



# REPUBLIC OF THE PHILIPPINES DEPARTMENT OF EDUCATION LEARNING GUIDE



## GRADE FOUR ENGLISH IDENTIFYING MEANING OF UNFAMILIAR WORDS FIRST GRADING

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## **Information about this Learning Guide**

Recommended number of lessons for this Learning Guide: 8

### **Basic Education Curriculum Competencies**

#### **Objectives**

- Brainstorm ideas on how to get meaning of unfamiliar words
- Identify meaning of unfamiliar words through prefixes, suffixes and inflectional endings
- Identify meaning of unfamiliar words through context clues (definition, synonym and antonym)
- Scan a reading text and highlight the unfamiliar words
- Give the meaning of unfamiliar words highlighted in the story through context clues (definition, synonym or antonym)
- Identify compound words (one word, two-word and hyphenated) in the story and give their meanings.
- Get information from conversation listened to
- Simulate a telephone conversation based on the given situation
- Use courteous expressions in telephone conversation
- Express learning gained through a "reflective journal"

#### **Essential concepts, knowledge and understandings targeted**

- The meaning of unfamiliar words can be easily identified when they are used in context.
- We can identify the meaning of unfamiliar words by analyzing the meaning of the attached affixes and their root words.
- It is important to use courteous expressions in appropriate situations, particularly in telephone conversation.
- A good listening skill is required to get information from conversation listened to.

#### **Specific vocabulary introduced**

- An **affix** consists of one or more letters that are attached to a root word.
- A **prefix** consists of one or more letters that are attached before a root word. The root word changes its meaning when a prefix is attached on it.
- A **suffix** consists of one or more letters that are attached after a root word. The root word changes its meaning when a suffix is attached on it.
- An **inflectional ending** is a kind of affix that is attached after a root word. The root word does not change its meaning when an inflectional ending is attached on it but it indicates the grammatical form of words such as form of the verb, tense of the verb and form of a noun.

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## **Suggested organizational strategies**

- Students are grouped into smaller groups to ensure maximum participation.
- Groups' outputs will be shared with the whole class.
- The activities are processed for students to have a deeper understanding of the context and for them to know the relevance of the topic to their learning.

## **Activities in this Learning Guide**

### **Activity 1: 'Brainstorming'**

#### **Multiple Intelligences**

- Logical
- Verbal/Linguistic
- Interpersonal

#### **Skills**

- Compare and discriminate between ideas
- Understanding information
- Observation and recall of information

### **Activity 2: 'Understanding Affixes'**

#### **Multiple Intelligences**

- Logical
- Verbal/Linguistic
- Interpersonal

#### **Skills**

- Seeing patterns
- Grasp meaning
- Assess value of theories, presentations

### **Activity 3: 'Words in Context'**

#### **Multiple Intelligences**

- Logical
- Verbal/Linguistic
- Interpersonal

#### **Skills**

- Translate knowledge into new context
- Recognize subjectivity

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- Compare and discriminate between ideas
- Grasp meaning

**Activity 4: 'Reading Activities'**

**Multiple Intelligences**

- Logical
- Verbal/Linguistic
- Interpersonal

**Skills**

- Verify the value of evidence
- Use methods, concepts, theories in new situations
- Translate knowledge into new context
- Understanding information
- Generalize from given facts

**Text Types**

- Narrative

**Activity 5: 'Write from Dictation'**

**Multiple Intelligences**

- Body/Kinaesthetic
- Intrapersonal

**Skills**

- Recognition of hidden meanings
- Understanding information
- Grasp meaning

**Activity 6: 'Let's Converse'**

**Multiple Intelligences**

- Verbal/Linguistic
- Interpersonal

**Skills**

- Use methods, concepts, theories in new situations
- Translate knowledge into new context
- Use information

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**Activity 7: 'Learning Gained'**

**Multiple Intelligences**

- Intrapersonal

**Skills**

- Mastery of subject matter

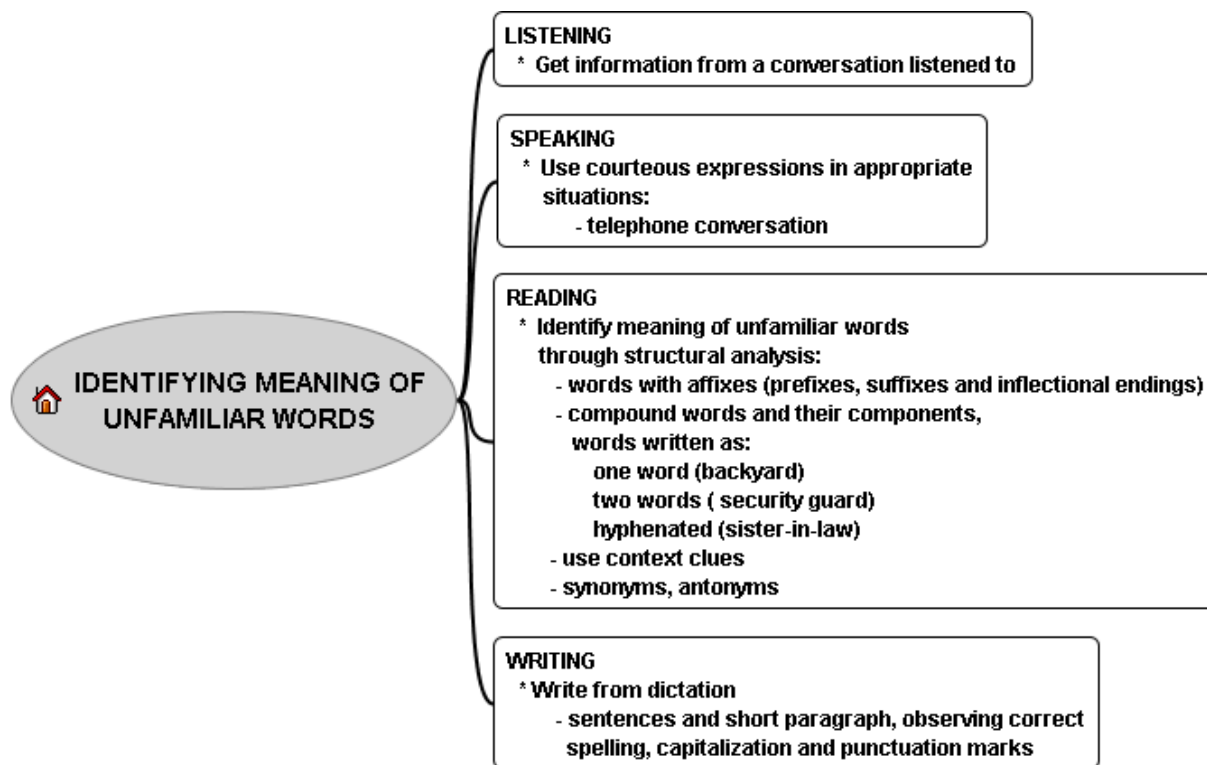
**Key Assessment Strategies**

- Rubrics
- Checklists
- Short Tasks

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## Mind Map

The Mind Map displays the organization and relationship among the competencies, concepts and activities in this Learning Guide in a visual form. It is included to provide visual clues on the structure of the guide and to provide an opportunity for you, the teacher, to reorganize the guide to suit your particular context.



## Stages of Learning

The following stages have been identified as optimal in this unit. It should be noted that the stages do not represent individual lessons. Rather, they are a series of stages over one or more lessons and indicate the suggested steps in the development of the targeted competencies and in the achievement of the stated objectives.

## Assessment

All six Stages of Learning in this Learning Guide may include some advice on possible formative assessment ideas to assist you in determining the effectiveness of that stage on student learning. It can also provide information about whether the learning goals set for that stage have been achieved. Where possible, and if needed, teachers can use the formative assessment tasks for summative assessment purposes i.e as measures of student performance. It is important that your students know what they will be assessed on.

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## 1. Activating Prior Learning

*This stage aims to engage or focus the learners by asking them to call to mind what they know about the topic and connect it with their past learning. Activities could involve making personal connections.*

### Background or purpose

To activate students' prior knowledge on the topic, the students will be asked to brainstorm ideas as to how they get the meaning of unfamiliar words whenever they could encounter such when they read or when they listen to any conversation, speeches or announcements.

### Strategy

**Brainstorming** is a group creativity technique designed to generate a large number of ideas for the solution of a problem.

### Material

- Use the Teacher Observation Checklist for group participation on page 18.

### Activity 1 “Brainstorming”

1. Group the class into eight.
2. Instruct the groups to brainstorm ideas on this question:  
*“Whenever you encounter unfamiliar words, how do you get the meaning of these words?”*
3. Let each group come up with a consensus and present it to the class.  
*Note: Observe each group doing the activity and assess their performance. Use the Teacher Observation Checklist on page 18.*
4. Process the activity by asking the following:
  - What are the common ways of getting meaning of words? (look up a dictionary, ask parents or teachers, research from the internet, etc.)
  - When do we apply these ways? (when the words are unfamiliar)
5. Tell students that they will study other ways of getting meaning of unfamiliar words in the succeeding activities.

### Formative Assessment

Use the Teacher Observation Checklist on page 18 to assess each group's participation.

### Roundup

The students should have recalled the different strategies they have used in the past in getting meaning of an unfamiliar word whenever they encounter such.

## 2. Setting the Context

*This stage introduces the students to what will happen in the lessons. The teacher sets the objectives/expectations for the learning experience and an overview how the learning experience will fit into the larger scheme.*



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**Background or purpose**

Affixes such as prefixes, suffixes and inflectional endings consist of one or more letters that are attached to root words. Knowing their function and how they affect the root words could help a lot in identifying meaning of words.

In this stage, students will be exposed to different strategies in identifying meaning of unfamiliar words through structural analysis, particularly with affixes (prefixes, suffixes and inflectional endings) and through context clues such as definition, synonyms and antonyms. Context clues are words or phrases surrounding the new word to help readers understand the new word.

These activities will prepare the students so they could perform a more challenging task provided in the next stage wherein they will independently identify the meaning of unfamiliar words before reading a selection.

**Strategy**

**Context Clue** is a strategy wherein we use the words, sentences and other information around the unfamiliar words to determine their meanings.

**Materials**

Teacher Resource Material 1 (Common Affixes) on page 19

Student Activity Sheet 1 (Words in Context) on page 20

Assessment for Activities 2 & 3 (Self-Assessment Checklist) on page 21

**Activity 2 “Understanding Affixes”**

6. Have a short review on what root word means.
7. Write the following on the board.

rewrite	thankful
uncover	boneless
disagree	happiness
preview	comfortable
misunderstood	announcement

8. Tell this to the class:

“Affixes are letters attached to a root word. Identify the affix attached to each word written on the board.”

9. Call on volunteers to underline the affix of each word on the board.

10. Ask the following questions:

- Where are affixes located? (before or after a root word)
- How do the affixes affect the meaning of the words? (they may change their meaning)
- What do you call the affix that is located before a root word? (prefix)

Note to the teacher: If the students cannot give the answer, you can unscramble the words PREFIX (ex. XIERFP) and let them rearrange the letter to form the word.

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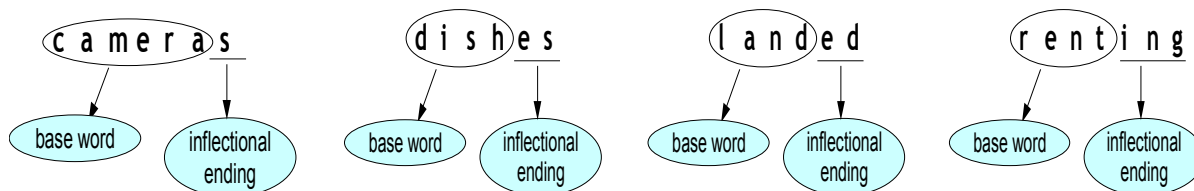
- What do you call the affix that is located after a root word? (suffix)

Note to the teacher: If the students cannot give the answer, you can unscramble the words SUFFIX (ex. XUFIFS) and let them rearrange the letter to form the word.

- Conduct a short discussion as to how affixes affect the meaning of words. You may ask the following:

- If the meaning of “rewrite” is to write again, what do you mean then by “re”? (again)
- If the meaning of “uncover” is not to cover, what do you mean then by “un”? (not)
- If the meaning of “disagree” is not to agree, what do you mean then by “dis”? (not)
- If the meaning of “preview” is before viewing, what do you mean then by “pre”? (before)
- If the meaning of “misunderstood” is not understood, what do you mean then by “mis”? (not)
- If the meaning of “thankful” is full of thanks, what do you mean then by “ful”? (full of)
- If the meaning of “boneless” is without bone, what do you mean then by “less”? (without)
- If the meaning of “happiness” is state of being happy, what do you mean then by “ness”? (state of being)
- If the meaning of “presentable” is can be presented, what do you mean then by “able”? (can be)
- If the meaning of “announcement” is the act of announcing, what do you mean then by “ment”? (act of)

- Tell the students that aside from the prefix and suffix, there is still another kind of affix which is called “inflectional ending”. Write the following on the board.



- Have a short discussion about the illustrations. You may ask the following:

- What are the inflectional endings attached to the words as shown in the illustration?
- Do they change the meaning of the words? (No.) Why? (They just show the plural form of singular nouns, the past tense and the -ing form of verbs)

- Explain to the students that an inflectional ending is also an affix that is added at the end of a word, like a suffix. Inflectional endings indicate the grammatical form of words such as form of the verb, tense of the verb and form of a noun. When an inflectional ending is added to a word, its meaning will not change.

- Present the list of common prefixes, suffixes and inflectional endings, if needed, and let the students read them chorally. (Refer to Teacher Resource Material 1 “Common Affixes” on page 19).

- Process the activity by drawing out the following concepts:

- Affixes are letters added before or after a root word.
- The prefixes, suffixes, and inflectional endings are called affixes.

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- A prefix is added before a root word while suffix and inflectional ending are added after.
- Prefixes and suffixes change the meaning of words while inflectional endings do not.

**Activity 3 “Words in Context”**

1. Form small groups with four members each.
2. Provide a short input on context clues through *definition*, *synonym* and *antonym*.

Identifying meaning of unfamiliar words is be easy to do because sometimes the author may have provided a clue right there next to or near the unfamiliar word that you can use to unlock its meaning. These clues may be definition, synonym or antonym clues.

A definition clue is a statement giving the meaning of a word, a synonym clue is a word that means the same as another and an antonym clue is a word of opposite meaning set around the unfamiliar word.

3. Distribute the Student Activity Sheet 1 (Words in Context) on page 20Error: Reference source not found.
4. Give the directions.
5. Let the groups do the activity.
6. Let each group present its output.
7. Process the activity by asking students the following:
  - How did you identify the meaning of unfamiliar words? (through context clues)
  - What context clue did you use in identifying the meaning of unfamiliar word in item number 1 ? (definition clue)
  - What definition of the word "biographer" is provided in the sentence?
  - What type of context clue did you use in identifying the meaning of unfamiliar word in item number 2? (synonym clue)
  - What is the synonym of the word "emulate" stated in the sentence?
  - What type of context clue did you use in identifying the meaning of unfamiliar word in item number 3? (antonym clue)
  - What is the antonym of the word "dismal" stated in the sentence?
  - Which type of context clue is easier to find around the context?
  - How could context clue help you identify meaning of unfamiliar words?

**Formative Assessment**

Use the self--assessment checklist on page 21 to assess the students' performance.

**Roundup**

The students should have learned to identify meaning of unfamiliar words through structural analysis such as words with affixes (prefixes, suffixes and inflectional endings) and context clues.

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### 3. Learning Activity Sequence

*This stage provides the information about the topic and the activities for the students. Students should be encouraged to discover their own information.*

#### Background or purpose

The basic strategy for unlocking the meaning of an unfamiliar word is to look for clues within the sentence or the surrounding sentences where the new word appears. This strategy will be applied by students in the Activity of this stage before they actually read the text to ensure full understanding of what message the author wants to convey.

It is also in this stage that the other strategy in identifying meaning of unfamiliar word which is through understanding compound words (one word, two-word and hyphenated) will be introduced.

The series of activities in this stage are designed to expose students with different strategies in identifying meaning of unfamiliar words and further enhance their skills with such for them to apply whenever necessary in the future.

#### Strategies

**Scanning** is a strategy wherein students will look over quickly a reading material to look for important details or the desired information.

**Highlighting** is a strategy wherein students are asked to highlight the targeted details or information (as instructed by the teacher) using highlighters or markers. In this stage, this strategy is utilized by asking students to highlight unfamiliar words in the text.

**Cooperative Learning** is a teaching strategy in which small teams of students work together to accomplish a particular task. Each member of the team is responsible not only for doing the assigned task but also for helping teammates learn.

#### Materials

Student Activity Sheet 2A (Reading Text “Grandpa’s Table”) on page 22

Student Activity Sheet 2B (What’s the Word?) on page 23

Teacher Resource Material 3 (Answer Key for Pre-reading Activity) on page 24

Assessment for Activity 4 & 5 (Peer-Assessment Checklist) on page 25

#### Activity 4 “Reading Activities”

##### A. Pre Reading:

1. Form small groups with 4 members each.
2. Distribute the Student Activity Sheet 2A (Reading Text “Grandpa’s Table”) on page 22 and Student Activity Sheet 2B (What’s the Word) on page 23 .
3. Give the following directions:
  - Scan the reading material and highlight with a marker/pen the words that are unfamiliar to you. (You may explain what is scanning and highlighting. Refer to strategies above.)
  - List down on a sheet of paper the unfamiliar words that you will encounter in the text while scanning, and give your own meaning of the words.
4. Let the students do the activity.
5. Instruct the groups to present their outputs.

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6. Process each of the identified unfamiliar words by asking students the following:

Example, with the word “*trembled*”:

- What word, words, or phrases around the context that served as your clue to identify the meaning of the unfamiliar word “trembled”?
- What type of context clue is it?
- What is your own meaning of the word “trembled,” then?

7. Check students' outputs using the answer key on page 24.

**B. During Reading:**

8. Let the groups read the text. (Instruct them to help each other in reading and understanding the text.

**C. Post Reading:**

9. Ask the following comprehension questions.

- For whom did the small table in the corner intended for?
- What made eating difficult for the old man?
- For whom did the little bowl that the grandson intended to make?
- Why did the father gently led the grandfather back to the family table?

10. Let the students revisit their list of unfamiliar words and improve their meanings, if needed.

11. Instruct the students to choose five words from their list and use each in a sentence. to check whether students really understood the meaning of unfamiliar words.

12. Process the activity by asking students the difficulties they encountered in doing the activity and how they dealt with them.

**Activity 5 “Compound Detectives”**

1. Write the following words on the board.

COLUMN A	COLUMN B	COLUMN C
starfish	flower girl	editor-in-chief
seashell	security guard	sister-in-law
hardship	farm house	friendly-looking

2. Let the students read the words in each column.
3. Ask them what they have noticed on the groups of words. (Help them come up with an idea that the words in Column A has one word, Column B has Two-word and Column C has words with hyphen.) Tell them that they are called **compound words**.
4. Ask volunteers to give more examples of compound words.
5. Let the students revisit the reading text and pick out all the compound words from the text.
6. Write the following definitions on the board:
- the wife of one's son

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- the son of one's son or daughter
- the father of one's mother or father
- ability of see
- a cloth to cover a table

7. Let the students match the definitions on the board with the words they have listed.

8. Give the students enough time to do the activity.

9. Check students' answers using the answer key below:

- |  |   |                 |
|--|---|-----------------|
| • the wife of one's son                | - | daughter-in-law |
| • the son of one's son or daughter     | - | grandson        |
| • the father of one's mother or father | - | grandfather     |
| • ability of see                       | - | eyesight        |
| • a cloth to cover a table             | - | tablecloth      |

10. Process the activity by asking the question "What helped you matched the meaning of the compound words?"

### **Formative Assessment**

Use the peer-assessment checklist on page 25 to assess students' performance.

### **Roundup**

The students should have learned to identify meaning of unfamiliar words using context clues. They should have also identified the compound words in the text and have matched with their appropriate meaning, as enumerated on the board.

## **4. Check for Understanding of the Topic or Skill**

*This stage is for teachers to find out how much students have understood before they apply it to other learning experiences.*

### **Background or purpose**

To check students' understanding of the topic, students will be challenged to write from dictation observing correct spelling, capitalization and punctuation marks. From their writing, they will be asked to look for unfamiliar words and identify their meaning using the different context clues learned from the previous activities.

### **Strategy**

**Dictation** is a technique where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard.

### **Materials**

Teacher Resource Material 4 (Short Paragraphs for Dictation) on page 26

Assessment for Activity 6 (Teacher Assessment Rubric) on page 27

### **Activity 6 "Write from Dictation"**

1. Instruct the students to get a sheet of paper.

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2. Present the criteria on how to assess their outputs in the activity. Refer to Assessment for Activity 6 (Teacher Assessment Rubric) on page 27.
3. Give the following directions:
  - Listen carefully as I read to you a paragraph about Grandpa.
  - I will read a sentence, hold it in your memory and write down in your paper. I will continue dictating until you finish writing the whole paragraph.
  - Do not forget to indent the first part of the paragraph.
  - Remember to put a period at the end of every sentence or a question mark after each question. Put also a comma whenever appropriate.
  - Be sure to work on your own and do not copy from your seatmate's answers.
4. Start reading the sentences, pausing shortly after each. Give the students reasonable time to write down each sentence.
5. Ask each student to work with partner.
6. Give the pairs the following directions:
  - Write below the paragraph three words that you consider most unfamiliar.
  - Help each other give and write the meaning of the words using the different context clues learned in the previous activities
7. Check students' outputs using the rubric on page 27.

### **Formative Assessment**

Use the rubric on page 27 to assess the students' outputs.

### **Roundup**

The students should have learned to write sentences and short paragraphs from dictation observing correct spelling, capitalization and punctuation marks. They should have also demonstrated their knowledge in identifying meaning of unfamiliar words using different context clues learned from the previous activities.

## **5. Practice and Application**

*In this stage, students consolidate their learning through independent or guided practice and transfer their learning to new or different situations.*

### **Background or purpose**

The activity in this stage would challenge students to listen to a conversation between two volunteers. They will be asked to get the information from the conversation and give the meaning of the pre-identified words using the context of the entire conversation.

### **Strategy**

**Conversation** is a communication by two, three or more people.

### **Materials**

Assessments for Activity 7 (Pair Assessment Rubric) on page 28 and (Teacher Assessment Checklist for Information Gathered) on page 29

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**Activity 1 “Let’s Converse!”**

1. Present the criteria on how the performance of the pairs will be assessed. Refer to Pair Assessment and Teacher Assessment on pages 28 and 29.
2. Form pairs.
3. Give the following directions to pairs.
  - Simulate a telephone conversation based on this situation: (Write this on the board.)

- \* You are home alone when the telephone rings, and you answer it.
- \* A caller will ask to speak to your mother.
- \* Your mother has gone out shopping. She will not be home until 5:00 p.m
- \* Take a message for your mother using a paper pad like below.
- \* Make sure you write down the time of call, the caller’s name, and the caller’s telephone number.
- \* Make sure to check with the caller that your message is correctly taken down.

- Take a role (each one) and practice.
  - Think of courteous expressions that you can use which are appropriate to the conversation.
4. Group together five pairs.
  5. Let the pairs present, their telephone conversation, one after the other to their respective groups.
  6. Instruct each group to write on a sheet of paper as many information as they can from the telephone conversation listened to.
  7. Let the groups present the information they have gathered to the class.
  8. Distribute the Pair-Assessment Checklist on page 28 and let the students assess the performance of each pair in their group as they did the telephone conversation.
  9. Process the activity by asking students the following:
    - What do we do to get exact information from a conversation?
    - Is the use of courteous expressions necessary during telephone conversation?
    - Did you understand the meaning of unfamiliar words heard from the conversation? How?

**Formative Assessment**

Use the Pair-Assessment Checklist on page 28 to assess students’ performance for the telephone conversation

Use the Teacher Assessment Checklist 29 to assess students’ performance in gathering information during telephone conversation.

**Roundup**

The students should have learned to:

- get information from the conversation listened to;
- use courteous expressions in telephone conversation.



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## **6. Closure**

*This stage brings the series of lessons to a formal conclusion. Teachers may refocus the objectives and summarize the learning gained. Teachers can also foreshadow the next set of learning experiences and make the relevant links.*

### **Background or purpose**

The activity in this stage will challenge students to write a paragraph about grandfathers.

### **Strategy**

**Reflective Journal** is a way of thinking in a critical and analytical way about own's work in progress and the learning gained from it.

### **Materials**

Student Activity Sheet 3 (Reflective Journal) on page 30.

### **Activity “Learning Gained”**

1. Give each student a copy of Student Activity Sheet 3 on page 30. (You may also let them use their papers in doing the activity.)
2. Give the directions, if necessary.
3. Give the students enough time to do the activity.
4. Ask some volunteers to read their outputs.

### **Formative Assessment**

Ask some volunteers to give 1 most important learning they've gained from the activities and how they can apply it in real life situations.

### **Roundup**

The students should have written three things that they have learned from the activities, two things that they enjoyed the most and one thing that they want to learn more.

## **Teacher Evaluation**

(To be completed by the teacher using this Teacher's Guide)

The ways I will evaluate the success of my teaching this unit are:

- 1.
- 2.
- 3.

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ASSESSMENT FOR ACTIVITY 1  
TEACHER OBSERVATION CHECKLIST



Date: \_\_\_\_\_

Name of the Activity: \_\_\_\_\_

Group Members: \_\_\_\_\_

PERFORMANCE INDICATORS	All the Time	Most of the Time	Sometimes	Never at All
Group members take turn in sharing their ideas and points of view.				
Group members support and respect each other while sharing ideas and points of view.				
Group members have focus on task accomplishment.				
Group members ensure that each of them has the chance to contribute for the completion of the task.				
Group members take pride in their collective effort.				

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**TEACHER RESOURCE MATERIAL 1**  
**“COMMON AFFIXES AND THEIR MEANINGS”**

PREFIXES		
-pre	before	preview,
-un	not	uneasy, uncover,
-dis	not	disagree, disadvantage, disgrace, disrespect
-re	again	rewrite, reconstruct,
-mis	not	misunderstood, miscommunication, mismanage
-im	not	Impossible, impolite, impatient
-bi	two	bicycle,
-de	not	deregulate,
SUFFIXES		
-ful	full of	Fearful, beautiful, helpful, joyful
-less	without	Tireless, hopeless, fearless
-able, -ible	can be done	combustible, comfortable, presentable
-ion, -tion, -sion	act, process	tension, attention, imagination
-ness	state of, condition of	kindness, laziness, happiness
-ment	action or process	government, commitment, recruitment
INFLECTIONAL ENDINGS		
-s	plural nouns	cats, monkeys, flowers
-es	plural nouns	dishes, branches, glasses
-ed	past tense verbs	smelled, landed, wished, handed
-ing	-ing form of the verb	renting, singing, buying, brushing

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STUDENT ACTIVITY SHEET 1  
“WORDS IN CONTEXT”

Directions: Read carefully each sentence. Give the meaning of the underlined word and encircle the clues that helped you give the meaning of such word. Identify whether the clue is a definition, synonym or antonym.

A biographer, or a person who writes about people's lives, is an example of an author.

Children often emulate or copy the behavior that they see in television.

Helen looks dismal because she has a broken family while Lanie looks cheerful because she is blessed with a happy family.

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**ASSESSMENT FOR ACTIVITIES 2 & 3**  
**SELF-ASSESSMENT CHECKLIST**



**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

	YES	NO
<b>PREFIX</b>		
I understand that a prefix is a letter or more than 2 letters that is attached before a root word.		
I understand that the root word changes its meaning when a prefix is added before it.		
I can give my own examples of words with prefixes.		
I know what are the meanings of the different prefixes.		
<b>SUFFIX</b>		
I understand what is a suffix		
I understand that the root word changes its meaning when a suffix is added after it.		
I can give my own examples of words with suffixes.		
I know what are the meanings of the different prefixes.		
<b>INFLECTIONAL ENDINGS</b>		
I understand what is an inflectional ending.		
I understand that the root word does not change its meaning when an inflectional ending is added after it.		
I can give my own examples of words with inflectional endings.		
I know what each inflectional ending implies.		
<b>CONTEXT CLUES</b>		
I understand that context clues are hints that the author gives to help define a difficult or unusual word.		
I can now distinguish whether the clue used is definition, synonym, or antonym clue.		
I now know how to identify meaning of unfamiliar words using context clues.		

GRADE FOUR ENGLISH  
IDENTIFYING MEANING OF UNFAMILIAR WORDS

STUDENT ACTIVITY SHEET 2A  
“READING TEXT: GRANDPA'S TABLE”

## GRANDPA'S TABLE

A frail, that is physically weak old man, went to live with his son, daughter-in-law and four-year old grandson. The old man's hands trembled, they never stopped shaking. His eyesight was blurred but his hearing is still so clear. The family ate together at the table. But the elderly grandfather's shaky hands and failing sight made eating difficult. Peas rolled off his spoon onto the floor. When he grasped or hold the glass, milk spilled on the tablecloth.

The son and daughter-in-law became irritated with the mess or dirt. “We must do something about Grandfather,” said the son. I've had enough of his spilled milk, noisy eating, and food on the floor.” So the husband and wife set a small table in the corner. There, Grandfather ate alone while the rest of the family enjoyed dinner. Since Grandfather had broken a dish or two, his food was served in a wooden bowl. When the family glanced or looked in Grandfather's direction, sometimes he had a tear in his eye as he sat alone. Still, the only words the couple had for him were sharp admonitions of words that express strong disapproval when he dropped a fork or spilled food. The four-year old watched it all in silence.

One evening before supper, the father noticed his son playing with wood scraps on the floor. He asked the child sweetly, “What are you making?” Just as sweetly, the boy responded, “Oh, I am making a little bowl for you and Mama to eat your food in when I grow up,” The four-year-old smiled and went back to work. The words so struck the parents that they were speechless. Then tears started to stream or flow down their cheeks. Though no word was spoken, both knew what must be done.

That evening the husband took Grandfather's hand and gently led him back to the family table. For the rest of his days he ate every meal with the family. And for some reason, neither husband nor wife seemed to care any longer when a fork was dropped, milk spilled, or the tablecloth stained.

GRADE FOUR ENGLISH,  
IDENTIFYING MEANING OF UNFAMILIAR WORDS

STUDENT ACTIVITY SHEET 2B  
"UNLOCK THE WORDS"

UNFAMILIAR WORDS	MY OWN MEANING	CLUES FROM THE TEXT	TYPE OF CONTEXT CLUE (DEFINITION, SYNONYM, ANTONYM)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

GRADE FOUR ENGLISH,  
IDENTIFYING MEANING OF UNFAMILIAR WORDS

TEACHER RESOURCE MATERIAL 2  
“ANSWER KEY FOR PRE-READING ACTIVITY (UNLOCK THE WORDS)”

UNFAMILIAR WORDS	MY OWN MEANING (Meanings given by the students)	CLUES FROM THE TEXT	TYPE OF CONTEXT CLUE (DEFINITION, SYNONYM, ANTONYM)
1. frail		physically weak	definition
2. blurred		clear	antonym
3. trembled		shaking	synonym
4. admonitions		words that express strong disapproval	definition
5. mess		dirt	synonym
6. stream		flow	synonym
7. grasped		hold	synonym
8. glanced		looked	synonym






**GRADE FOUR ENGLISH**  
**IDENTIFYING MEANING OF UNFAMILIAR WORDS**

**ASSESSMENT FOR ACTIVITIES 4 & 5**  
**“PEER-ASSESSMENT CHECKLIST”**

Directions: Check the box of the statements that describe your performance.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

 <b>GOOD</b>	 <b>BETTER</b>	 <b>BEST</b>
<p><i>As a team member,</i></p> <p><input type="checkbox"/> He/She did not help the group in accomplishing the assigned task.</p> <p><input type="checkbox"/> He/She did not listen to other members' ideas.</p> <p><input type="checkbox"/> He/She did not share his/her ideas.</p>	<p><i>As a team member,</i></p> <p><input type="checkbox"/> He/She sometimes helped the group in accomplishing the assigned task.</p> <p><input type="checkbox"/> He/She sometimes listened to other members' ideas.</p> <p><input type="checkbox"/> He/She sometimes shared his/her ideas.</p>	<p><i>As a team member,</i></p> <p><input type="checkbox"/> He/She always helped the group in accomplishing the assigned task.</p> <p><input type="checkbox"/> He/She always listened to other members' ideas.</p> <p><input type="checkbox"/> He/She always shared his/her ideas.</p>

GRADE FOUR ENGLISH  
IDENTIFYING MEANING OF UNFAMILIAR WORDS

TEACHER RESOURCE MATERIAL 3  
“SHORT PARAGRAPHS FOR DICTATION”

## A Message to Grandpa

I just want to let you know you mean  
the world to me. Only a heart as dear as yours  
can give so unselfishly.





The many things you have done, all the times  
you were there. Help me know deep down inside  
how much you care.

Eventhough I might not say, I appreciate  
all you do. Richly blessed is how I feel, having  
a grandfather like you.



**GRADE FOUR ENGLISH,  
IDENTIFYING MEANING OF UNFAMILIAR WORDS**


**ASSESSMENT FOR ACTIVITY 6  
“TEACHER ASSESSMENT RUBRIC”**

INDICATORS ↓	 (1 pt.)	 (2 pt.)	 (3 pt.)	 (4 pt.)	TOTAL SCORE
<b>SPELLING</b>	Almost all of the words are misspelled	Some of the words are misspelled.	Very few words are misspelled	All words are correctly spelled.	
<b>PUNCTUATION</b>	Almost all of the statements are incorrectly punctuated.	Some of the statements are incorrectly punctuated.	Very few statements are incorrectly punctuated.	All statements are correctly punctuated.	
<b>INDENTION</b>	The three paragraphs are not indented.	The three paragraphs are indented but don't have appropriate indention.	Only two paragraphs are indented.	The three paragraphs are properly indented.	
<b>CAPITALIZATION</b>	Almost all of the words are inappropriately capitalized.	Some words are inappropriately capitalized	Very few words are inappropriately capitalized.	All appropriate words are capitalized.	

**GRADE FOUR ENGLISH**  
**IDENTIFYING MEANING OF UNFAMILIAR WORDS**

**ASSESSMENT FOR ACTIVITY 7**  
**(PAIR-ASSESSMENT CHECKLIST)**


**Directions:** Use this checklist to assess the performance of each pair in your group.

<b>NAMES OF PAIRS</b> 	The pair used appropriate courteous expressions during the conversation (4 points)	The pair conversed clearly with appropriate vocabulary and information (2 points)	The pair demonstrated awareness of listener's needs (2 points)	The pair used appropriate tone, speed and volume as tools (2 points)
1. 2.				
1. 2.				
1. 2.				
1. 2.				
1. 2.				
1. 2.				
1. 2.				
1. 2.				
1. 2.				
1. 2.				

**GRADE FOUR ENGLISH**  
**IDENTIFYING MEANING OF UNFAMILIAR WORDS**

**ASSESSMENT FOR ACTIVITY 7**  
**“TEACHER ASSESSMENT CHECKLIST”**

Directions: Check the column if the student has demonstrated the specified indicators.

NAME OF STUDENTS 	Enough information is gathered from the conversation listened to	Information listed/gathered are all anchored from the conversation listened to
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

*Add more rows, if needed.*

GRADE FOUR ENGLISH  
IDENTIFYING MEANING OF UNFAMILIAR WORDS

STUDENT ACTIVITY SHEET 3  
"REFLECTIVE JOURNAL"

3 Things I Have Learned




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2 Things I Enjoyed Most




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1 Thing I Want to Learn More




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**GRADE FOUR ENGLISH,  
IDENTIFYING MEANING OF UNFAMILIAR WORDS**

**For the Teacher:** Translate the information in this Learning Guide into the following matrix to help you prepare your lesson plans.

Stage	<b>1.</b> Activating Prior Learning	<b>2.</b> Setting the Context	<b>3.</b> Learning Activity Sequence	<b>4.</b> Check for Understanding	<b>5.</b> Practice and Application	<b>6.</b> Closure
Strategies						
Activities from the Learning Guide						
Extra activities you may wish to include						
Materials and planning needed						
Estimated time for this Stage						

Total time for the Learning Guide

Total number of lessons needed for this Learning Guide