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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."

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- 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)

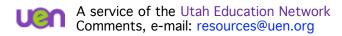
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