

# 1

# Words in context: non-fiction

## Objectives

- To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

## What the children need to know

- How to select appropriate alternative words/meanings.
- How to give reasons for their selections.

### TEST LINKS:

Test 5: Q1, 2, 3

Test 6: Q1, 2, 3

Test 8: Q1, 2, 3

### WORKBOOK LINKS:

Pages 6–7

## Challenge and mastery ideas

- Use photocopiable page 44 to support the activities on page 7 of the *Workbook*. Ask children to collaborate in using a dictionary, a thesaurus or a website to help them offer alternative acceptable answers. Ask the children to explain why some of the synonyms will **not** fit in the context.
- Ask the children to challenge each other by providing their own 'words in context' questions for the passage. The children should work in pairs to create questions then swap them with another pair.
- Make a 'Word of the day' display. Choose a word with lots of synonyms and display it. Encourage the children to add synonyms to the display during the day. Discuss the synonyms and ask the children to put them into sentences.
- Give the children a word in context and see how many synonyms they can find in 60 seconds. For example, *Scientists use specialised equipment*. Repeat the process regularly. You could extend this type of activity by asking them to consider the meaning of other words in the context, for example, *What kind of equipment do you think the scientists might use? Can you think of a synonym for specialised?* You could also ask them to change the context without changing the meaning of the word or vice versa.
- Practise orally in short sessions. Give the children a word and see how many synonyms they can find in 60 seconds. Repeat the process two or three times a day, sometimes in pairs.
- Provide children with words in different contexts, for example: *Sheila sat down, slipped on her glasses and dived into her book, devouring the pages. Sheila picked up her fork and dived into the chocolate cake, devouring every luscious morsel*. Ask children to explain how the literal meanings of *slipped*, *dived* and *devouring* would change the meanings of both sentences.

## Review

- Ensure the children understand that context is vital to understanding the word.
- Discuss the reasons for the correct answers and identify areas that the children still need to develop.
- Encourage children to try their answers verbally with partners to discuss how appropriate they are.

## Watch and listen

- Remind children to focus on context: the words and sentences surrounding a word. Listen for children who can describe the context clearly and confidently, using personal knowledge and context cues to help them.
- Listen for children who are able to provide more than one possible synonym for a word in context and appreciate the nuances in meanings of possible alternative words.