



Words in Context

Literacy Focus:

Vocabulary Development

Students will be able to use vocabulary strategies to understand a nonfiction text and answer questions about the new vocabulary words.

Strategy:

Define and Contextualize

Text Type:

Informational Text

Sample Text:

"Horned Toad Lizards" (p. 35)

Materials:

- Vocabulary Coaching Cube (pink)
- Write 'N' Wipe Board
- Dry-Erase Marker

Introduce the Lesson

Ask: "What is the difference between fiction and nonfiction?" *Listen for responses.*

Say: "We know nonfiction books are about real topics. Sometimes, the words that we read in nonfiction books can be hard because we've never read anything on that topic before."

Show: *Pass out one copy of "Horned Toad Lizards" to each student.*

Say: "Let's start with reading the title and looking at any pictures to help us decide what the topic is. Follow along with me." *Read the title aloud and look at the picture. Some students may need or want to use the FingerFocus Highlighter to help follow along with the text.*

Ask: "Based on the title and picture, what do you think the topic of the passage is?" *Students should be able to infer that the topic is Horned Toads, even if they don't know what a Horned Toad is.*

Say: "I am going to read the first paragraph. Follow along as I read." *Read the first paragraph aloud.*

Ask: "Which word is the hardest in this paragraph?" *Students may indicate a number of words, including 'enemies.' Write 'enemies' and any other unknown words on your Write 'N' Wipe Board.*

Say: "As we keep reading, let's look at the rest of the text for words that are hard to read." *Read the rest of the passage with the students.*

Show: *Write the words 'charging,' 'stuck,' 'squirt,' 'protecting,' and other words the students may not be familiar with on your Write 'N' Wipe Board. Once finished with the passage, a number of words should be listed on the board.*

Use the Strategy

Say: "Take out the pink vocabulary cube. Choose a word from the list and roll the cube. Let's answer the questions about each word until we have a good understanding of what each word means." *Have each student choose a word from the list, roll the cube, and answer the question. Continue having students roll for each word until they have a good understanding of what the word means.*



Extending the Lesson

Remediation

Some students will be very unfamiliar with the topic as well as the words in the passage. Have students ask each other questions to build a basic understanding about horns, toads, lizards, and other concepts mentioned in the passage before they start working with the vocabulary.

Enrichment

Students who easily become familiar with the words can then write about what they read to show understanding of the terms. Have the students write a sentence about how horned toad lizards protect themselves using all of the vocabulary in new sentences correctly.

Horned Toad Lizards



Horned toad lizards stay away from enemies in many ways. Their colors help them blend in with things around them, making them hard to see. Sometimes they simply stop moving. They may also run away and hide.

Sometimes they lower their heads and hop toward the enemy like a charging bull. If an enemy swallows a horned toad lizard, it may get the horn stuck in its throat.

Horned toad lizards are good at protecting themselves. Some horned toads can squirt blood from their eyes to drive off an enemy. They can shoot the blood up to 4 feet away!