

Focus

Vocabulary Skills

- · identifying synonyms
- · identifying antonyms
- · identifying multi-meaning words
- identifying words in paragraph context

Test-taking Skills

- · recalling word meanings
- · using context to find the answer
- · trying out answer choices
- · staying with the first answer
- · following written directions

Samples A and B

Say Open your book to Lesson 4a on page 31.

Check to see that the students have found the right page.

Say In this lesson, you will show how well you understand what words mean. Find Sample A at the top of the page.

Check to see that the students have found Sample A.

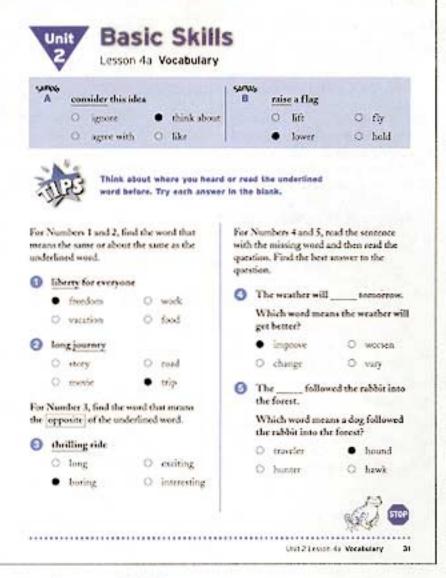
Say Read the words for Sample A. Look at the underlined word. Which answer means the same

as the underlined word? (pause) The answer is think about. It means about the same as consider. Mark the circle beside think about. Be sure the answer circle is completely filled in with a dark mark.

Check to see that the students have marked the correct circle.

Say Move over to Sample B. Look at the underlined word. Which word means the opposite of the underlined word ... the opposite? (pause) The answer is lower. It means the opposite of raise. Mark the circle beside lower. Be sure the answer circle is completely filled in with a dark mark.

Check to see that the students have marked the correct circle.



*THE

Say Now let's look at the tip.

Read the tip aloud to the students.

Say Before you mark your answer, think about the meaning of the underlined word. Try to remember where you read or heard it before. Another good strategy is to substitute answer choices in a blank. This will let you try out the words to see how well they match the rest of the sentence or paragraph.

Sometimes you will be unsure which answer choice is right. You will mark one answer, then erase it and mark another. This strategy really doesn't work very well. You should decide which answer choice is correct, mark it, then move to the next item. Change an answer only if you are sure it is wrong and another answer is better.

Practice

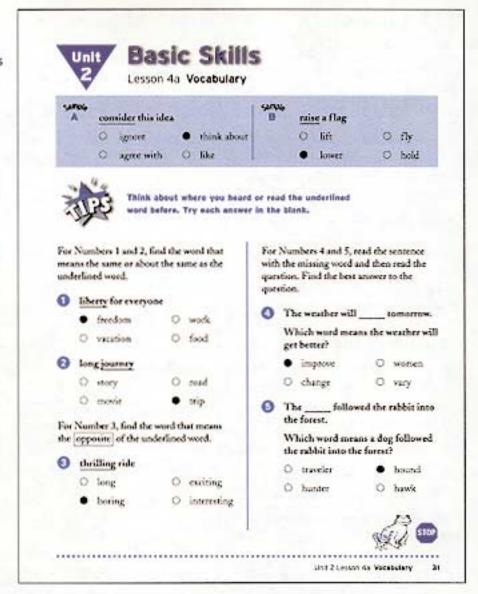
Say Now you will do more items.

There are several different types of items in this lesson, so you should read the directions for each group of items carefully. Mark the circle for each answer you think is correct. After you mark an answer, you should change it only if you are sure it is wrong and another answer is better. Make sure the circle is completely filled in and remember to press your pencil firmly so that your mark comes out dark. Work until you come to the STOP sign at the bottom of the page. Do not write anything except your answer choices in your book. Completely erase any marks for answers you change. Are you ready? Let's begin.

Allow time for the students to fill in their answers.

Say Look at the next page, page 32.

Check to be sure the students have found the right page.



Sample C

Say Find Sample C near the top of the page. Read the two sentences that have a blank. Now look at the answer choices. Which answer choice fits best in both blanks ... in both blanks? (pause) The answer is duck. A duck can swim, and to duck your head means to lower it. Mark the answer circle for duck. Be sure the circle is completely filled in with a dark mark.

Check to see that the students have marked the correct circle. As a class activity, show how the answer choices can be substituted in both blanks. Stress to the students that the correct answer must fit both blanks.



Say Now let's look at another tip.

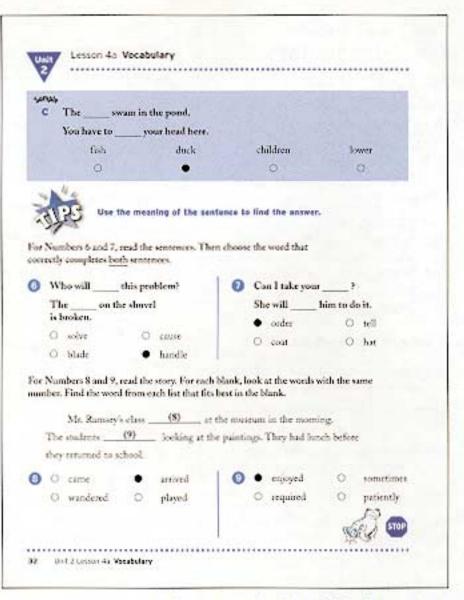
Read the tip aloud to the students.

Say The meaning of a sentence or a paragraph can help you find the meaning of a word. When you fill in a blank, it should make sense with the rest of the sentence or paragraph. One way to do this is to try each answer choice in the blank. You

> don't always have to do this, but if you aren't sure which answer choice is correct, it is a good strategy to use.

Put your finger on Number 6. For Numbers 6 and 7, find the word that fits best in both blanks, just as you did with Sample C. Numbers 8 and 9 are a little different, so you should be sure to read the directions carefully. Fill in each answer circle with a dark mark and completely erase any marks for answers that you change. Do you have any questions? Start working now.

Allow time for the students to complete the items.



Say It's time to stop. You have finished Lesson 4a.

Review the answers with the students. Discuss the meaning of each correct answer and distractor with the students. Spend a few minutes reviewing the various item types so students will understand what they are supposed to do on an achievement test.

Have the students indicate completion of the lesson by entering their score for this activity on the progress chart at the beginning of the book. Provide the students with whatever help is necessary to record their scores.