

Topic: Basketball

Tier: 1

Text Type: Narrative Fiction

Word Count: 530

Lexile® Measure: 920L

Skills: Using Context
Completing Sentence Stems
Applying Target Words
Using Latin Prefixes (*inter-*, *pre-*)

Lesson 1

Time: 30 minutes

Skills: Using Context

Student Pages: Try It Out

Materials: students' vocabulary logs

Lesson 2

Time: 30 minutes

Skills: Completing Sentence Stems

Student Pages: Try It Out, Sentence Stems

Materials: students' vocabulary logs

Lesson 3

Time: 30 minutes

Skills: Applying Target Words

Student Pages: Not Just Any Job

Materials: students' vocabulary logs, blank paper

Lesson 4

Time: 30 minutes

Skills: Using Latin Prefixes (*inter-*, *pre-*)

Student Pages: Prefixes *inter-* and *pre-*

Materials: students' vocabulary logs, dictionaries

Lesson 5

Time: 30 minutes

Skills: Reviewing Target Words

Note: This activity is optional and may be used if you wish to review the words covered in a game format.

Note: Words in bold are said aloud by the teacher.

30
minutes

Teach

Distribute “Try It Out” (Student Activity 1). **We will read a passage about two freshmen basketball players who want to play on the junior varsity team. As we read, we will stop and clarify some of the words. We’ll ask these four questions to help us figure out the meaning of each one.** Write each of the four questions on the board as you discuss it. These questions should become part of your vocabulary routine, so you may want to instead write the questions on chart paper and post them in your classroom for easy reference.

1. What do the words around the unknown word tell me about the word?

Are there examples or descriptions given for the word?

2. What is the part of speech for the word?

Knowing whether the word is a noun (Is the author referring to someone?), verb (Did someone do something?), adjective (Is the author describing something?), or adverb (Is the author telling how something is done?) can help me figure out what the author is trying to tell me.

3. Is there a word part that can help me with the meaning?

If the word has a prefix, suffix, or root which I know the meaning of, this can help me determine the meaning of the entire word.

4. What words would go together with this word?

Are there synonyms or antonyms in the text around the word that may give me a clue?

Read the passage with the students. When you get to the first underlined word, stop and model how to use the four questions above to figure out the meaning of the word.

Guided and Independent Practice

Continue reading the passage aloud. As you get to each underlined word, write the word on the board. Guide students in determining the meaning by using the questions from the Teach section. As students determine the meaning of the word, have them say their thoughts aloud. Write a definition of the word on the board. See “Words and Definitions” on the next page. Have students copy each word and definition into their vocabulary logs.

Guided and Independent Practice (cont.)Words and Definitions

interact – to act between each other or among one another

guarantee – an assurance that something will happen

assign – to give a task or to send someone to work somewhere

intervene – to come between to stop or change an outcome

preconceived – formed in the mind before actually experiencing or knowing

commitment – the act of pledging oneself

misinterpret – to understand wrongly

mutual – shared

Note: Words in bold are said aloud by the teacher.

30
minutes

Teach and Guided Practice

Redistribute or have students take out "Try It Out" (Student Activity 1). Have students reread the passage. Provide about three minutes for this activity.

Review the eight target words from the passage with the students. For each word, have students state the definition without using their vocabulary logs. Correct when necessary.

Distribute "Sentence Stems" (Student Activity 2). **In our last lesson, we read a passage and determined the meanings of certain words. Today we will look more closely at those words. We will use the words in sentences. On this worksheet, the first part of each sentence has been written. What we write at the end of the sentence should show that we know the meaning of the word. We will do these together.** Discuss with the students various possible completions for each stem, and as a group, agree on the best completion. Have each student write the same completion on his or her worksheet.

Independent Practice

Have each student write a sentence for each target word in his or her vocabulary log. Each sentence must contain a clue to the meaning of the word.

Note: Words in bold are said aloud by the teacher.

30
minutes

Teach and Guided Practice

Distribute “Not Just Any Job” (Student Activity 3). **Now we will use the words in a new passage.** Read the passage aloud or chorally with students, inserting the word *blank* for every underlined open space. **For each blank, determine which target word best belongs. You may take out your vocabulary log and refer to the definitions if necessary.**

Challenge students by giving them a time limit to finish. They may work alone or with a partner. When time is up, reread the passage, stopping at each blank and allowing students to talk about the word they chose and why. Correct when necessary.

Independent Practice

Make sure each student has a blank sheet of paper. Have each student write a brief passage using all eight target words in the correct context.

Note: Words in bold are said aloud by the teacher.

Teach

Have the following sentences written on the board:

- *With a sinking feeling, Deshaun realized that he and Clayton might be forced to interact for the next ten minutes.*
- *His rosy, preconceived notions about being a star player on the JV team seemed to evaporate all at once.*

Read the first sentence aloud. Then underline *interact* in the sentence on the board. **What can you tell me about this word?** Allow time for responses. Then circle the prefix *inter-* in the word. **This is an example of a prefix. A prefix is a group of letters placed at the beginning of a word. Each prefix has a meaning. Knowing the meanings of prefixes can help you determine the meaning of an unknown word.**

The prefix *inter-* means “between or among.” Look at the sentence. In this sentence, Deshaun realizes that he and Clayton may have to interact. Remember, *interact* means “to act between each other or among one another,” so Deshaun realizes that he and Clayton may have to act, or behave, between each other. Notice how the meaning of the prefix *inter-* is embedded in the meaning of the word *interact*.

Read the second sentence aloud. Then underline *preconceived* in the sentence on the board. **What can you tell me about this word?** Allow responses. Then circle the prefix *pre-* in the word. **This is another example of a prefix. The prefix *pre-* means “before.” *Preconceived* means “formed in the mind before actually experiencing or knowing.” Deshaun has ideas about being a star player on the JV team *before* actually knowing about or experiencing it.**

Guided Practice

Have each student turn to the next blank page in his or her vocabulary log. **Create two columns, one with the heading “*inter-* (between or among)” and the other with the heading “*pre-* (before).” Then, in the appropriate column, list the words that we’ve discussed so far and their definitions.** Write the following on the board for students to copy into their vocabulary logs:

inter- (between or among)

interact – to act between each other or among one another

pre- (before)

preconceived – formed in the mind before actually experiencing or knowing

Guided Practice (cont.)

Next, have students brainstorm words with the prefix *inter-* and words with the prefix *pre-*. Make sure that they identify and add *intervene* from the target words. Students may use dictionaries for assistance. Discuss the meaning of each word that students come up with and how the prefix contributes to the definition. Add the words and their definitions to the appropriate list on the board for students to copy. Responses will vary but might include *interfere, intercept, interrupt, interview, international, intersection, prehistoric, predict, prefix, preheat, prevent, or preview*. If students do not name any words, write the aforementioned examples on the board. Discuss the meaning of each and how the prefix contributes to the definition.

Independent Practice

Distribute "Prefixes *inter-* and *pre-*" (Student Activity 4). Read aloud the directions of the activity, and discuss them with the students briefly to make sure that they understand what to do. If necessary, define the first word together. Have students complete the activity. Students may use dictionaries for assistance. Answers will vary in wording, but each student definition should include the meaning of the prefix.

Answer Key:

1. among the middle place, stage, or degree or between extremes
2. reliant between each other or among one another
3. an interval between the parts of a play or show
4. happening or arriving before the proper or intended time
5. a measure done beforehand in order to keep something bad from happening
6. goes or comes before

Note: Words in bold are said aloud by the teacher.

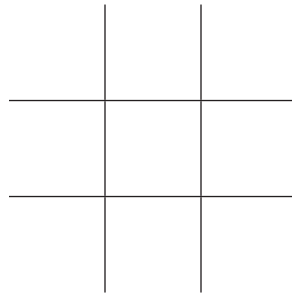
30
minutes

This activity is optional and may be used if you wish to review the words covered in a game format.

Review

To review the words studied in this set of lessons, play tic-tac-toe with the students.

Draw the tic-tac-toe squares on the board, as shown below:



Divide the group into two teams. Decide which team goes first by having each team guess a number you've chosen between 1 and 20. The team who guesses closest to the number goes first. Call out one of the target words or one of the words with the prefix *inter-* or *pre-* to the first player on the team: *interact*, *guarantee*, *assign*, *intervene*, *preconceived*, *commitment*, *misinterpret*, *mutual*, *intermediate*, *interdependent*, *intermission*, *premature*, *precaution*, or *precede*. The player must then say the definition of the word and use the word correctly in a sentence. If the player correctly defines the word and uses the word in a sentence, his or her team gets to place an *X* or *O* in the empty square of its choice. Then it is the other team's turn. Teams take turns until a team gets three *Xs* or *Os* in a row or until there are no empty squares left. The team who gets three *Xs* or *Os* in a row or who has more *Xs* or *Os* in the squares wins. You may have students play again and again until each word has been correctly defined and used in a sentence.

Name: _____

Date: _____

Try It Out



Deshaun rounded the corner into the locker room and almost collided with his archrival.

“What’s up, Clayton?” asked Deshaun casually—although they both knew exactly what was up or, rather, what *would* be up very shortly. Coach Dunleavy had promised to post the results of yesterday’s basketball tryouts by 4:00 p.m. sharp, and it was currently 3:50 p.m. With a sinking feeling, Deshaun realized that he and Clayton might be forced to interact for the next ten minutes.

Both Clayton and Deshaun had been star point guards on their middle school basketball teams. Although both were freshmen, Coach Dunleavy had encouraged them to try out for the junior varsity team. He had also made it clear that there were no guarantees. The JV team already had one talented point guard, he had explained, and there was room for only one more. The player with the less impressive tryout would be assigned to the freshman team.

Tryouts had been intense. Coach had put the two boys on opposing scrimmage teams and let them battle it out. At one point, Clayton was called for fouling Deshaun, and the two exchanged insults. If Coach Dunleavy hadn’t intervened, the conflict might have turned physical.

“Hey, Deshaun,” responded Clayton uncomfortably. He looked as if he would rather be writing a twenty-page essay. “I was just . . . well . . . you know.”

Deshaun nodded in agreement, thinking that Clayton somehow looked smaller here in the locker room than he did on the court—less confident, less intimidating.

Handfuls of sophomores were now drifting in to await the results, and they regarded Deshaun and Clayton with what seemed to be a mix of respect and resentment. One, in particular, was eyeing them carefully. It was Ahmad, the sophomore point guard, who, Deshaun figured, didn’t much care for upstart freshmen trying to steal his position.

Suddenly, Deshaun felt ambivalent about making the team. Did he really want to be the only freshman in a sea of sophomores—hostile sophomores at that? His rosy, preconceived notions about being a star player on the JV team seemed to evaporate all at once.

Just then, Coach emerged from his office, list in hand.

“Howdy, men,” he said. “Before I post these results, I want to remind you of something. On my team, talent will only get you so far. You’ve also got to have discipline, commitment, and respect for one another. Good sportsmanship is what I’m talking about.”

Deshaun and Clayton looked at each other, remembering their scuffle on the court. Maybe *neither* of them would make the team.

“Ahmad,” Coach said, “you’ll be taking your outstanding leadership skills to the varsity team this year.”

A chorus of surprised congratulations flowed in Ahmad’s general direction. Deshaun realized he had misinterpreted the older player’s look; Ahmad had just been curious about his potential teammates, not threatened by them.

“And Deshaun, Clayton, you’ll have a chance to develop some mutual respect as you compete for the starting position. You both made the JV team.”

A stunned Deshaun heard more cheers and felt slaps on his back—one of which, he realized, was coming from Clayton.

The JV team was exactly where they both belonged, after all.

Name: _____

Date: _____

Sentence Stems1. ***interact***The students interacted by _____

2. ***guarantee***The store offered a guarantee _____

3. ***assign***The children were assigned _____

4. ***intervene***He intervened by _____

5. ***preconceived***I knew her ideas were preconceived because _____

6. ***commitment***Because of my commitment to _____

7. ***misinterpret***She misinterpreted the directions and _____

8. ***mutual***They had a mutual agreement to _____

Name: _____

Date: _____

Not Just Any Job

Read the passage below. For each blank, select the word from the box that best completes the sentence. Write the word in the blank. Each word may be used only once.

interact	guarantee	assigned	intervened
preconceived	commitment	misinterpreted	mutual

When Bennie first began working at Hank's Grocery Store, he was _____ to bag groceries. Once, he put too many groceries in one bag. The bottom would have burst if his coworker had not _____. She saw the problem and immediately told him to double bag the items. He had _____ the amount that the bag could hold. Bennie and his coworkers made a _____ effort to help each other when needed.

After Bennie became good at bagging, his supervisor let him operate the register. Bennie had some _____ ideas about what the cashier job would be like. But once he started doing the job, he realized he had been wrong. The job was very rewarding. Being a cashier allowed him to _____ with different people. He now knew most of the people who shopped in the store on a weekly basis.

Bennie was great with numbers and, therefore, great at counting back change. Although the machine told him how much to give back to each customer, he wanted to know the amount beforehand. There was no _____ that the machine would always work. So he practiced his math often. His goal was to be able to add and subtract quickly.

Because of his _____ to good service, Bennie showed up on time and worked hard every day. The customers enjoyed talking with him as they went through his cashier line. He got along well with his coworkers. His supervisor noticed the great work Bennie was doing.

One day when Bennie got to work, he saw his picture on the bulletin board. The words above the picture read, "Employee of the Month."

Name: _____

Date: _____

Prefixes *inter-* and *pre-*

Each of the sentences below contains an underlined word with the prefix *inter-* or *pre-*. For each sentence, use context clues and the meaning of the prefix to form a definition for the underlined word. Embed the meaning of the prefix in each of your definitions.

Sentence:

Definition:

1. Suong played in the intermediate band because she wasn't horrible at playing the trumpet but she wasn't excellent either.
2. Canada and the United States are interdependent countries who rely on each other's goods.
3. I hurried to get a drink during intermission before the play began again.
4. The premature baby was born two months early.
5. As a precaution, we packed an emergency kit for our road trip.
6. In the alphabet, the letter *b* precedes the letter *c*.
