# Use Context Clues to Determine Meaning of Words

*One stop on the road to literacy…*

LEVEL 3 RV2



## *The Outcome*

The student will determine the meaning of unfamiliar words through context clues.

## *Why Go There?*

Explain to your student that a good reader does not know the meaning of all words she sees or hears. A good reader tries to figure out the meaning of unknown words by using other words in the sentence.

## *How To Get There*

**Materials:** page 166

**Directions:**

**Tell** your student that using context clues (hints about meaning) in sentences will help him figure out the meaning of unfamiliar words.

**Next,** demonstrate by doing the first one on page 166 and modeling what you are thinking while you figure out the meaning of the word *paucity*.

**Then** invite him to do number 2 telling you how he figured out the italicized words.

**Encourage** him to complete the page, giving assistance where needed.

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# Context Clues

Read each sentence below. Determine the meaning of the underlined word by using the clues in the sentences. Write the meaning on the line.

1. The quick-spreading disease hit the soldiers unexpectedly. The paucity of healthy soldiers weakened the troops ability to defend their base.

   _____

2. The arid desert air left the settler's skin cracked and flaky.

   _____

3. The thought of having to cook one more mundane supper left the young housewife depressed. She longed to end the everyday routine and have a grand adventure.

   _____

4. The only solution for the rimpled dress was a hot iron.

   _____

5. The injured woman's account of the accident made sense at first. But when her talk turned to footle, the policeman suspected a head injury.

   _____

6. My uncle was almost arrested for passing bogus money. He didn't know the twenty dollar bill was fake.

   _____

7. The old swabble passed the afternoon telling of his experiences at sea to anyone who would listen.

   _____

8. The seamstress felt using voile for bedroom curtains would not be a good idea because it was too transparent.

   _____

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# Identify Synonyms, Antonyms, Homonyms, and Homographs

*One stop on the road to literacy…*

LEVEL 3
RV3

**The Outcome**

The student will identify the meaning of frequently used synonyms, antonyms, homographs, and homonyms.

**Why Go There?**

Explain to your student that a good reader understands the relationships between words, such as:

synonyms—words that have the same or nearly the same meaning (*begin—start*)

antonyms—words that have opposite meanings (*boy—girl*)

homonyms—words that sound the same but are spelled differently and have different meanings (*ant—aunt*)

homographs—words that have more than one meaning and may have more than one pronunciation (*run*)

**How To Get There**

Practice activities are found on the following pages:


| | |
|---|---|
| Synonyms | 168-170 |
| Antonyms | 171-173 |
| Homonyms | 174 |
| Homographs | 175-181 |




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# What's a Synonym?

***How To Get There***

**Explain** to your student that good readers knows that some words have similar meanings. Words with similar meanings are synonyms.

**Give** your student examples of synonyms (refer to the list below) in her learning modality. For example, say the words if she is an auditory learner, write them if she is a visual learner, or have her write them on a large piece of felt if she is a tactile, kinesthetic learner.

**Have** her complete page 169 for practice. Page 170 has blank boxes so you can create a practice page specific for your student's needs.

**Encourage** your student to apply her understanding of synonyms to her writing assignments. Encourage her to use synonyms that may add interest to her composition.

## Synonyms

rapid—quick
depart—leave
arrive—come
let—allow
angry—furious
enemy—foe
solution—answer
locate—find
strength—power
slim—slender
create—make
seem—appear
guard—protect
fragment—piece
donate—give
ask—seek

sense—feel
act—do
labor—work
rude—impolite
desire—want
cautious—careful
close—near
error—mistake
instruct—teach
vacate—leave
delicate—fragile
confirm—verify
tiny—minute
place—location
receive—get
ancient—old

purchase—buy
amazed— surprised
preserve—keep
erase—delete
convene—meet
beneficial—good
repair—fix
harm—hurt
summit—top
costly—expensive
new—fresh
thaw—melt
true—loyal
outdo—surpass
complete—finish
provisions—supplies

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# Synonym Search

Match each word below with its synonym. All words have at least one match. The first one is done for you.

**all** **might** **may** **aid**
**couple**
**fresh**
**power** **gift**
**open**
**tardy**
**unlock** **late**
**present** **help**
**every** **pair**
**strength** **new**

**call** **accomplish**
**bashful** **love**
**respect**
**grasp** **admire**
**shy** **clutch**
**explore**
**babble**
**shout**
**achieve** **adore**
**timid**
**investigate**
**reluctant**
**yell** **hit** **strike**
**hesitant**
**chatter**

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# What's an Antonym?

***How To Get There***

**Explain** to your student that a good readers knows that some words have opposites. Words with opposite meanings are called antonyms.

**Give** your student examples (refer to the list below) in his learning modality. For example, say the words if she is an auditory learner, write them if she is a visual learner, or have her write them on a large piece of felt if she is a tactile, kinesthetic learner.

**Have** your student complete page 172 for mixed practice in synonyms and antonyms. Page 173 has blanks so you can create a practice page specific for your student's needs.

## Antonyms

evening—morning
clean—dirty
easy—hard
fix—break
friend—enemy
hurt—help
last—first
loud—soft
now—then
tame—wild
polite—rude
kind—mean
hesitant—confident
cheerful—depressed
melt—freeze
stroll—run

jolly—glum
cancel—keep
destroy—create
scatter—convene
hurt—heal
costly—cheap
fresh—stale
complete—start
unusual—ordinary
ignore—notice
continue—stop
accept—refuse
annoy—please
abuse—protect
generous—stingy
shout—whisper

sudden—gradual
fierce—gentle
helpless—empowered
lucky—unfortunate
import—export
descend—ascend
servant—master
fragile—sturdy
huge—minute
dull—stellar
void—full
twisted—straight
deny—allow
raspy—silky
friendly—aloof
overactive—calm

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# Antonym or Synonym—Which Is It?

Read the pair of words. Put a check beside it under the column that best identifies the relationship of the words. The first one is done for you.

| Antonym | | Synonym |
|---|---|---|
| ✔ | joy—sorrow | |
| | scream—whisper | |
| | trip—stumble | |
| | clean—dirty | |
| | mend—repair | |
| | never—always | |
| | easy—difficult | |
| | group—individual | |
| | surrender—give up | |
| | revolt—fight | |
| | confess—tell | |
| | piece—fragment | |
| | reject—accept | |
| | vacate—enter | |

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| Antonym | | Synonym |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

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# What's a Homonym?

***How To Get There***

**Explain** to your student that a good reader knows that some words sound alike but have different spellings. These words are called homonyms.

**Instruct** your student to write 10 sentences, making sure each sentence includes a set of homonyms from below, such as *ant* and *aunt*. For example: The fire *ant* marched up the leg of my *aunt*.

**Repeat** the assignment until your student has used all the words below. Then encourage your student to use homonyms properly in his writing assignments. Watch for common homonym errors in your student's writing and teach those to him.

## Homonyms

ant—aunt
ate—eight
bear—bare
beat—beet
billed—build
blew—blue
brake—break
cell—sell
chews—choose
chilly—chili
close—clothes
creak—creek
due—dew
feat—feet
flare—flair
foul—fowl
grate—great
groan—grown
hall—haul
hoarse—horse
hour—our
loan—lone
loan—mown
mail—male
pail—pale
passed—past
pause—paws
peace—piece
peak—peek
peal—peel
plain—plane
pore—pour
pray—prey
real—reel
right—write
rose—rows
sail—sale
scene—seen
shone—shown
slay—sleigh
soar—sore
some—sum
stair—stare
stake—steak
steal—steel
tail—tale
their—there—they're
theirs—there's
through—threw
throne—thrown
to—too—two
waist—waste
wait—weight
ware—wear—where
way—weigh—whey
ways—weigh
weak—week
wood—would
you—ewe—yew
your—you're

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# What,s a Homograph?

***How To Get There***

**Explain** to your student that a good readers know that some words have more than one meaning. Words with more than one meanings are called homographs. A homograph may have more than one pronunciation, such as the word *address*.

**Beforehand:**
Cut out the cards on pages 176-179. There are blank cards on page 180-181 for you to create your own. Keep the gray cards and white cards in separate stacks. Shuffle both stacks.

**Directions:**

1. Give the white stack to your student and have her set them out face up.
2. Hold the blue cards in your hand. Read one of the blue cards to your student (do not read the answer aloud).
3. Invite your student to find the matching white card.
4. Continue until all cards are matched.

*Variation:*
If your student is up for a challenge, give her 5-10 seconds to find each correct card. For each correct answer found in the time limit, award your student 10 points. Give her a small reward for reaching a predetermined total.

## Homographs

| *One pronunciation:* | *More than one pronunciation:* | |
|---|---|---|
| well | bass | minute |
| fair | bow | present |
| ground | buffet | putting |
| fell | close | refuse |
| turn | dove | row |
| round | house | tear |
| head | live | wind |
| play | lead | wound |

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| | |
|---|---|
| something a hammer hits<br><br>OR<br><br>something at the tip of a finger<br>(nail) | nail |
| a stick used in baseball<br><br>OR<br><br>a mammal that flies at night<br>(bat) | bat |
| difficult<br><br>OR<br><br>the opposite of soft<br>(hard) | hard |
| correct<br><br>OR<br><br>the opposite of left<br>(right) | right |

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| | |
|---|---|
| clothing worn on the chest<br><br>OR<br><br>the opposite of bottom<br>(top) | top |
| to move through the air<br><br>OR<br><br>a flying insect that lands on food<br>(fly) | fly |
| a sweet, fruity drink<br><br>OR<br><br>to hit with a fist<br>(punch) | punch |
| a type of flower<br><br>OR<br><br>the past tense of *rise*<br>(rose) | rose |

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| | |
|---|---|
| a measuring stick<br><br>OR<br><br>one who governs a country<br>(ruler) | ruler |
| 12 inches<br><br>OR<br><br>what you walk on<br>(foot) | foot |
| a small branch<br><br>OR<br><br>cling to<br>(stick) | stick |
| try to be elected to office<br><br>OR<br><br>to move your legs quickly to get somewhere<br>(run) | run |

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| | |
|---|---|
| to set apart<br><br>OR<br><br>independent<br>(separate) | separate |
| to set down in writing<br><br>OR<br><br>Information collected<br>and preserved<br>(record) | record |
| to create by effort<br><br>OR<br><br>farm products<br>(produce) | produce |
| capable of being moved<br><br>OR<br><br>a hanging sculpture with parts that move<br>(mobile) | mobile |

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# Fluency

The student will develop and demonstrate knowledge of reading strategies to read a variety of texts with accuracy and speed.

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# Focus on Chunks of Meaning

*One stop on the road to literacy…*

LEVEL 3
RF1



***The Outcome***

The student will focus on units or chunks of meaning rather than on individual words.

***Why Go There?***

Explain to your student that a good reader focuses on prepositional phrases and short clauses to aid in reading smoothly and comprehending.

***How To Get There***

**Materials:** page 184 or 185

**Directions:**

**Explain** that focusing on reading phrases smoothly helps with comprehension.

**Place** page 184 or 185 in front of your student. Place a blank sheet of paper under the first phrase so that only it is revealed.

**Then** instruct him to read the phrase aloud. If he has difficulty reading it smoothly, read the phrase for him and have him echo with proper pace and intonation. Repeat until he has done it smoothly.

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after the violent rain storm

through the most difficult of times

hidden under the kitchen table

in a yellow school bus bouncing along a country lane

on the top floor of the tallest building in New York City

only for their best friends and relatives

visiting an art museum in my home town

in the back of the largest dictionary in the library

during  a job interview that went very well

on a cold, wet Saturday afternoon in late December

cleans the entire house in no time at all

to the nearest grocery store and back home again

during a birthday party for his older brother

behind the refrigerator that's too big to move

through the biggest theme park in the USA and Canada

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if I had the time to do it right

when I go on vacation early this summer

if I can get the day off on such short notice

when the weather gets warmer and the days longer

because I studied for the test for two days and nights

unless someone will babysit my kids for an hour or two

before I can graduate from high school

when I go to the doctor's office next Wednesday

although I remembered the salt, pepper, and rice

if it doesn't rain on Monday or Tuesday nights

after the long movie was over and before dinner

whenever I go to my grandparent's house in Virginia

even though I like cold weather and lots of snow

in order to save enough money for vacation

before the work week begins on Monday

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