

Title: Investigate a New Word from Notes from the Trail

Subject: English Language Arts

Grade Level: 4th -6th

Time: 35 minutes

Objective:

Students will apply reading strategies to improve understanding and fluency. Students will apply work analysis and vocabulary skills to comprehend selections.

Method:

Print out a copy of the day's "Notes From the Trail" for each student or one per cooperative learning group. Have students read the day's "Notes From the Trail," carefully marking each word they are unfamiliar with. There should be at least 7-10 new words. Use dictionaries, glossaries or online dictionaries (see Resources) to correctly define the unfamiliar word. Make sure that students can use the unfamiliar word in an unrelated sentence.

Common Core State Anchor Standards:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Craft and Structure

7. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Resources:

www.dictionary.com, www.yourdictionary.com or you can use the Wilderness Classroom's Glossary. Whenever you see a word that is underlined with a dotted line, hover over the word to view the quick definition.

Lesson Extensions:

Keep a running log of the newly comprehended words and their definitions and parts of speech. Have weekly contests to see which student has gained the most vocabulary from "Notes from the Trail."