

Word Map

Lesson Objective	(Vocabulary) Students will learn key vocabulary using Word Maps.	
Vocabulary	<p>context clues: clues in the words and phrases that come before and/or after an unknown word, and that can help you identify the unknown word's meaning</p> <p>assuaged: made less intense</p>	
Reviewed Vocabulary	antonym, parts of speech, prefix, root, suffix, synonym	
Instructional Materials	Teacher	Student
	<ul style="list-style-type: none"> • Teacher Masters • Timer 	<ul style="list-style-type: none"> • Student Booklet • Practice—Copies of text for each student, or each pair of students, selected from text they will read in class that day. The text should include several challenging vocabulary words that students can define using context clues.

Preview

Authors carefully select the words they use, to ensure that they are conveying exactly what they want their readers to understand. Sometimes readers encounter a word that they don't understand. When this happens, comprehension suffers. This lesson will help strengthen your vocabulary, so you can better understand what writers are trying to tell you.

Teacher Note

This lesson follows the Context Clues lesson and the HINTS lesson. Students must understand context clues, synonyms, antonyms, prefixes, suffixes, and roots. Students may require additional time in order to achieve mastery of this material. Consider covering the lesson over two or three days, depending on the scaffolds needed to promote understanding.

Engage Prior/Informal Knowledge

In the past, what have you done to learn new words? *(Possible answers include: using flashcards, playing vocabulary games, studying with a partner.)*

Today we are going to create a Word Map, which can help you more completely understand new vocabulary words by working with them in several different ways.

Teacher Note

Research supports teaching only a few words at a time to help students comprehend what they read.

Demonstrate

Display the *TM#1: Demonstrate—Sample Word Map*.

This is what a completed Word Map will look like. This Word Map is for the word *cruel*. As you can see, the student wrote the vocabulary word in the box and identified its part of speech as an adjective; wrote two definitions; listed other forms of the word, including the noun form, *cruelty*; listed synonyms and examples, and antonyms and nonexamples; and wrote sentences using *cruel*.

Teacher Note

Review parts of speech, as needed, and focus on other forms of the words with which students are familiar.

Practice

1. Practice completing a Word Map with class input.

Display *TM#2: Practice—Passage*. Direct students' attention to their copies. Read the passage aloud.

The underlined word *assuaged* is the word we will use in this example.

Display *TM#3: Practice—Word Map*. Direct students' attention to their copies. Refer to *TM#4: Practice—Word Map—Answer Key*, as needed.

Write the word *assuaged* in the center box on your blank Word Map. *Assuaged* is an action, so what part of speech is *assuaged*? (verb) Write *verb* in the "Part of speech" box.

Context clues are clues in the words and phrases that come before and/or after an unknown word, and that can help you identify the unknown word's meaning. What are some context clues in the passage that tell us what *assuaged* might mean? (healed, fears of never being able to play football)

So what do you think *assuaged* means? (*made less intense*)

Write *made less intense* in one of the boxes for definitions, above the word *assuaged*. What is another way to say that? (*Answers will vary. Possible answers include: soothed, relieved, calmed.*)

We'll add one of these words to our definition boxes.

The boxes for prefix, root, and suffix are shaded because not every word has a prefix or suffix. Also, when you are completing a Word Map independently, you might not know or be able to find the root and/or the root's meaning.

The word *assuaged* does not have a prefix. Today, I will tell you the root and its meaning, because learning the root of a word can later help you recognize other words. The root is from the Latin word *suavis*, which means "sweet."

Write *Latin: suavis* in the box labeled "Root," and ensure that students do the same.

There is a suffix on this word. What is the suffix? (*-ed*)

Write *-ed* in the box labeled "Suffix" and ensure that students do the same.

The next box is labeled "Other forms of the word." There might not be other forms of every word. Many times we can add an ending to a word to make a new part of speech, like we did by adding T-Y to *cruel*. For example, if the word were *kind*, we could create an adjective by adding N-E-S-S to make *kindness*. Since we know that *assuaged* has the suffix *-ed*, we can write the base form of the word, *assuage*.

Write *assuage* in the box labeled "Other forms of the word," and ensure that students do the same.

What do you think are some other possible forms of the word *assuage*? (*Possible answers include: assuaging, assuagement, assuager, unassuaged, unassuaging.*)

The next box is labeled “Synonyms/Examples.” What are some synonyms for *assuaged*, or examples of things that assuage?

(Answers will vary. Possible answers include: relieved, calmed, soothed; and specific examples of things that relieve, calm, or soothe.)

Teacher Note

Students may repeat some one-word definitions, such as “soothed,” as synonyms. Encourage students to come up with as many different words as possible and to try to complete each box.

Write those words in the box labeled “Synonyms/Examples,” and ensure that students do the same.

What are some antonyms, or nonexamples? *(Possible answers include: made worse, intensified, or examples of things that make a condition worse.)*

Write those words in the box labeled “Antonyms/Nonexamples,” and ensure that students do the same.

At the bottom of the page, we write sentences for the word. First, we copy the sentence from the text. Write, “When it healed, and Jem's fears of never being able to play football were assuaged, he was seldom self-conscious about his injury” in the top box. Then, we write our own sentences for the word, containing context clues that show we know the word’s meaning. My first sentence is, “When the nurse applied cream to the child’s cut, it assuaged her pain.” I will write that in the next box.

Write that sentence in the box labeled “One sentence of your own, with context clues,” and ensure that students do the same.

What is another sentence for *assuaged* that contains context clues? *(Answers will vary. One possible response: “The large meal assuaged my hunger and I felt full.”)*

Write a student response in the box labeled “Another sentence of your own, with context clues,” and ensure that students do the same.

2. Students work in pairs to complete a Word Map for a word from the text they will be reading in class that day.

Before students begin reading, identify the word for which they will be completing a Word Map.

You will have 10 minutes to complete a Word Map for this word.

Have students restate the instructions and check for understanding. Set the timer for 10 minutes.

Circulate among the students, check for understanding, and provide corrective feedback as needed.

3. Students share responses.

When 10 minutes have passed, ask for volunteers to share their responses. Have students make corrections or additions to their own papers.

Independent Practice

1. Have students complete the *SB#4: Independent Practice*.
2. Collect the materials, score the work using *TM#4: Independent Practice—Answer Key*, and check for mastery.

Teacher Note

Consider extending this lesson by having students complete several Word Maps for homework over the course of a week. Additionally, keep blank Word Maps available in the classroom, and use the organizer when introducing new vocabulary.