Stellar Vocabulary Grade 5

UNLOCK THE UNIVERSE OF WORDS

COMPANION LESSON PLAN

Includes

OBJECTIVES AND COMMON CORE ALIGNMENT

FIVE-DAY LESSON PLAN

UNIT REVIEW EXERCISE

TIPS FOR ENGLISH LANGUAGE LEARNERS

ASSESSMENT IDEAS

Learningpod™

OVERVIEW

This lesson plan, when used in conjunction with Stellar Vocabulary Grade 5, provides students with the tools necessary to continue building vocabulary once they enter middle school. It draws on informational text containing some words that are likely unfamiliar to many students at this grade level. Rather than just memorizing definitions, students use context clues to derive meaning. They also learn that these words belong to one of two categories known as tiers. Tier II words are those students will encounter across academic disciplines. Tier III words, in contrast, are specific to a particular subject such as math or science.

Suggestions for English language learners and assessments are included.

DURATION

This is designed as a one-week unit but may vary depending on class schedule, available hardware, and level of student proficiency.

OBJECTIVES

- Use context clues to determine meaning of unfamiliar words
- Build vocabulary by learning words with multiple meanings
- Distinguish between homographs and homophones
- Become familiar with roots and affixes
- Appreciate need for reference materials
- Broaden knowledge of Tier II and Tier III vocabulary
- Use relationship and transition words appropriately
- Increase fluency in reading informational text*

*Informational Text from Other Sources:

National Institutes of Health:
"Humans Can Identify More than 1 Trillion Smells"

U.S. Department of Agriculture:
"USDA Launches Effort to Assist California Producers Affected by Drought"

COMMON CORE STATE STANDARDS (CCSS) ALIGNMENT

L.5.4a: Context clues. This method of vocabulary building is used many times throughout the student's journey, starting with the Nonsense Words planet.
L.5.4b: Greek and Latin roots and affixes. Three planets are devoted to these vocabulary fundamentals: Greek and Latin Roots, Prefixes, and Suffixes.
L.5.4c: Reference materials. This is the focus of the last planet.
L.5.5c: Homographs. Students classify words as either homographs or homophones on one planet.
L.5.6: Academic and domain-specific words and phrases. New words that students will see in materials from a variety of subjects are featured as New Nouns and New Verbs. Advanced Vocabulary identifies words pertaining to math and science.
RI.5.4: Reading informational text. The lesson plan uses two articles: one from the National Institutes of Health, the other from the U.S. Department of Agriculture.
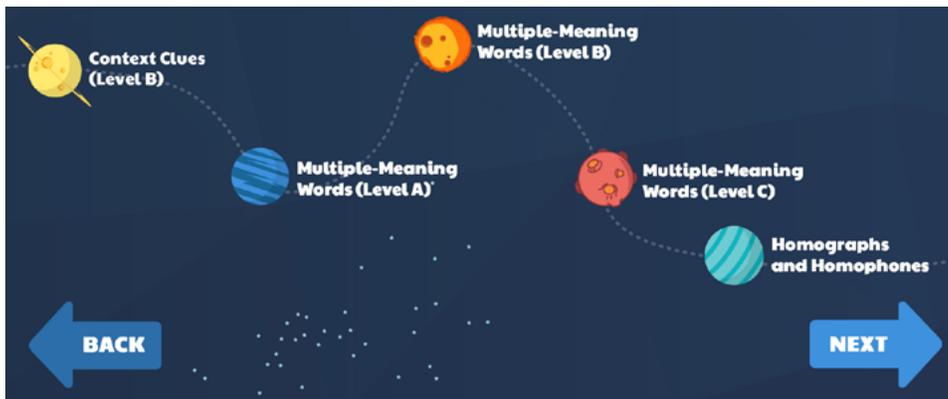
Stellar Vocabulary Grade 5 is currently available as a free download for Nexus 7 devices in the Google Play store. This space-themed app includes 15 question sets (planets) with 5 questions each. Students can navigate the planets using the map screen.

Map Screen #1: Your Journey Begins

Map Screen #2: The Midway Planets


Map Screen #3: Galaxy's End

DAY	THEME	PRACTICE / HOMEWORK
1	Begin with first screen, *Your Journey Begins*, to introduce context clues. • Complete questions on first planet, **Context Clues – Nonsense Words**. • Read informational text, using context clues to determine meaning of unfamiliar words. • Assign new words to Tier II and Tier III categories. • Check understanding by completing questions on **New Nouns**, **New Verbs**, and **Advanced Vocabulary** planets.	Complete questions from **Context Clues (Level A)** planet. This ends first map screen: *Your Journey Begins*. If time, do questions from **Context Clues (Level B)** at start of second screen: The Midway Planets.
2	Go to second screen: *The Midway Planets*. • Complete questions on **Multiple-Meaning Words (Level A)** planet. • Identify which words in informational text have multiple meanings. • Continue with questions on **Multiple-Meaning Words (Level B)** and **Multiple-Meaning Words (Level C)** planets. • Introduce concept of homographs and homophones.	Complete questions from **Homographs and Homophones** planet. This ends second map screen: *The Midway Planets*. Study **Word List** on app.
3	Go to third screen: *Galaxy's End*. Introduce Greek and Latin influences on English vocabulary: • Complete questions on **Greek and Latin Roots** planet. • Find additional roots in informational text. • Create comprehensive root list.	Create original paragraph using eight of the roots discussed in class.
4	Go to third screen: *Galaxy's End*. Continue with the Greek and Latin influences on English vocabulary: • Identify prefixes in informational text. • Complete questions from **Prefixes** planet. • Identify suffixes in informational text. • Complete questions from **Suffixes** planet. • Brainstorm list of relationship words.	Complete **Relationship and Transition Words** planet. Use relationship words to improve the paragraph assigned on Day Three.
5	Go to third screen: *Galaxy's End*. Finish unit with discussion of **reference materials** and, if time, idiomatic expressions: • Complete **Reference Materials** planet. • Show how reference materials can be used to determine synonyms and antonyms. • Define and brainstorm figurative language and idioms.	Prepare for assessment by revisiting all planets in app.
	Review and Assessment	

WARM-UP ("DO NOW")

Begin with first screen, *The Journey Begins*. Tap on **Context Clues - Nonsense Words** planet.

Ask students to do their best determining the meaning of *grickle, trumbily, stoxily, vliss,* and *blomp.*
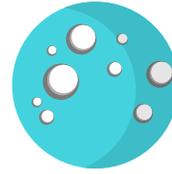
CORE LESSON

Overview

Explain that when they are reading challenging material, students may encounter words as strange as *grickle* or *trumbily*. But using context clues, applying knowledge of roots and affixes, and distinguishing between words that sound similar, students can unlock meaning.

Tell the class that it is about to read articles in which the meaning of some words will be difficult to discern. Using context clues, students will be able to identify meaning and gain confidence needed to tackle reading in the future. They will learn to identify these words as Tier II and Tier III vocabulary. (Tier I vocabulary words are more commonly used; Tier II words are used across the curriculum; Tier III words are associated with a particular subject.)

Informational Reading

"Humans Can Identify More than 1 Trillion Smells"

"USDA Launches Effort to Assist California Producers Affected by Drought"

Select a student to read the articles, or project the articles and read them to the class. Students should follow along, noting on scratch paper all unfamiliar words.

Discussion

At the end of each article, survey the class. Create and post confusing words on the board; have students complete chart with context clues (see example below). *Depending on your own or your school's objectives, determine to what extent to teach Tier II (general academic or cross-curricular) versus Tier III (domain-specific) vocabulary. Students might enjoy assigning categories and hearing more about alternative meanings for Tier II words.*

Selected Vocabulary (words in Stellar Vocabulary app highlighted)

Article	Vocabulary Words (context clues from article)	Tier (Tier II =general academic or cross-curricular; Tier III=domain-specific)
"Humans Can Identify More than 1 Trillion Smells"	**Component** (many different)	Tier II
	Discern (humans could)	Tier II
	Discriminate (could)	Tier II
	Distinguish (humans can)	Tier II
	Frequency (tones vary)	Tier II
	Molecules (collection of)	Tier III
	Olfactory (different scents; stimuli)	Tier III
	Perceive (the smell we)	Tier II
	Ratio (mix)	Tier III
	Resolution (determine; system)	Tier II
	Scan (bar code)	Tier II
	Scent (sense of smell)	Tier II
	Stimuli (vary in wavelength and intensity)	Tier III
	Stroll (though a garden)	Tier II
	Vary (different)	Tier II
	Vials (sets of)	Tier III
"USDA Launches Effort to Assist California Producers Affected by Drought"	Adjudication (Civil Rights)	Tier III
	Agricultural (California; cropland; landowners)	Tier III
	Allocation (reduced water)	Tier II
	Combat (efforts; the effects)	Tier II
	Component (a number of)	Tier III
	Conservation (on the ground; helping; maximize every available drop)	Tier III
	Discrimination (file a complaint)	Tier II
	Drought (combat effects; intense)	Tier III
	Fallowed (help; stabilize)	Tier III
	Initiative (more information)	Tier III
	Irrigation (conservation practices)	Tier III
	Priority (highest)	Tier III
	Rehabilitation (Funds are available statewide)	Tier II
	Resilience (Climate Action Plan)	Tier II
	Technique (scientifically proven)	Tier II

Remind students that context clues are not always adjacent to the word or phrase in question. Sometimes, in fact, it's helpful to read a few lines before or after the sentence containing the word in question.

Planet Exercise

Assign these three planets from *Your Journey Begins*:

New Nouns

Word	Source
Component	NIH, USDA
Frequency	NIH
Initiative	USDA
Priority	USDA
Technique	USDA

New Verbs

Word	Source
Combat	USDA
Discriminate	NIH
Perceive	NIH
Scan	NIH
Vary	NIH

Advanced Vocabulary (different parts of speech)

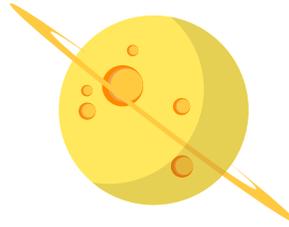| Word	Source
Agricultural	USDA
Drought	USDA
Olfactory	NIH
Ratio	NIH
Stimuli	NIH

If appropriate, add the words to a word wall.

Complete Learningpod's other two context clues planets from the Stellar Vocabulary Grade 5 app:

Context Clues (Level A)
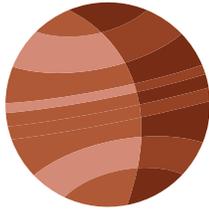
Context Clues (Level B)

The questions in Level B are a bit more challenging than those in Level A.

Go to The Midway Planets screen and display **Multiple-Meaning Words** (Level A) planet:

Survey students to determine how well they were able to master multiple meanings of *part*, *well*, *mine*, *lead*, and *mush*.

Review as necessary.

CORE LESSON

Overview

Transitioning from warm-up to lesson, explain to students that English is full of confusing words. Some words have multiple meanings. Other words may sound alike, yet they are not spelled the same and don't mean the same thing. Today's goal is to talk about these issues and learn more words that are homographs and homophones.

Class Discussion

Survey class to start building lists of each type.

Refer to yesterday's articles from the NIH and USDA. (Project them for entire class or divide class into two groups; ask students to identify homographs and homophones.)

Homographs and Homophones (words in Stellar Vocabulary app highlighted)

Article	Homographs (look the same)	Homophones (sound the same)
"Humans Can Identify More than 1 Trillion Smells"	Discriminating; discriminate	Effect (and affect)
	Limit	Here (and hear)
	Mixes	Scent (and sent)
	Senses	Vial (and vile)
	Shades	
	Study	
	Tones	
"USDA Launches Effort to Assist California Producers Affected by Drought"	Center	Least (and leased)
	Combat	More (and moor)
	Contact	Suite (and sweet)
	Cover	Their (and there)
	Drop	Through (and threw)
	File	Write (and right)
	Funding	
	Ground	
	Lands	
	Part	
	Practices	
	Program	
	Spring	

Planet Exercise

Continue with questions from these two planets from Stellar Vocabulary:
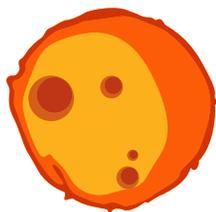
Multiple-Meaning Words (Level B)   **Multiple-Meaning Words (Level C)**

In preparation for homework, introduce terminology for homographs and homophones:

- Homographs look the same.
- Homophones sound the same.

On The Midway Planets screen, do questions from the **Homographs and Homophones** planet.

Create a paragraph using these words as well as the multiple-meaning words identified in class. Be sure to use rules of good writing while creating the paragraph; proofread carefully.

WARM-UP ("DO NOW")

Travel to The Midway Planets. Tap on the planet **Multiple Meaning Words (Level B)**, and notice the word *root* in Question 5. When you think of the word *root*, what comes to mind? What do we mean when we say Greek and Latin roots?

CORE LESSON

Overview

Explain to class that we often encounter words we do not know or recognize. But that doesn't mean we should give up, even if a word is particularly long. In this lesson, we will review common roots from two of the main sources of English words: Latin and Greek. (Students will likely have learned about the cultures of Ancient Greece and Ancient Rome.)

Class Discussion

Query students to find out whether they know any roots. If so, list them. When that is complete, move to the app activity.

Planet Activity

Journey to the Galaxy's End screen on to the Stellar Vocabulary app, and tap on the **Greek and Latin Roots** planet.
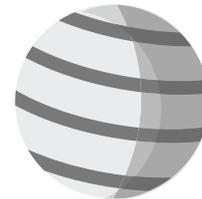
Roots:
Struct (construction)
Script (prescription)
Agri (**agriculture** in **Advanced Vocabulary**)
Jur (jury)
Meter (barometer)

Class Discussion

Explain that class will be identifying how roots can help uncover meaning, working again with the NIH and USDA articles. Introduce the chart of roots:

Roots (words in Stellar Vocabulary app highlighted)

Root	Used In	Article
Agr, Agri (field)	Agriculture	USDA
Calc (stone, pebble)	Calculate	NIH
Cap (hold, take)	Perceive (from capere)	NIH
Cern (sift)	Discern	NIH
Duc (lead)	Production	USDA
Fac (make, do)	Olfactory (do + smell)	NIH
Hab (have)	Rehabilitation	USDA
Loc (place)	Allocation	USDA
Metr (measure)	Dimensions	NIH
Pon (put)	Component	NIH, USDA
Sci (know)	Scientifically	USDA
Solv (loosen, set forth)	Resolution	NIH
Tent (hold)	Attention	NIH

Note: ELL students may have interesting insight depending on their native language.

Allow time for discussion. Next, students can go on a root "treasure hunt" to locate the words in the articles that use these roots. (Explain that some will be more difficult than others.)

PRACTICE / HOMEWORK

Ask students to create a paragraph using at least eight of the roots discussed in class.

Write down the following sentences. Then see if you can identify a prefix, a suffix, and a relationship (transition) word.

Suggested Sentences

Sabir previously had a tough baseball game, striking out twice. However, when his Blue Jays played the Beavers, Sabir helped lead the team to victory.

Although Janie didn't particularly like baseball, she led the team to victory in the preseason.

Prefix: pre-
Suffix: -ly
Relationship words: however; although

Discuss as a class.

CORE LESSON

Overview

In this unit, we continue to find ways to unlock word meaning. So far, we have addressed context and roots. Today, we will explore prefixes and suffixes, together known as *affixes*. We will find them in context and see how they can help us pinpoint meaning. We will also look at relationship or transition words that join and improve sentences.

Individual Activity

Project the articles, or have students view their own copies. Working individually, they should identify prefixes and suffixes.

Prefix

Prefix	Used In	Article
Pre- (before)	Previously	NIH
Trans- (across)	Translational	NIH

On the Galaxy's End screen, tap on the **Prefixes** planet. Answer the five questions.

Review and discuss as needed.

Again, project the articles. Ask students to find words with the following suffixes:

Suffixes

Suffix	Used In	Article
-al (characteristics of a field)	Agricultural	USDA
-ed (past tense))	Announced	USDA
-er (one who)	Farmer, Rancher	USDA
-ly (characteristic of)	Previously, Scientifically	NIH, USDA
-ment (process of)	Government	USDA
-ness (state of)	Loudness	NIH

Review and discuss as needed. Explain that suffixes are an indication of part of speech.

Tap on **Suffixes** planet.

Complete five questions.

Discussion

Explain that as vocabulary grows, so too does the ability to create longer and more interesting sentences. There are vocabulary words that are used in sentences to add clarity and connect thoughts. In this lesson, we refer to them as relationship and transition words.

Refer to the sentence(s) in the warm-up to check students' understanding (e.g., previously, although). If time permits, chart these words. For example:

Relationship Word	Used In
But (opposition)	NIH
For example	NIH
Since (purpose)	NIH
Although (opposition)	Relationship and Transition Words Planet
Furthermore (agreement)	Relationship and Transition Words Planet
However (opposition)	Relationship and Transition Words Planet
Regardless (opposition)	Relationship and Transition Words Planet
Similarly (agreement)	Relationship and Transition Words Planet

PRACTICE / HOMEWORK

Complete the **Relationship and Transition Words** planet from the Stellar Vocabulary app.

Use relationship words to enhance the paragraph you created after Day Two.

Project images from the reference materials of your choice. Ask the students if they can identify each reference source.

CORE LESSON

Overview

Explain to students that there are excellent reference materials that provide reliable definitions, synonyms and antonyms, and other information. These resources will be invaluable as their reading and research becomes more challenging. Resources are readily available online, which means they can be easily enhanced (e.g., to include translations or new information).

Class Discussion

Survey the class to determine which of these resources they have used and whether they were helpful.

Reference Material	Provides
Dictionary	Definitions; intermediate dictionaries often very helpful for Grade 5; many popular online dictionaries
Thesaurus	Synonyms and antonyms
Encyclopedia	Comprehensive summary information on a subject
Atlas	Geographical information (e.g., maps, statistics)
Almanac	Facts and figures; handy lookup and summary information
Style Guides	Universal and school-specific
Books of Quotes	Famous quatations that may be useful for research and opinion pieces

The Internet is improving the accessibility of good information, but it also may be a source of confusion for students. Depending on the resources available to students, choose how much to delve into online resources and media centers. You may also want to address the accuracy of certain popular online sites (e.g., Wikipedia).

For longer classes, have students complete the five questions on the **Reference Materials** planet to be sure they can distinguish between dictionaries and thesauri. One question included in that planet presents another important yet often-overlooked feature of many books: the glossary.
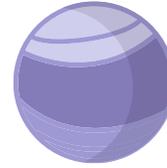
Classroom Activity: Reference Scramble

Break the class into teams. Give each team a list of research tasks using the passage of your choice. Ask the students identify the required resource and complete the tasks.

Suggested tasks:
Find the synonym of . . .
Find the antonym of . . .
What is the definition of (term)?
What is the origin of (word)?
Find a quote by (name of person).
What are the two parts of speech of (word)?
What is the average temperature in (name of city)?

Supplemental Exercise Using Learningpod.com

Depending on time, you may want to address words and phrases that are used outside of their dictionary definitions, especially idioms. Two resources ("pods") from Learningpod's website:

Idioms, Adages, and Proverbs

Figures of Speech

In this unit, you learned the keys to developing a stellar vocabulary, including:

- Determining meaning through context clues
- Recognizing multiple-meaning words
- Applying knowledge of Greek and Latin roots
- Using prefixes and suffixes to ascertain meaning
- Understanding available reference materials

Create a five-question set ("pod") on any three of the above five keys to developing a stellar vocabulary. Your pods can be multiple choice, multiple select (more than one answer), or short answer. (Students can write these out if online resources are not available.)

SUGGESTIONS FOR ENGLISH LANGUAGE LEARNERS

Read the articles from the NIH and USDA. Keep a list of unfamiliar words not discussed in class. (Students may understand that these are Tier I words already familiar to native English
speakers.) Use context clues to determine the meaning; if not, use a reference source to look up the definition and one synonym.

Go to learningpod.com. Build skills using Learningpod's curated question sets ("pods") from earlier grades:

Grade 2 ELA: Prefixes (L.2.4b)

Grade 3 ELA: Prefixes (L.3.4b)

Grade 3 ELA: Suffixes (L.3.4b)

Grade 4 ELA: Prefixes (L.4.4b)

Grade 4 ELA: Suffixes (L.4.4b)

"Humans Can Identify More than 1 Trillion Smells"

"USDA Launches Effort to Assist California Producers Affected by Drought"

Summarize each of the articles in 3-5 sentences. Be sure to include at least one word containing a prefix, two words containing a suffix, and one sentence containing a relationship word.

Read an assigned article:
- Determine the meaning of designated words
- Indicate the context clues that helped indicate meaning
- Categorize these words as either Tier II or Tier III
- Be sure to use reference materials to confirm meaning

This can be adapted to cross-curricular learning by using selected text from science, math, or history.