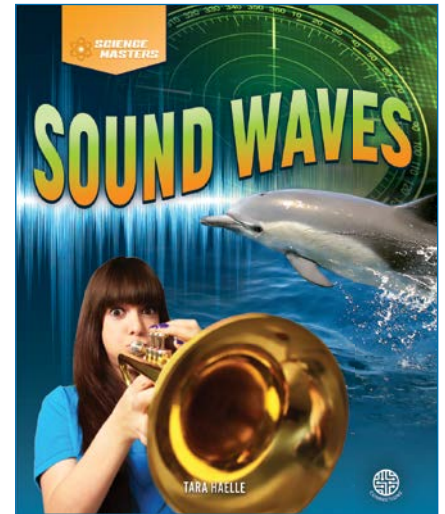




Interest Level: 5-9
Reading Level: 5-7
Age Range: 10-14
Genre: Nonfiction
GRL: W
Lexile: 1020L

Subject: Science
Pages: 48
Standards:
CCSS.RI.6.4
CCSS.SL.6.1
CCSS.W.6.10
SC.7.P.10.3



LESSON OBJECTIVE

Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

LESSON FOCUS: Determining Word Meanings

Ask students to think about the lyrics to their favorite song. Ask what pictures or images come to mind and how the words make them feel. Explain to students that writers use words in different ways, depending on their purpose. They might use words with a figurative meaning that is different from their literal meaning. They might use words with a technical meaning when writing about a specific subject area. Sometimes writers choose words with a positive or negative connotative meaning. You can figure out an author's intended meaning by thinking about the word's context, or the text that comes before and after it. Context will help you figure out if the author is using a word for its technical, connotative, or figurative meaning.

BEFORE READING

ACTIVATING PRIOR KNOWLEDGE

Have students stand up, hand up, pair up to discuss what they know about sound waves. Each student will have one minute to share what they know. The student who is older will go first. After pairs have discussed what they know about sound waves, ask a few students to share what their partner said.



PREVIEW AND PREDICT

Show students the cover of the book. Ask them to describe what they see and share what they think they will learn in the book. Engage students in a book walk. Show them the table of contents, glossary, sample of pages and photographs.

AS YOU READ

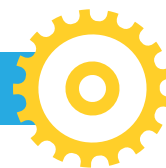
Read the book aloud. During reading, stop and model a think aloud showing students how to use context clues to determine the meaning of a word (do this a few times). Show students how to look for clues in the sentence that comes before and after it.

AFTER YOU READ

Refer back to the words or phrases that you modeled your think aloud with. Reiterate that analyzing context to determine figurative, connotative, and technical meanings of words will help them better understand authors' intended meanings.

SUGGESTED AFTER READING ASSESSMENT QUESTIONS (Encourage students to look back in the text to support their answers):

1. Summarize the chapter, "Sound as a Tool".
2. Explain how sound energy occurs.
3. Why can't sound travel in space?
4. How do scientists determine if something is supersonic?
5. Why do sound waves lose energy as they travel?



STUDENT EXTENSION ACTIVITY - SOUND WAVES

NAME: _____

DATE: _____

1. Complete the Vocabulary Application Graphic Organizer.

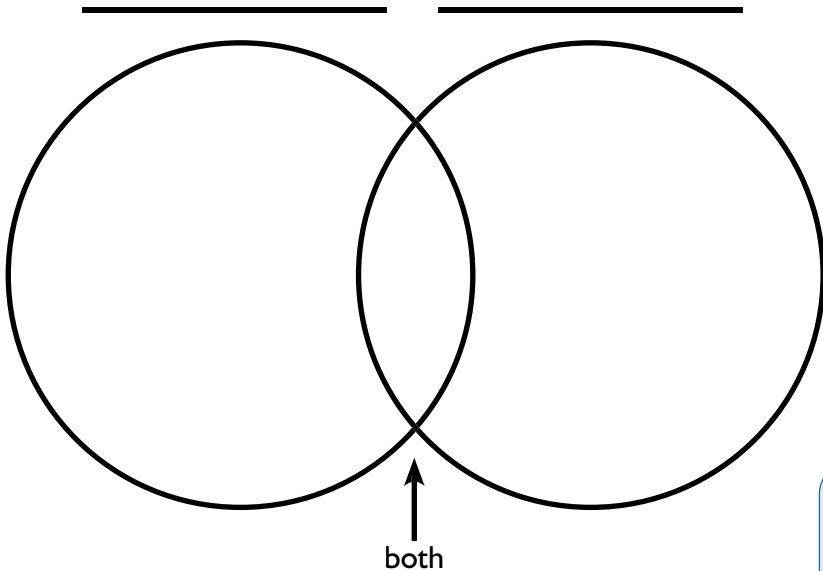
Directions:

Using brainstorming strategies generate a Word Bank based on key words from the text. Then, write their meaning and use the words in complete sentences.

Word Bank

Key Words	What does it mean?	Use it in a sentence

2. Compare and contrast the past and the present using the Comparing and Contrasting Venn Diagram Graphic Organizer.



Need More Space?
Grab a piece of scrap paper!

