystery. Hand out copies of the [Missing Artifact handout](#) to participants. Read the paragraphs aloud. Note that words in bold are more challenging.	• *Curator* - person (someone who reported, from the local museum) • *Artifact* –thing (valuable, golden statue = definition within sentence)	Whole Group	10 Minutes

Review together. In slowing down, let's see how context clues and our knowledge of word parts help us to understand the meaning of these words. How do we know what we know? Even if we can't provide specific definitions of the words, we can often understand something about it based upon context clues. Work through the first two paragraphs of the text with the participants, specifically take note of the words: curator, artifact, pedestal, cipher, and cryptography. See Notes to Teacher for assistance with additional vocabulary. • "The word we're focusing on is curator. Find the word and read the sentences before and after. Ask participants to determine the part of speech. This is a noun because it is referring to a person. We can determine this because the sentence indicates that a curator reported (noun/verb), only a person can make calls. We can conclude that a curator is someone who works at the museum because that is where the call came from."	• _Pedestal_ – thing (can be empty, know that artifact is missing, may have been on it). Supportive base serves as foot/support. • _Cipher_ – something used to decode (within sentence) • _Cryptography_ – crypt (hidden: cryptic), graph (writing: paragraph, telegraph, autograph) • _Analyzed_ – verb, something one can do to security footage • _Equidistant_ – equi- (equal, equivalent, equity, equitable), + distant • _Hypothesized_ – verb, hypo- (under, less than) + thesis (position, something put forth) • _Decoy_ – thing, something left behind • _Malcontent_ – someone who was dissatisfied with their current situation, also mal - (bad), content • _Keen_ – describes observation • _Deductive_ – describes reasoning (de – off/from, detect, duct/duce – to lead, ducts in home)		
Independent Practice/Formative Assessment: After working with the class on the first two paragraphs, invite participants to define the remaining unknown words in pairs or small groups. In the interest of time, individual words may be assigned to each small group or pair and then shared collectively. Monitor the progress of students providing support when needed. Encourage participants to discuss what they think each of the words means.	When pairing of grouping participants, some may have greater prior knowledge or familiarity with Latin-based languages.	Pair/small group	15 Minutes

Bring the class back together and have groups share what each word means and how they used the context clues to determine meaning. Repeat and write correct definitions on the board.			
Review Objectives: Not every word will be familiar to you as you read. Context clues both within a word (prefixes, suffixes, and root words) and around an unknown provide some assistance. In today's lesson, we looked specifically at the common prefixes *un-, de-,* and *mal-*, as well as the root words *ped* and *graph* to determine the meaning of unknown words. Many words in the English language have Greek and Latin roots.	• Determine the meaning of unknown words and phrases in *King and Kayla* by using sentence-level context clues; • Determine or clarify the meaning of unknown words and phrases in *King and Kayla* by analyzing frequently occurring affixes; and • Identify frequently occurring root words.	Whole Group	5 minutes
Wrap-Up/Closure: We already use context clues in conversations – paying attention to the context of the conversation and the speaker's tone and body language to understand unknown words or phrases. Your word detective skills are transferable to reading as well. Distribute the context clues bookmarks. The bookmarks are a reminder of the four steps covered today.	Reflect on the Activity: • Did you discover any new vocabulary words while using context clues? • Did you find context clues to be an effective tool for understanding unknown words? Why or why not? • How do you see yourself using context clues in the future?	Whole Group	5 minutes