

The Buffalo

Life Skills:

- Effective Communication

Curriculum Tie:

- **Language Arts**
4th Grade
[Standard 6](#)
- **Language Arts**
5th Grade
[Standard 6](#)
[Objective 3](#)
- **Language Arts**
6th Grade
[Standard 6](#)
[Objective 3](#)

Time Frame:

1 class period that runs 45 minutes.

Group Size:

Pairs

Main Curriculum Tie:

Language Arts - 3rd Grade

[Standard 6 Objective 3](#)

Use structural analysis and context clues to determine meanings of words.

Materials:

Booklet can be printed from the CD or ordered from the San Juan School District Media Center at (435) 678-1229 or <http://www.sanjuanschools.org/media>.

Teaching Reading Sourcebook.

Background For Teachers:

Find the CORE Teaching Reading Sourcebook for Kindergarten Through Eighth Grade, pages 14.9, and 14.24 (ISBN: 1-57128-119-3) call 1-888-249-6155 or <http://www.corelearn.com>.

Student Prior Knowledge:

Vocabulary: (1) hollered, (2) groaned, (3) pierced, (4) bounded, (5) yelped.

Intended Learning Outcomes:

To deepen students' understanding of vocabulary, (e.g., word synonyms, antonyms, multiple meanings of words, and similies).

Instructional Procedures:

- Teacher will distribute booklet for all students.
- Teacher will be guiding students through the PAVE Procedure, the acronym stands for Prediction, Association, Verification, and Evaluation.
- Teacher selects a target word from student reading material.
- Students copy the sentence or context in which the word appears.
- Students print the target word again.
- Students predict target word's meaning from the context.
- Students write a sentence using target word's predicted meaning.
- Students verify target word's meaning in the dictionary.
- Students write target word's dictionary definition.
- If the predicted definition is incorrect, student rewrites sentences using dictionary definition.
- Students sketch a representational image of the target word to help them remember its meaning. For example,
 1. Target Word: Sizzling
 2. "Coyote's mouth watered at the thought of a hot, sizzling meal of buffalo meat."

3. Sizzling
4. It is something hot.
5. The steak was sizzling on the grill.
6. Sizzle-(1) to make a hissing sound in or as if in burning or frying, (2) to seethe with deep anger or resentment.
7. Another sentence using the verified definition. "My sister was sizzling when she heard the news."
8. Draw a picture.

Other examples of target words: hearty, scurried, laugh (see page 14.30), delicious, adored.

Strategies For Diverse Learners:

- Student to have a student/teacher partner.
- Allow for additional experiences and practice with vocabulary.
- Provide visual and kinesthetic experiences with vocabulary.
- Provide direct instruction on grammatical features and idioms.
- Use cooperative grouping and give students a large sheet of paper and they work together on the PAVE map.

Extensions:

- Student to take booklet home and have a family member read the book again.
- A simile lesson comparing using like or as. Example: "He rode like the wind atop his horse."

Assessment Plan:

- Observe the students usage in reading, writing, speaking and drawing.
- Approved formal state, district and school assessments.

Bibliography:

Teacher Reading Sourcebook For Kindergarten through Eighth Grade, ISBN 1-57128-119-3. -"Ute Tales," Collected by Anne M. Smith, 1992, University of Utah Press. (pg.64-66)

Author:

[KATHRYN HURST](#)

Created Date :

Jun 07 2006 10:18 AM



A service of the Utah Education Network
Comments, e-mail: resources@uen.org