

I'm not robot!



NAME \_\_\_\_\_ The  
**CONTEXT CLUES PRACTICE SHEET**

One way to figure out your vocabulary is to figure out the meaning of an unknown or unfamiliar word by using context clues.

A. Define the term "context clue."

Be ready with three types of context clues:

TYPE	DEFINITION	EXAMPLE
Definition or explanation	The writer defines the meaning of the word in the sentence or gives enough explanation for the meaning to be clear.	The committee voted to appoint or promote the training program budget.
Examples or comparisons	The writer provides examples that illustrate the word's meaning.	Many flowers such as daisies, sunflowers, and roses are in this field.
Contrast or comparison	The meaning of an unknown word is compared or contrasted to a familiar word.	It is as nutritious as your grandmother's but it is as healthy as cheap as my grandmother's.

B. Use context clues to figure out the meaning of the words in bold face. Write your definition of the word. Then underline the context clue that helped you determine the meaning of the word.

1. Read an **accessible** for the road water to **trickle** or **soak** the pavement.
2. The **goggles** on the publicity are made out of some of plastic on his body.
3. The feeling of **pathos** was evident to the sad, depressed mood of the crowd.
4. The deer was full of **glaring** methods such as parables from the nearby farms.
5. Many of the students at the past school were **apathetic**. One child had learned to read at the age of two.
6. When attending a job interview, you should practice **patience** for example, they will be prepared and think your interview.
7. We can appreciate the relative **plenty** of our time when we see the **luxury** conditions of those in other cultures.
8. Although Banks was **gustatory** the other late measured the heart's loss.
9. The **gustatory** in other social parties, can go long periods of time without eating.
10. Power **reaches** to enter one of the rooms in the building, but it was **available** to enter others.
11. Some nations have regularly **gustatory** their colonies, taking as many resources out of them as possible.
12. JANE **gustatory** attention to each, such as examining up all the earth and checking her notes, made her a **patrol** **candidate** for investigation reports.

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**Vocabulary Strategies:**

1. Reread the sentence or read ahead and use context clues.
2. Use clues from a picture or another text feature.
3. Look for parts you know: root, prefix, suffix. Ex: **Celebratory** has the root **celebrate**.
4. Make a connection to another word you know. Ex: **jest** and **jester**.
5. Substitute a synonym.
6. Look the word up in the glossary or a dictionary.

**Study Skills Assessment**

Directions: Read each statement carefully. Write the number in the circle for each item.

Study Skill Self Assessment	Never	Seldom	Sometimes	Often	Always
1. I read every page I read.					
2. I read every page I read with this intention.					
3. I use all the supplies and other study materials I own.					
4. I take notes when I read.					
5. I use the notes I take to understand the material better.					
6. I take notes often enough.					
7. I compare notes with other students in class.					
8. I pay attention to differences between material I read and what I understand.					
9. I read every page I read before I use it.					
10. I understand the meaning of the words I read.					
11. I understand what material I read to study for a test.					

GRAND TOTAL: \_\_\_\_\_  
 (Total score of 100 for study skills self assessment)  
 (Total score of 75 for study skills self assessment)  
 (Total score of 50 for study skills self assessment)

**High School Mathematics Lesson Plan: Algebra**

Each lesson in the Adolescent Literacy Toolkit is designed to support students through the reading/learning process by providing instruction before, during, and after reading/learning.

Note that lessons incorporate the gradual release of responsibility model. When this model is used within a single lesson and over several lessons, students are provided with enough instruction and guidance to use the literacy strategies on their own. The following lesson includes some examples of explicit instruction and modeling, guided practice, and independent practice, but students need more practice and feedback than is possible within the context of a single lesson.

**Bold print** indicates a direct link to the *Content Area Literacy Guide* where readers will find descriptions of literacy strategies, step-by-step directions for how to use each strategy, and student charts illustrating applications across the four core content disciplines.

The following lesson plan and lesson narrative show mathematics teachers how they can incorporate the use of literacy strategies to support high school students to learn mathematics concepts and concepts. The lesson is designed for a one block period (30-50 minutes) or two traditional classes (50 minutes).

**Instructional Outcomes**

AC.7.D.12.A.13 - Analyze patterns, relations, and functions of one and two variables.  
 1 - Monitor and reflect on the process of mathematical problem solving.

**Content Learning Outcome:** Students will learn how to think about and connect mathematics text, examples, and exercises to determine when to use algebraic solutions to solve systems of equations.







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