



ELA Virtual Learning

6-8 Essential Literacy

April 22, 2020



6-8/Essential Literacy
Lesson: April 22, 2020

Objective/Learning Target:

I can use context clues to determine the meaning of unknown words.



Warm-Up

Think about what you already know about context clues.

Read from your independent reading book for 5 minutes.
As you read, write down words you don't know on your notebook paper.

Go back and see if you can use the context clues surrounding the words to figure out what the words mean.





Learn

Watch the [video](#) to learn more about context clues.

Jane Goodall arrived at Tanzania's Gombe Stream National Park in 1960. She was considered somewhat unconventional among other animal researchers. After all, she had not yet been to college.

↓
OTHER RESEARCHERS
HAD GONE TO COLLEGE?





Learn

Here are some additional strategies for using context clues to figure out words you may not know:

#1. Sometimes you can take the words apart. Maybe there's a prefix, suffix, or root (part of the word) that you recognize.

Example: **Marion may not show up for basketball practice. She can be undependable.**

Of course, you recognize the word “depend” and the prefix “un” which means not, and the suffix “able” which means able to.

Therefore the word “dependable” means “not able to depend on.”

#2. Sometimes an author will use a synonym close by the word. You recognize that because the author will have “a” or “or” or commas surrounding the synonym.

Example: **Frank did his chores. He wanted nothing to jeopardize, hinder, his meeting his friends tonight.**

The word “jeopardize” means “to hinder.”



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#3. Authors use antonyms sometimes. The author will have “not,” “rather,” “or,” “nor,” “yet,” or other words distinguishing the difference between two words.

Example: **You are to paint the exterior, not the interior, of the house.**

(In other words “**exterior**” is the opposite of “interior”, so it must mean “outside”.)

#4. They also use contrast which is similar to antonyms but there might be several sentences of contrast. Clue words introducing contrasts include “instead,” “but,” “on the other hand,” “however,” “though,” and others.

Example: **The team became **deadlocked**, but with more hours of discussion they came up with a plan.**

(The word “**deadlocked**” must mean “came to a standstill.”)



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#5. Authors use cause and effect too. Clue words include “because,” “so,” “since,” “therefore,” “then,” or “as a result of.”

Example: **Because she was so modest, she went unnoticed at the party.**

The word “**modest**” must have something to do with being unnoticed.

#6. The use of sequence helps to identify the word meaning of an unfamiliar word.

Example: **In Great Britain we call that place a quod, a prison, or a jail cell.**

The word “**quod**” must be another word for “prison.”

#7. The mood and tone of the character helps to suggest the meaning of a word.

Example: **The soldier had committed a crime, so he was discharged from the navy.**

The word “**discharged**” must have a negative meaning (connotation) since “committing a crime” has a negative mood/tone.



Practice

On your notebook paper, number 1-10. Use your knowledge of context clues to answer the questions.

#1 The teacher asked all students to **contribute** their ideas for consideration or we would not have anything to discuss.

A. To write down B. to allow C. to furnish

#2 Sit up, Sam! Do not **slouch**.

A. drooping posture B. yawn C. cheat

#3 Students who are honest, **reliable**, and hard-working do well in their classes.

A. alert B. able to depend on C. caring



Practice

#4 One **regulation** is to park our cars in the other lot. That rule allows for customer parking close by the businesses.

A. irritation B. rule or law C. problem

#5 I **paved** the parking lot. Now, we must wait until it dries.

A. covered the surface of B. painted the top C. cured it

#6 The red clay dirt was **dense**, not easily workable. I could not plant in that area.

A. wet and soggy B. mostly sand C. packed tightly together

#7 Placing all twenty pencils in a basket made them more **portable**.

A. easily carried B. a landing C. able to be locked



Practice

- #8** It is required that all tests be turned in **simultaneously**, at exactly the same time.
A. in a few minutes B. to the teacher C. occurring at the same time
- #9** When the edge of the knife becomes **blunt**, not sharp, you can borrow my tool.
A. chipped B. dull C. razor sharp
- #10** If the **client** asks for a better price, tell him I will think about it.
A. customer B. guest C. chef



Practice Answer Key

- #1 A. To write down
- #2 A. drooping posture
- #3 B. able to depend on
- #4 B. rule or law
- #5 A. covered the surface of
- #6 C. packed tightly together
- #7 A. easily carried
- #8 C. occurring at the same time
- #9 B. dull
- #10 A. customer



Additional Resources

Looking for something interesting to read? Take a look at this [article](#) about a herd of goats taking over the deserted streets in Britain! Use your knowledge of context clues to help you figure out words you don't know!

Click on the image to read the article.

