



# ELA Virtual Learning

# 6-8 Essential Literacy

May 20, 2020



Grade/Course

Lesson: Wednesday, May 20, 2020

**Objective/Learning Target:**

- I can interpret word meaning in context using context clues.
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on context.

# WARM UP

Reading can be both informative and fun. However, it can be frustrating if you don't understand what you are reading.

Don't let yourself get discouraged by new words when you are reading. It's not necessary to stop and look up a word every time you encounter one you don't know.

It is often possible to figure out a word's meaning using its context, or the way it is used in piece of text.

## Context Clues

**D**efinition- Mr. Fry is an affable principal. He is pleasantly easy to approach and always friendly.

**S**ynonym- Mr. Fry is quite affable. In fact, he reminds me of Ms. Baker. Do you remember how kind she was?

**A**ntonym- I miss Mr. Fry. Our new principal is cranky and unapproachable. Mr. Fry was so affable.

**E**xample- Mr. Fry is an affable principal. He knows everybody's name. If you have a problem, talk to him.

**I**nference- You don't need to worry about talking to Mr. Fry. He is an affable principal.





# LEARN

On the next slide is a sample story about bats.

Following the story are four questions asking you to use context to figure out the meaning of some of the words.

You will also find explanations of the answers to help you understand how to better use context clues while you are reading.

Read through the sample story and questions to make sure you are ready to practice on your own.



# LEARN

Most bats squeak in short bursts of ultrasonic sound that is beyond the range of human hearing. The sounds echo back from objects to the bat's ears. These echoes enable the bat to avoid obstacles and to catch flying insects.

Moths, however, can trick bats. Even though a moth flies more slowly than a bat, it has two advantages that can save it. First, the moth's soft body **absorbs** sound energy. The bat must be very close to **pick up** the echoes of its own squeaks. Second, ultrasonic sounds are **audible** to moths. The moth can hear a bat squeaking and change its flight direction away from the bat.

Wherever a bat flies, moths scatter at its approach. So if a bat flew in a straight line, it would catch very few of the insects. Bats have evolved a countertrick. Instead of flying in a straight line, the bat flies in a series of broken curves that are impossible to predict. That way the bat can get close enough to pick up the echo from a moth.



# LEARN Answer/explanations

1. The word **absorbs** means
  - a. Takes in
  - b. Throws out
  - c. Is hurt by
  - d. Boosts

*Read the sentence from passage in which the word appears. Think about context. Try the answer choices in place of the word. The best answer is a, takes in. The bat is waiting to hear echoes bouncing back from insects so that it can find and eat them. If a moth “takes in” sound energy instead of bouncing it back, the bat won’t hear an echo to find it.*

*Both b and d are wrong because if the moth throws out or boosts sound energy, the bat will find it.*

*Answer c is wrong because the moth’s ability to “absorb” sound energy is called an advantage. That wouldn’t be true if the moth were hurt by sound energy.*



# LEARN Answer/explanations

2. **Pick up** can mean “to lift.” In this context it means
- To scatter.
  - To hear.
  - Is hurt by.
  - boosts.

*Find the phrase in the passage. Try the choices.*

*The best answer is b: “To hear” The context tells you that “pick up” has something to do with echoes. Echoes are sounds, so the answer must be “to hear”*

*Choice a is wrong because the bat would not try to scatter the echo, it would try to hear it.*

*Choice c is wrong because the bat must have already learned the meaning of the echo. If not, it wouldn't be using echoes to find insects.*

*Choice d is wrong because the bat would not be trying to bring echoes. The bat has to hear echoes to find an insect.*



# LEARN Answer/explanations

3. **Audible** is made up of the suffix **-ible** and the root **aud**, which means “to hear.” Audible means
- Unable to make sounds
  - Can be heard
  - Able to make sounds
  - Cannot be heard

*Put the meanings of the parts together. -ible means “can be” the meaning are “hear” and “can be.”*

*The best answer is b, “can be heard”*

*Choices a and d are wrong because there is no negative prefix to make it mean the opposite of its root and suffix.*

*Choice c is wrong because nothing in the parts says anything about **making** sound, the root **aud** tells you that the word is about hearing sounds.*





# LEARN Answer/explanations

4. Write the word from the third paragraph that tells you that bats have *developed* a trick to counter the tricks of moths

*To find the word, look for a context that includes the idea of “a trick to counter the tricks of moths.”*

*Bats have evolved a countertrick.*

*Try substituting “developed” for a word in that sentence. You should notice that “developed” will fit in place of “evolved”*

*Evolved is the correct answer.*



# Practice

Number your paper as below.

## Tomatoes

- 1.
- 2.
- 3.
- 4.

## Communications

- 1.
- 2.
- 3.
- 4.

The text and examples are from class resource:

*Understanding Vocabulary*  
*The Jamestown Comprehension Skills Series*  
*Third edition for middle school*



# PRACTICE: TOMATOES

In 1820 Bob Johnson did a death-defying stunt on the steps of the town hall in Salem, New Jersey. He ate a tomato. Some of the **assembled** crowd were most likely disappointed. They thought he would die **promptly**. Everyone knew tomatoes contained a deadly **poison**.

In fact, for years and years, people had not been eating tomatoes. They all thought the fruit contained poison. The French grew them and called them *love apples*. They saw them as fruits to be looked at and touched, but not eaten. Another name for the tomato was *wolf peach*. That meant it was pretty but dangerous.

You could call this way of looking at tomatoes silly. You could also call it **prejudiced**. But not all people were prejudiced against tomatoes. Native South Americans weren't. They had been eating tomatoes for thousands of years. From them the practice of eating tomatoes traveled to Europe. Now each of us eats about 65 pounds of tomatoes a year.



# PRACTICE: TOMATOES

1. The word **assembled** means

- a. Moving
- b. Scared
- c. Gathered
- d. Happy

2. **Promptly** can mean “on time.” In this context it means

- a. By six o’clock
- b. Much later
- c. Right away
- d. never

3. In **prejudiced** you can see the prefix *pre-* and part of the root *judicum*, which means “judge.” People who are prejudiced about tomatoes

- a. Like to eat tomatoes at each meal
- b. Make a judgment that tomatoes are good.
- c. Make a judgment before knowing the facts
- d. Do not every want to think about tomatoes.

4. **Poison** is a noun. Make it into an adjective by adding the suffix *-ous* and use it in a sentence.



# PRACTICE: COMMUNICATION

Even in the earliest times, people tried many ways of **communicating** quickly. Sometimes they sent letters by messenger. Sometimes they used signals. Greek soldiers signaled by turning their shields toward the sun. The flashes of light could be seen for miles. The enemy did not know what the flashes meant. But other Greek soldiers did.

In some places, Roman soldiers build long rows of signal towers. Soldiers would shout messages from tower to tower. This way **important** news was sent a long distance.

At times, people suffered when news could not be sent fast. In 1815, United States and British soldiers fought a huge battle near New Orleans. Later it was learned that the battle never should have been fought. Both sides had already agreed to make peace *two weeks* before the first shot had been fired. But **word** of peace had traveled too slowly.



# PRACTICE: COMMUNICATION

1. The word **communicating** means
  - a. Telling news
  - b. Tricking the enemy
  - c. Shouting from towers
  - d. Fighting a battle
  
2. **Important** means *serious*. The opposite of *important* is
  - a. Importantly
  - b. Imported
  - c. Unimportant
  - d. exportation

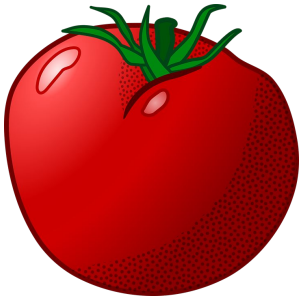
3. A **word** can be a group of letters that has a meaning. In this context, **word** means
  - a. Shout
  - b. Call
  - c. Shot
  - d. News
  
4. Write the word from the last paragraph that describes the battle as *large*.

# Answer key

## TOMATOES

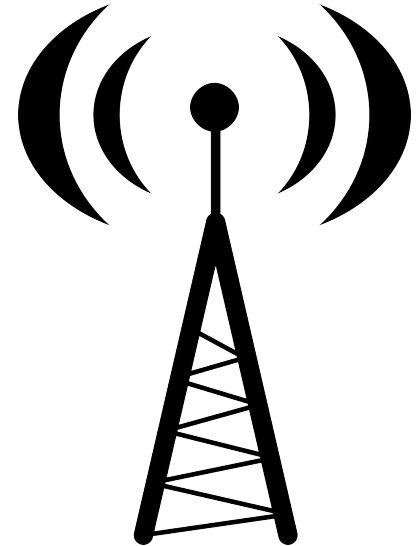
1. C
2. C
3. C
4. poisonous.

Many people thought one might die from eating the *poisonous* tomato.



## COMMUNICATION

1. A
2. C
3. D
4. huge



# ADDITIONAL RESOURCES

Learn and memorize some of these common prefixes and suffixes to help you decode words in context.

## PREFIXES

- COME AT THE BEGINNING OF A WORD
- CHANGE THE MEANING

PREFIX	MEANING	EXAMPLE
un	not; reversal of	uncover
re	again; back	review
in / im	in; into; not	instead impatient
dis / dif	away; separate; not	divide disrespect
en / em	in; within; make	enslave embolden
pre	before	prefix
mis	wrong	mistaken
a	not; in, on; without	atypical aside

## SUFFIXES

- COME AT THE END OF A WORD
- CHANGE THE MEANING

SUFFIX	MEANING	EXAMPLE
-s, -es	more than one; verb maker	characters, reaches
-ed	in the past; quality, state	walked
-ing	doing something; quality, state	walking
-ly	how	safely
-er, -or	one who; action; compares	drummer dishonor bigger
-tion, -sion	noun: quality, action	tension
-able, -ible	able to be	reversible
-al, -ial	related to, like	partial