HMH Teacher Central Lesson Plan
for Whole- and Small-Group Instruction

Instructor: **Bjorneby**   Date: **12-13**   Class: **4th**

Word Analysis: Use a Dictionary
Workshop 1   Lesson 22

STANDARDS
CCSS.ELA–LITERACY: L.2.2E, L.2.4E, L.3.2G, L.3.4D, L.4.4C, L.5.4C

HEADS UP

Take time to shift students' focus from texts to individual words. Empower students to determine the meanings of unfamiliar words they encounter in Workshop texts by using a dictionary. Begin by explaining how to read a dictionary entry. Then show students how to add referencing a dictionary to their set of word analysis skills.

MATERIALS

ReaL Book pp. 66–67

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Read for Detail

- **Extend:** Context Clues

- **Language:** Using a Dictionary

Get Resources

OBJECTIVES

Primary Goals
Literacy Goal: Analyze the elements of a dictionary entry.

Language Goal: Check the meanings of unknown words using a dictionary.

DO NOW!

Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

🖥 *(brilliant)* **Outside in the brilliant sunshine, I wanted to _____.** (e.g., play soccer; wear sunglasses; go swimming in the pool)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

🖥 **So your idea is _____.**

🖥 **Yes, that's correct.**

🖥 **No, what I meant was _____.**

3) Ask two preselected students to share with the class and guide students to score their own responses.

I can use a dictionary to find the meaning and part of speech of words

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Today we will explore the different information you can find in a dictionary. We will also learn how to check a dictionary when reading to figure out the meanings of words we don't know.*

🖥 **Literacy Goal: Analyze the parts of a dictionary entry.**

🖥 **Language Goal: Check the meanings of unknown words using a dictionary.**

CONSULT REFERENCE MATERIALS

Use a Dictionary

Introduce dictionary skills.

- Echo-read the description of a *dictionary*.

- Review the sample dictionary entry for *invention* and discuss the purpose of each labeled part.

Anticipate Challenges Students may need more practice recognizing the parts of individual dictionary entries. Display another dictionary entry, and use the *ReaL Book* sample entry as a model to work with students to label the entry's parts.

Read a Dictionary Entry

Guide students to use a sample entry to answer questions.

- Read Item 1 aloud and model how to find the information. *To see how many syllables the word* invention *has, I can look at how many parts it's broken into. The word is separated by dots into three parts, so I know there are three syllables.*

- Work as a group to answer Item 2. *The entry tells me that* invention *is a noun. Remember, that means it is a person, place, thing, or idea.*

- Have students use Think (Write)-Pair-Share to complete Items 3 and 4 with partners.

- Have students complete Item 5 with partners or independently and explain their responses.

🖥 **(I/We) wrote the sentence: _____.**

🖥 **This sentence works for the first meaning because _____.**

Use Technology As you display the *ReaL Book* page, zoom in on the frames. Have students with strong responses come to the board to write or enter their responses as examples for the class.

FORMATIVE ASSESSMENT	
LITERACY GOAL: Analyze the elements of a dictionary entry.	
Observe Review students' written responses and understanding of a dictionary entry.	
Monitor Progress	**Adapt Instruction/Strategies**
Nearly There Students understand the parts of a dictionary entry, but they do not differentiate between the meanings for multiple-meaning words.	Support students to add more context to their sentences to make the intended meaning clear. *Let's look back at Item 5. You correctly identified which definition of* invention *to use, but your sentence needs more explanation. Try rewriting the sentence to make it clear that you mean the first definition.* Use frames to support students as they rewrite their sentences to add context. For example: 🖥 **Mr. Wonka created a new _____ that could _____.** 🖥 **The scientist developed a new _____ that could _____.**
Not Yet Students are not able to analyze the parts of a dictionary entry.	Help students determine which part of the sample dictionary entry to use to answer the questions. For example: *Let's read Item 3 together. Now underline the word* meanings *in the question. That is a clue telling us where to look in the entry. Point to where the meanings are listed. How many meanings do you see?*
On Track Students correctly analyze and use the parts of a dictionary entry.	

DETERMINE WORD MEANING

Reference a Dictionary

Guide students to use a dictionary to check word meanings.

- Provide partners with a dictionary, or have them access a dictionary online.

Make It Relevant Point out that print and online dictionaries provide basically the same information but that each form has advantages. For example, print dictionaries do not require computer access, whereas online dictionaries often include additional features such as audio pronunciations.

- Read aloud the example, and use a dictionary to model how to find the part of speech. In this dictionary, the part of speech appears in parentheses. The word *technology is a noun.*

- Model identifying the meaning of **technology**. *Based on how Willy Wonka uses* technology*, my guess is that* technology *is a tool of some kind. By checking a dictionary, I confirm that the word* technology *means "something that is made using science or computers." That definition is more specific than my guess, but I was close!*

- Complete the second row for *imagines* with students. *Find the word* imagines *in the dictionary. What part of speech is listed? What is the meaning in the dictionary?*

- Have students use Think (Write)-Pair-Share to complete the remainder of the chart and share responses.

  🖥 **The word _____ is (a/an) _____ (part of speech).**

  🖥 **The dictionary meaning for the word _____ is _____.**

Make Connections Ask students to think about how they use certain words in everyday conversations. Have them choose a word they use often and look it up in a dictionary to determine its meaning. *What is a word you use every day? Have you ever thought about what it really means? What part of speech is it? What is the dictionary definition of the word? Did you discover that a word you use often has other meanings—or a meaning completely different from the one you thought it had?*

Anticipate Challenges Point out to students that the word *imagines* will likely not appear in the dictionary, but the base word *imagine* will. *When we look up words in the dictionary, we usually look up the base form with no –s, –ed, or –ing endings.*

FORMATIVE ASSESSMENT

LANGUAGE GOAL: Check the meanings of unknown words using a dictionary.

Observe Review students' written responses and their ability to use a dictionary to identify the meanings of words.

Monitor Progress	Adapt Instruction/Strategies
Nearly There Students can use a dictionary to identify the meanings of unknown words, but they do not connect the context of a multiple-meaning word with its correct dictionary definition.	Assist students in identifying differences between definitions of multiple-meaning words and determining which definition is more accurate in context. *Try reading the sentence and replacing the word with the different definitions to see which one makes the most sense in this sentence.* Use the frame to scaffold the process of putting clues together to choose the correct definition. ⌨ **Based on the context, we think the correct definition to use for the word _____ is _____.**
Not Yet Students are not able to find the correct dictionary definition of specific words.	Have students complete the chart using a learner's dictionary, or provide accessible summaries of the definitions for students to read and record. Use the word *imagine* to model finding the correct definition in a dictionary. *In the dictionary entry for* imagine, *I see three meanings. The first meaning is "to form a picture in your mind about what something is like or could be like." The other meanings are "to have the wrong idea about something" and "to think something may happen." In the sentence, Mr. Wonka is forming a picture in his mind about what it would be like in a world with no dishes. So, I think the first meaning for* imagine *fits the best.*
On Track Students are able to use context and a dictionary definition to identify a word's part of speech and meaning.	

WRAP UP

Develop Mindset

Guide students to share their responses to the Wrap Up question with a partner.

⌨ **What is one task you spent a lot of effort on today?**

⌨ **One task I spent a lot of effort on today was _____.**

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