Objectives

The student will use strategies to identify the meaning of words in context.

Materials

- Text
  Choose text within students’ instructional-independent reading level range.
- Word Winner bookmark
  Copy, fold, laminate, and cut.
- Student sheet
- Dictionary
- Pencil

Activity

Students gain understanding of the meaning of words by using strategies.

1. Provide the student with text, a bookmark, and a student sheet.
2. The student reads the text. Stops at unfamiliar words. Thinks about a strategy or strategies to figure out the meaning (e.g., context clues, words parts). Looks at bookmark for ideas about strategies, if needed.
3. Uses strategy or strategies to determine the meaning of the word.
4. Uses the meaning in the original sentence and decides if it makes sense.
5. Confirms by looking word up in the dictionary, if necessary.
6. Records the word, strategy or strategies used to understand the meaning, and the meaning of the word on the student sheet.
7. Continues until entire text is read.
8. Teacher evaluation

Extensions and Adaptations

- Discuss text, learned words, and vocabulary strategies with a partner.
- Use graphic organizer to show word-learning strategies.
### Vocabulary

**Word Winner**

<table>
<thead>
<tr>
<th>TO FIGURE OUT UNFAMILIAR WORDS</th>
<th>STEPS FOR FIGURING OUT AN UNFAMILIAR WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Context Clues and Signal Words</td>
<td>1. Look for context clues and signal words in the sentence of the unfamiliar word and other nearby sentences.</td>
</tr>
<tr>
<td>- DEFINITION: is, are, or, means, refers to</td>
<td></td>
</tr>
<tr>
<td>- SYNONYM: also, like, as, same, too</td>
<td></td>
</tr>
<tr>
<td>- ANTONYM: but, unlike, though, however, instead of</td>
<td></td>
</tr>
<tr>
<td>- EXAMPLE: for example, like, such as, including</td>
<td></td>
</tr>
<tr>
<td>- GENERAL</td>
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<tr>
<td>Use Word Parts</td>
<td>2. Break the word into word parts (roots, prefixes, base words, and suffixes). Identify the meaning of each part, then put the meanings together to figure out the whole word.</td>
</tr>
<tr>
<td>- BASE WORD</td>
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<tr>
<td>- ROOT</td>
<td></td>
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<tr>
<td>- PREFIX</td>
<td></td>
</tr>
<tr>
<td>- SUFFIX</td>
<td></td>
</tr>
<tr>
<td>Use Dictionary</td>
<td>3. Attempt to determine the meaning of the word and use it in the sentence.</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
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<td></td>
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<tr>
<td>Other:</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Unfamiliar Word</th>
<th>Explanation of what I did to figure out the word (context clues, word parts, dictionary, other)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name

Word Winner

V. 044

Word

parts of word

part

meaning

part

meaning

part

meaning

part

meaning

Context Clues and Signal Words

possible meaning of the word

possible meaning used in original sentence

Did my meaning make sense in the sentence? Yes or No

NO

write dictionary meaning

YES

Good job!! Keep reading.

write dictionary meaning