



GRADE - 6th

UNIT - Nonfiction Texts

Relevant Essential Question(s)

Content-based

- What is the League of Women Voters?
- What is a suffragist?

Skills-based

- What strategies help to figure out the meaning of an unknown word?

Focus Standard(s)

-R.I.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Learning Objective

SWBAT: Students will be able to define unknown words by evaluating context clues.

GENERAL GUIDELINE		DIFFERENTIATION
Materials and Resources	News-O-Matic article " Antarctica: 200 Years of Discovery " News-O-Matic article " Women Voters Group Turns 100 " News-O-Matic Teacher Guide	
Vocabulary	<p><i>Content-based</i></p> <ul style="list-style-type: none"> -suffrage: right to vote -Amendment: a change to the law -candidates: people running for a job -empower: give power to <p><i>Skills-based</i></p> <ul style="list-style-type: none"> -context clues: hints or clues that help suggest a word's meaning -synonym: a word or phrase that means exactly or nearly the same as another 	



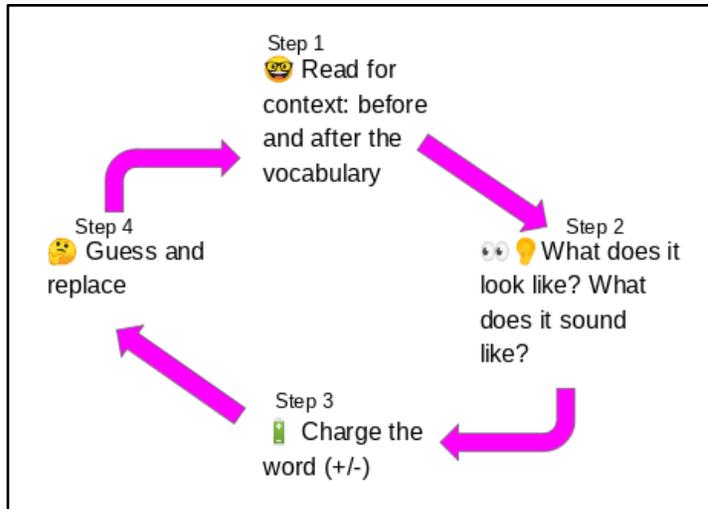
GENERAL GUIDELINE		DIFFERENTIATION
<p>Do Now</p>	<p>Please answer the following question:</p> <ul style="list-style-type: none"> ● When you're reading, how do you try to figure out words you don't know? <p><i>After students write their responses, they can turn and talk to share with a partner. A minute later, you can call on 3-4 students to share with the entire class.</i></p> <p><u>Connection:</u> "Having a high-level vocabulary opens doors to a world of possibilities. The more words you know, the easier it is to become a stronger speaker, reader, writer, and listener. With a strong vocabulary, you can express yourself better, learn information quicker, understand others more easily, and see the environment around you in an exciting new way!"</p>	
<p>Mini-Lesson & Guided Practice (with think aloud and exemplar)</p>	<p><u>Introduction/Accessing Prior Knowledge:</u> "In this mini-lesson, I'm using an article about Antarctica called 'Antarctica: 200 Years of Discovery.' As I read, take note of the steps I go through to figure out what the difficult words may mean."</p> <p><u>Mini-Lesson/Think Aloud:</u> Using a Smart Board or screen share, show students the sample article, going step-by-step through your process. Preview the article for the text features, as you normally would for nonfiction.</p> <p>"Though the first three paragraphs don't contain any words I don't know, as I arrive at the fourth paragraph, I notice the term 'expeditions.' I've definitely heard it before, but to be honest, I don't really know what it means. Let me see, OK, so first I'll read a</p>	<p><i>*Guided Practice: Feel free to let high-level group students define all three words, middle-level group students define 2-3 words, and low-level group students pick one word to define. As an alternative, you can also provide a matching game for students containing the three words and the three definitions.</i></p>

little bit before the word and a little bit after the word so that I have some context or clues for how it's being used.

For example, explorers tried to reach the South Pole in the early 1900s. Two separate expeditions tried to get to that spot in Antarctica first. Roald Amundsen from Norway reached the southernmost point of the planet on December 14, 1911. British explorer Robert Scott and his team arrived less than five weeks later — then died on their way home. “We took risks, we know we took them,” Captain Scott wrote in his diary. “I do not regret this journey.”

“Before the word, the paragraph talks about explorers trying to reach the South Pole, and after the word, it talks about a guy from Norway who reached it ... So the word has something to do with going somewhere, traveling to find something. A sentence later, it talks about a team that died trying to do this, so I can infer that trying to do this is not easy.

“Next, I think to myself, what does the word ‘expeditions’ look like or sound like compared with other words I know. Maybe ... explore, expand, pedal, like how I move my bike ... If I were to change this word (+/-), I think it would be more negative than positive, because the team died. Lastly, to figure out this unknown word, I’ll guess a synonym to replace it with and see if it works. Maybe the word journeys, or missions? When I reread the sentence with those words in place of ‘expeditions,’ it basically works and makes sense, so I can infer these are good substitutes close to the real definition (long and hard trips in the outdoors). OK, so what steps did I take to find that definition?”



**Suggestion: Create a classroom anchor chart similar to the one above. Example courtesy of Amanda Kawalek, ELA educator.*

Steps:

- 1) Read for context clues (a little bit before/after the word)
- 2) What other words does it look like/sound like?
- 3) Charge the word +/-
- 4) Guess and replace

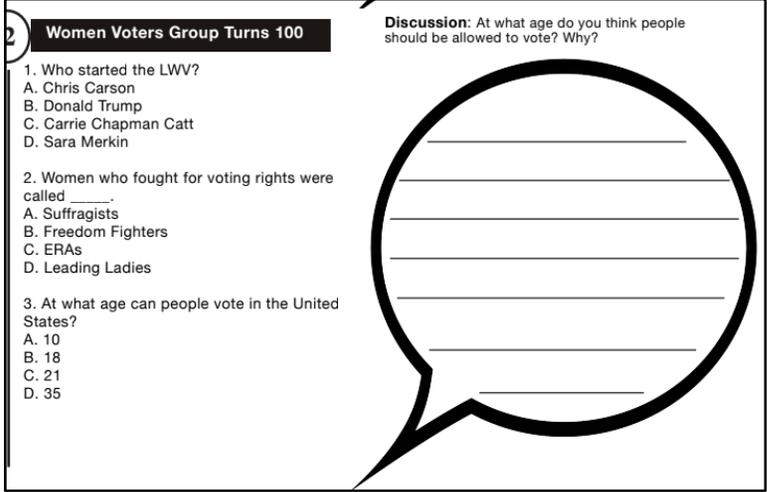
Guided Practice: “With a partner, take a moment to finish the article, and see if you can determine the definitions for the terms below:” **See differentiation column on the right.*

- native: originally from an area
- peninsula: land surrounded by water on three sides
- species: different types of an animal

Finish the article as a class. (Options: whole-group read-aloud,



	<p>teacher read-aloud, popcorn read, individual reading, partner reading)</p> <p><i>Then, give students 3-5 minutes to return to the text to find the three words, turn & talk, and come up with possible definitions. Circulate to determine who might need additional support, who might be exemplary for a share-out, and any common misconceptions.</i></p>	
Student Practice	<p>Students will read the “Women Voters Group Turns 100” article, using the same process as the Teacher Model/Guided Practice above. Unfamiliar words they should locate and define include the following:</p> <ul style="list-style-type: none">● suffrage: right to vote● Amendment: a change to the law● candidates: people running for a job● empower: give power to <p>-If desired, the class could be split into three homogeneous groups. One adult could work with the lowest-level group, while the other could work with the mid-level group and check in with the highest-level group occasionally.</p> <p>-Or, if a learning specialist is available, he/she could work with the lowest-level group, the teacher with the mid-level group, and an assistant with the highest-level group.</p> <p>-Alternatively, students can work in heterogeneous pairings or independently.</p> <p>If time allows after this task, students can practice word work. For example:</p> <ul style="list-style-type: none">● High-level group: Choose 1-2 unfamiliar words you saw in today’s reading. Write a definition, and use the word in a sentence of your own.	

	<ul style="list-style-type: none"> ● Medium-level group: Choose 1 unfamiliar word you saw in today's reading. Write a definition for it, and use it in a sentence of your own. ● Low-level group: Choose 1 unfamiliar word you saw in today's reading. Write a definition for it. <p>Students can also make flashcards or Frayer Model vocabulary squares or play other vocabulary-related games.</p>	
<p>Closure</p>	<p>Students can complete the multiple-choice and discussion questions provided in the News-O-Matic Teacher Guide:</p>  <p>The screenshot shows a section titled 'Women Voters Group Turns 100'. It contains three multiple-choice questions and a discussion prompt. The questions are: 1. Who started the LWV? (A. Chris Carson, B. Donald Trump, C. Carrie Chapman Catt, D. Sara Merkin); 2. Women who fought for voting rights were called _____. (A. Suffragists, B. Freedom Fighters, C. ERAs, D. Leading Ladies); 3. At what age can people vote in the United States? (A. 10, B. 18, C. 21, D. 35). The discussion prompt asks: 'Discussion: At what age do you think people should be allowed to vote? Why?' There is a large speech bubble graphic with horizontal lines for writing.</p>	
<p>Assessment</p>	<p><u>Exit Ticket:</u> What four steps should you take to help define a word you don't know?</p>	
<p>Homework</p>	<p><u>Assignment Optional:</u> Students may choose any one of the remaining News-O-Matic articles and question sets to complete.</p>	<p><i>Student choice of the articles allows for flexibility. Higher-level students may also read multiple remaining articles.</i></p>