

 **Instructional Targets**

**Standards for Language**

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing. Use reference materials (dictionaries [printed/online], glossaries) to determine the meaning and part of speech of unknown words. Use reference materials (dictionaries [printed/online], thesauruses) to determine the synonym for a word. Use reference materials (dictionaries [online/printed], glossaries) to determine the pronunciation of unknown words. Use context clues (e.g., synonyms, antonyms, more details, the restated word or the overall meaning of the sentence or paragraph) to determine the meaning of unknown and multiple meaning words.

 **Differentiated Tasks**

**Level 3** Students will...

- Independently use vocabulary words in conversation and in writing.
- Use reference materials, such as a glossary, or a dictionary, to verify the meaning and part of speech of an unknown word.
- Use reference materials, such as a thesaurus or dictionary, to find a synonym for a word.
- Use reference materials, such as a glossary or a dictionary, to find the pronunciation of an unknown word.
- Determine the meaning of unknown words and words with multiple meanings.

**Level 2** Students will...

- Select text or pictures of key vocabulary words as part of a discussion or writing with support.
- Select pictures or words in a dictionary to verify a definition and part of speech of a word.
- Select a picture or word whose meaning is similar to that of another word.
- Find the correct pronunciation of a word when presented with a glossary or a dictionary.
- Identify the meaning of a word in a text with support.

**Level 1** Students will...

- Make a selection to indicate a picture of a key vocabulary word within a text or to make a sentence.
- Given a narrowed field or errorless choice(s), make a selection to indicate a picture of a word that is in the dictionary.
- Given a narrowed field or errorless choice(s), make a selection to indicate a picture of a word whose meaning is similar to that of another word.
- Given a narrowed field or errorless choice(s), make a selection to indicate a picture of a word with pronunciation that is in a dictionary.
- Select a named picture related to the meaning of a word from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit, students learn about the importance of teamwork through the study of the Olympics and Special Olympics. In this lesson, students will use High-Frequency Words and vocabulary words to practice skills which support reading and writing, including identifying and using words in text, using reference materials to define words, and using context clues to find the meaning of words.

 **High-Frequency Word Lists** 

- List 1:** had\*, did\*, at\*, as\*, been, before\*
- List 2:** four\*, run\*, play\*, best, began, than\*
- List 3:** game\*, learn, jump\*, place\*, special, horse\*

 **Topic Words**

athlete	event	rule
cheer	medal	sport
coach	Olympics	team
compete	practice	teamwork

\* Power Words

**Benchmark Assessments**

- Initial Letters
- Word Recognition List 1
- Word Recognition List 2
- Word Recognition List 3
- Letter ID - Uppercase
- Letter ID - Lowercase
- Letter Match

**Unit Checkpoint Assessments**

- Level 3 - 2, Word Recognition



Lesson at a Glance

	Activity 1.1-1.3	Activity 2.1-2.3	Activity 3.1-3.4	Activity 4	Activity 5
<p><b>Instructional Activities</b></p>	High-Frequency Words	Review High-Frequency Words	Defining Vocabulary	Play Vocabulary Game	Using Context Clues
<p><b>? See how these activities fit into the <a href="#">Suggested Unit Pacing</a>.</b></p>					
<p><b>ULS Materials and Resources</b></p>	<p><b>High Frequency Word Maps</b> (Level 3, Level 1 &amp; 2)</p> <p><b>High-Frequency Word Cards</b> </p> <p><b>List 1.1:</b> had, did, at, as, been, before</p> <p><b>List 1.2:</b> four, run, play, best, began, than</p> <p><b>List 1.3:</b> game, learn, jump, place, special, horse</p>	<p><b>Sentence Completion Cards</b> (Level 3, Level 1 &amp; 2)</p> <p><b>High-Frequency Word Cards</b> </p> <p><b>List 2.1:</b> had, did, at, as, been, before</p> <p><b>List 2.2:</b> four, run, play, best, began, than</p> <p><b>List 2.3:</b> game, learn, jump, place, special, horse</p>	<p><b>Vocabulary Word Maps</b> (Level 3, Level 1 &amp; 2)</p> <p><b>Glossary</b></p> <p><b>Word Definition Cards</b> </p> <p><b>Group 3.1:</b> Olympics, sport, rule</p> <p><b>Group 3.2:</b> practice, athlete, coach</p> <p><b>Group 3.3:</b> team, teamwork, cheer</p> <p><b>Group 3.4:</b> medal, compete, event</p>	<p><b>Vocabulary Word Maps</b> </p> <p><b>Quiz Game Board Answer Key</b> </p> <p><b>Money Amount Cover Cards</b> </p> <p><b>Picture/Word Answer Cards</b> </p> <p><b>"What Is" Answer Board</b> </p>	<p><b>Using Context Clues Anchor Chart</b></p> <p><b>Types of Context Clues Anchor Chart</b></p> <p><b>Context Clues</b> (Level 3, Level 2, Level 1)</p> <p><b>Fill-In Cards</b> </p>
	<p><a href="#">SymbolStix PRIME</a></p> <p><a href="#">Instructional Guides: Vocabulary</a></p> <p><a href="#">Instructional Tools: Dolch/Fry Word Lists</a></p>		<p><a href="#">Instructional Guides: Word Study</a></p> <p><b>L<sup>3</sup> Skills:</b> <a href="#">Language Arts Skills</a></p> <p><a href="#">Word Journal Cover and Tabs</a></p>		
<p><b>Additional Materials</b></p>	Classroom/Student Word Journal				

 **Instructional Target**

*Reading Standards for Language*

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.



**Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>● Introduce the activity by asking a focus question about the common words. For example, ask, "What is a word you see a lot when reading—at or potato?" Discuss students' responses.</li> <li>● Tell students that they will be learning some new words that are used a lot when reading and writing. Say, "We are going to learn some new words. Today, your job is to identify and use the word."</li> <li>● Review the learning goal with students: <b>I will identify and use words.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>● Use a High-Frequency Word in a sentence. Emphasize the word in the sentence. For example, "Let's learn about events at the Olympics." When possible, write the sentence and underline the High-Frequency Word. Define the word. For example, 'at' means the location where something takes place.</li> <li>● Display the High-Frequency Word Card for the word. Say and spell the word. For example, display 'at' and say, "This word is 'at', a-t, at." Movement and/or chanting/singing can be used to encourage memory of each word.</li> <li>● Point out familiar letter-sounds or word parts in the word. For example, point to the 't' and say, "This is the letter 't'. The sound for 't' is /t/."</li> <li>● Display the High-Frequency Word Map for the word. Click on the speaker to hear the word. Model how to write or select the word, select a matching picture and how to use or find the word in a sentence.</li> <li>● Continue the same procedure with the remaining words from List 1, List 2 and List 3. (Lists should be chosen based on individual student's ability. New words from lists can be introduced at a pace that is acceptable to class and individual student needs.)</li> </ul>
<b>Provide Practice</b>	<p><b>Provide students with the High Frequency Word Maps.</b></p> <p><b>Level 3:</b> Have the student independently identify and use targeted High-Frequency Words in conversation and in writing by completing the High Frequency Word Maps.</p> <p><b>Level 2:</b> Have the student select text or pictures of key High-Frequency Words as part of a discussion or writing to complete the High Frequency Word Maps with support.</p> <p><b>Level 1:</b> Have the student identify a picture of a key High-Frequency Word within a text by making a selection from a narrowed field or errorless choice(s).</p>
<b>Review</b>	<ul style="list-style-type: none"> <li>● Display targeted High-Frequency Words and have students add the words to their Word Journal behind the High-Frequency Word Tab. A Word Journal Cover and Word Tabs can be found in Teacher Reference Materials.</li> <li>● Prompt students to locate and read these words in the stories and to use these words in their daily communication and writing.</li> <li>● Consider adding words to a class word wall or a student word journal for students to refer back to.</li> </ul>



**Check Understanding ?**

- 🔥 **Level 3:** Can the student independently identify and use High-Frequency Words in conversation and in writing?
- 🔥 **Level 2:** Can the student select text or pictures of High-Frequency Words as part of a discussion or writing?
- 🔥 **Level 1:** Can the student identify a picture of a High-Frequency Word within a text by making a selection from a narrowed field or errorless choice(s)?

 **Instructional Target**

*Reading Standards for Language*

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.



**Instructional Routine**



<p><b>Introduce</b></p>	<p><b>Spend approximately 10 minutes per day reviewing High-Frequency Words.</b></p> <ul style="list-style-type: none"> <li>• Introduce the activity by asking a focus question about the High-Frequency Words. For example, ask, "Which word did we learn this week—'at' or 'blue'?" Discuss students' responses. If keeping a word wall or student word journal, have students find the new words they have learned.</li> <li>• Tell students they are going to use High-Frequency Words to complete a sentence. Say, "Today, your job is to use High-Frequency Words to complete a sentence."</li> <li>• Review the learning goal with students: <b>I will use High-Frequency Words to complete a sentence.</b></li> </ul>
<p><b>Model</b></p>	<ul style="list-style-type: none"> <li>• Display and review a word from List 1, List 2 or List 3 in the Word Journal. For example, display the word card for 'had'. Say, "This is the word 'had', h-a-d, 'had'." Have students read or repeat the word. If movement or chanting/singing was used to initially introduce the word, remember to use it to provide auditory, visual and tactual cues to students as needed.</li> <li>• Review the meaning of the word, and point out sounds in the word. Use the word in a sentence. Have students share what sounds they remember are in the word, or give an example sentence.</li> <li>• Display a Sentence Completion Card. Read the sentence and point out the blank. Tell students that a High-Frequency Word will finish the sentence. Model how to select the correct word to complete the sentence. Read the sentence again with the word in its place to make sure the sentence makes sense. Use the Marker Tool to write the word in the blank to show the completed sentence.</li> <li>• Continue reviewing High-Frequency Words using the steps above.</li> </ul>
<p><b>Provide Practice</b></p>	<p><b>Provide students with the Sentence Completion Cards.</b></p> <p><b>Level 3:</b> Have the student independently use High-Frequency Words to complete a sentence.</p> <p><b>Level 2:</b> Have the student select text or pictures of High-Frequency Words to complete a sentence with support.</p> <p><b>Level 1:</b> Have the student select a High-Frequency Word from a narrowed field or errorless choice(s) to make a sentence.</p>
<p><b>Review</b></p>	<ul style="list-style-type: none"> <li>• Continue working with the High-Frequency Word Journal by reviewing previously taught High-Frequency Words.</li> <li>• Point out when targeted High-Frequency Words are used in conversation.</li> <li>• Additional word study activities are provided in the <b>Instructional Guides: Word Study</b>.</li> </ul>



**Check Understanding** 

- **Level 3:** Can the student independently use High-Frequency Words to complete a sentence?
- **Level 2:** Can the student select text or pictures of High-Frequency Words to complete a sentence with support?
- **Level 1:** Can the student select a High-Frequency Word from a narrowed field or errorless choice(s) to make a sentence?

 **Instructional Targets**

*Reading Standards for Language*

- **Vocabulary Acquisition and Use:** Use reference materials (dictionaries [printed/online], glossaries) to determine the meaning and part of speech of unknown words. Use reference materials (dictionaries [printed/online], thesauruses) to determine the synonym for a word. Use reference materials (dictionaries [online/printed], glossaries) to determine the pronunciation of unknown words.



**Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>● Introduce the activity by asking a focus question about reference materials. For example, ask, "Where can we look to find out what a word means—a dictionary or a watch?" Discuss students' responses.</li> <li>● Tell students that you have new vocabulary words to learn. Say, "We are going to learn some new words. Today, your job is to find the word(s), what the word(s) mean and other things about the word."</li> <li>● Review the learning goal with students: <b>I will define words (I will tell others what a word means).</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>● Display the Glossary Page. Explain to students that there are resources we can use to learn about a word. Using the Glossary Page, show students how they can find what a word means, how to say the word and what part of speech. For example, point to a word and say, "A dictionary or glossary can tell us the definition of the word. Under the word is the definition. This word is 'athlete'. The glossary says athlete means a person who plays a sport." Talk about other resources a student could use to learn about a word such as a dictionary, a thesaurus or online resources.</li> <li>● Point out the written pronunciation and the speaker. Tell students that they can learn how to say the word by clicking on the speaker or using the written pronunciation to sound out the word. Model each option for the students.</li> <li>● Display the Vocabulary Word Map for a word. Read the word. Pick the picture that best represents the word. Model how to use the glossary or another resource to complete the Vocabulary Word Map. For example, say, "This word is 'Olympics'. I need to find a definition for Olympics. I can look in the glossary for a definition. Olympics means a worldwide sports competition held every four years."</li> <li>● Note: Vocabulary Word Maps are grouped based on the Quiz Game Board categories.</li> </ul>
<b>Provide Practice</b>	<p><b>Provide students with the Vocabulary Word Maps and the glossary or other reference materials.</b></p> <p><b>Level 3:</b> Have the student use reference materials, such as a glossary or dictionary, to find the meaning, part of speech, synonym and pronunciation of a word to complete a Vocabulary Word Map.</p> <p><b>Level 2:</b> Have the student select a word or picture when using a dictionary or glossary to find the meaning, part of speech, similar meaning word and pronunciation of a word.</p> <p><b>Level 1:</b> Have the student identify a picture of a word in a dictionary by making a selection from a narrowed field or errorless choice(s). Have the student identify a picture of a word whose meaning is similar to that of another word by making a selection from a narrowed field or errorless choice(s).</p>
<b>Review</b>	<ul style="list-style-type: none"> <li>● Review and display targeted vocabulary words in the classroom. Consider having students make a word journal by keeping the Vocabulary Word Maps in a binder or folder.</li> <li>● Prompt students to locate and review meaning of the unit vocabulary words in various lessons.</li> <li>● Point out when unit vocabulary is used in conversation.</li> </ul>



**Check Understanding** 

-  **Level 3:** Can the student use reference materials, such as a glossary or dictionary, to find the meaning, part of speech, synonym and pronunciation of a word?
-  **Level 2:** Can the student select a word or picture when using a dictionary or glossary to find the meaning, part of speech, similar meaning word and pronunciation of a word?
-  **Level 1:** Can the student identify a picture of a word in a dictionary by making a selection from a narrowed field or errorless choice(s)? Can the student identify a picture of a word whose meaning is similar to that of another word by making a selection from a narrowed field or errorless choice(s)?



## Instructional Targets

### Reading Standards for Language

- **Vocabulary Acquisition and Use:** Use words acquired through academic and domain-specific sources when speaking and writing.



## Instructional Routine



Introduce	<ul style="list-style-type: none"> <li>● Introduce the activity by asking a focus question about the unit vocabulary words. For example, ask, "Who is a person who plays a sport?" Discuss students' responses.</li> <li>● Review the unit vocabulary words and their meanings, using Vocabulary Word Card, Glossary or Vocabulary Word Maps.</li> <li>● Tell students that they will play a game with the unit vocabulary. For example, say, "We are going to play a game with our new vocabulary words. Today, your job is to name (define) a word described."</li> <li>● Review the learning goal with students: <b>I will name a word being described.</b></li> </ul>
Model	<ul style="list-style-type: none"> <li>● Model choosing a category and point amount.</li> <li>● Read, have a student read or use text to speech to read the description aloud.</li> <li>● Model the correct answer form (What is..., How is..., etc.) or the selection of an answer card. Use the "What Is" Answer Board as a visual.</li> </ul>
Provide Practice	<p><i>Remind students that they will take turns choosing a category. Depending on group level, students can take turns or "buzz in" to answer. Provide students with Picture/Word Answer Cards to use as visual supports as needed.</i></p> <p><b>Level 3:</b> Have student identify/match a vocabulary word to its definition. Have the student use the word in a phrase to answer.</p> <p><b>Level 2:</b> Have student match the targeted vocabulary word to its definition using Picture/Word Answer Cards.</p> <p><b>Level 1:</b> Have student identify the vocabulary word from a narrowed field or errorless choice(s).</p> <p>If desired, indicate the winner of the game as the person with the most points.</p>
Review	<ul style="list-style-type: none"> <li>● Review targeted vocabulary words.</li> <li>● Prompt students to locate and review meaning of the unit vocabulary words in various lessons.</li> <li>● Encourage students to use the vocabulary words in conversations. Point out when unit vocabulary is used.</li> </ul>



## Check Understanding ?

- 🌟 **Level 3:** Can the student determine the meaning of a word? Can the student use a targeted word in a sentence?
- 🌟 **Level 2:** Can the student match a word to its meaning?
- 🌟 **Level 1:** Can the student select a representation of a named word from a narrowed field or errorless choice(s)?

 **Instructional Targets**

*Reading Standards for Language*

- **Vocabulary Acquisition and Use:** Use context clues (e.g., synonyms, antonyms, more details, the restated word or the overall meaning of the sentence or paragraph) to determine the meaning of unknown and multiple meaning words.



**Instructional Routine**



<b>Introduce</b>	<ul style="list-style-type: none"> <li>● Introduce the activity by asking a focus question about words. For example, ask, "How can we find the meaning of a word we don't know while we are reading—skip the word or look in the text?"</li> <li>● Talk with students about how all text has clues that can help you understand the meaning of words you may not know. These clues are called context clues. Context clues can be found in the text around the word.</li> <li>● Tell students that today they will be using context clues to find the meaning of words. Say, "Today, your job is to use clues in the text to find the meaning of a word."</li> <li>● Review the learning goal with students: <b>I will use context clues to find the meaning of a word.</b></li> </ul>
<b>Model</b>	<ul style="list-style-type: none"> <li>● Display the Using Context Clues Anchor Chart. Point to the underlined word and then the highlighted words or phrases. Explain to students that the highlighted words can help us understand what the underlined word means. Read and model each step with the page of text.</li> <li>● Display the Types of Context Clues Anchor Chart. Review each type of context clue and example sentence. In each example, think aloud about how to use the clue to find the meaning of the word. Point out that clues can be found in sentences before or after the word.</li> <li>● Display the Context Clues. Three levels have been provided (Level 3, Level 2, Level 1). Use the level that best meets your students' needs. Use the Marker Tool to model underlining the word and highlight the context clues in the passage. For Level 3, have students use the Marker Tool to underline the word and highlight the context clues. For Level 2 and Level 1, the word and context clues will be identified on the page.</li> <li>● Model how to use the context clues in the text to find the meaning of the word. For example, say, "I need to find the meaning of the word 'athlete'. The sentence says, 'An athlete is a person who plays a sport.' That is a clue that helps me know the meaning of the word 'athlete' is 'a person who plays a sport.'" For Level 3 and Level 2 have students select the correct definition. For Level 1 have students select a picture that relates to the meaning of the word.</li> </ul>
<b>Provide Practice</b>	<p><b>Provide students with the Context Clues, Using Context Clues Anchor Chart and the Types of Context Clues Anchor Chart.</b></p> <p><b>Level 3:</b> Have the student independently identify the meaning of a word using context clues in a given text.  <b>Level 2:</b> Have the student identify the meaning of a word using context clues in a given text with support.  <b>Level 1:</b> Have the student identify a picture related to the meaning of a word by making a selection from a narrowed field or errorless choice(s).</p>
<b>Review</b>	<ul style="list-style-type: none"> <li>● Review the word, context clues and the correct meaning of the word. Talk with students about how they used context clues to decide the meaning of the word.</li> <li>● While reading, unit materials or other texts, point out words that students may not know the definition of, and help them locate context clues and find the meaning of the word.</li> <li>● Remind students to use this strategy while reading on their own.</li> </ul>



**Check Understanding** 

-  **Level 3:** Can the student independently identify the meaning of a word using context clues in a given text?
-  **Level 2:** Can the student identify the meaning of a word using context clues in a given text with support?
-  **Level 1:** Can the student identify a picture related to the meaning of a word by making a selection from a narrowed field or errorless choice(s)?

# had



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

# did



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

**at**



Write the word.

\_\_\_\_\_

Picture of the word.



Use the word in a sentence.

\_\_\_\_\_

**as**



Write the word.

\_\_\_\_\_

Picture of the word.



Use the word in a sentence.

\_\_\_\_\_

# been



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

# before



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

**four**



Write the word.

\_\_\_\_\_

Picture of the word.



Use the word in a sentence.

\_\_\_\_\_

**run**



Write the word.

\_\_\_\_\_

Picture of the word.



Use the word in a sentence.

\_\_\_\_\_

# play



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

# best



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

# began



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

# than



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

# game



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

# learn



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

# jump



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

# place



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

# special



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

# horse



Write the word.

---

Picture of the word.



Use the word in a sentence.

---

# had



Select the word.

Picture of the word.

Find the word in a sentence.

She **had** a summer day camp in her yard.

# did



Select the word.

Picture of the word.

Find the word in a sentence.

How **did** you win your medal ?

**at**



Select the word.

Picture of the word.

Find the word in a sentence.

Let's learn about events **at** the Olympics.

**as**



Select the word.

Picture of the word.

Find the word in a sentence.

They worked **as** a team to win.

# been



Select the word.

Picture of the word.

Find the word in a sentence.

The Olympics have **been** held in many cities.

# before



Select the word.

Picture of the word.

Find the word in a sentence.

They must pass the ball **before** they can score.

# four



Select the word.

Picture of the word.

Find the word in a sentence.

She won **four** gold medals.

# run



Select the word.

Picture of the word.

Find the word in a sentence.

Athletes **run** fast in a race.

# play



Select the word.

Picture of the word.

Find the word in a sentence.

Athletes **play** sports in the Olympic Games.

# best



Select the word.

Picture of the word.

Find the word in a sentence.

The team with the **best** score wins a medal.

# began



Select the word.

Picture of the word.

Find the word in a sentence.

The Olympics **began** in Greece.

# than



Select the word.

Picture of the word.

Find the word in a sentence.

Athletes try to run faster **than** other athletes.

# game



Select the word.

Picture of the word.

Find the word in a sentence.

They will play a **game**.

# learn



Select the word.

Picture of the word.

Find the word in a sentence.

She wants to **learn** more about the water events.

# jump



Select the word.

Picture of the word.

Find the word in a sentence.

Some athletes **jump** high with a stick.

# place



Select the word.

Picture of the word.

Find the word in a sentence.

Each athlete comes from a different **place**.

# special



Select the word.

Picture of the word.

Find the word in a sentence.

Skateboarders show each other **special** tricks.

# horse



Select the word.

Picture of the word.

Find the word in a sentence.

A rider jumps and runs with their **horse**.

**What word completes the sentence?**

Rosemary \_\_\_\_\_ a disability.

game

had

than

**What word completes the sentence?**

Julie \_\_\_\_\_ not know the Olympics had throwing events.

did

jump

began

**What word completes the sentence?**

JR's team won a race \_\_\_\_\_ the Special Olympics.

horse

play

at

**What word completes the sentence?**

A coach helps the athletes practice \_\_\_\_\_ a team.

as

jump

did

**What word completes the sentence?**

The Summer Olympics have \_\_\_\_\_ in Paris three times.

horse

been

game

**What word completes the sentence?**

The divers do flips \_\_\_\_\_ diving into the water.

did

than

before

**What word completes the sentence?**

The Summer Olympic Games happen every \_\_\_\_\_ years.

had

four

place

**What word completes the sentence?**

Riders jump and \_\_\_\_\_ with their horse.

did

than

run

**What word completes the sentence?**

Children with disabilities learned to \_\_\_\_\_ sports  
at the camp.

play

been

before

**What word completes the sentence?**

Everyone on the team must do their \_\_\_\_\_.

been

special

best

**What word completes the sentence?**

Skateboarding and surfing \_\_\_\_\_ at the 2020 Olympics.

began

jump

as

**What word completes the sentence?**

Working together is better \_\_\_\_\_ working alone.

did

than

four

**What word completes the sentence?**

Athletes work hard in all events and every \_\_\_\_\_.

been

did

game

**What word completes the sentence?**

JR and Julie \_\_\_\_\_ about Paris on the computer.

four

learn

as

**What word completes the sentence?**

JR likes to see the horses \_\_\_\_\_ over fences.

before

best

jump

**What word completes the sentence?**

There is a \_\_\_\_\_ outside for the opening ceremony.

place

had

been

**What word completes the sentence?**

Paris will have a \_\_\_\_\_ opening ceremony.

as

special

than

**What word completes the sentence?**

JR looks up the \_\_\_\_\_ events.

had

at

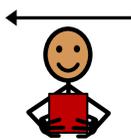
horse

## What word completes the sentence?

Rosemary \_\_\_\_\_ a disability.



game



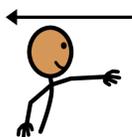
had



than

## What word completes the sentence?

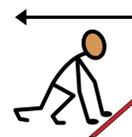
Julie \_\_\_\_\_ not know the Olympics had throwing events.



did



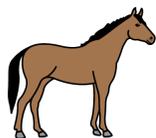
jump



began

## What word completes the sentence?

JR's team won a race \_\_\_\_\_ the Special Olympics.



horse



play

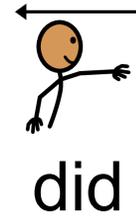
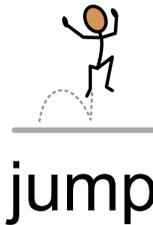


at

## What word completes the sentence?

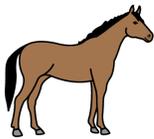
A coach helps the athletes practice \_\_\_\_\_ a team.

as



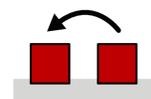
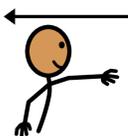
## What word completes the sentence?

The Summer Olympics have \_\_\_\_\_ in Paris three times.



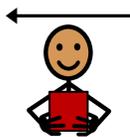
## What word completes the sentence?

The divers do flips \_\_\_\_\_ diving into the water.



## What word completes the sentence?

The Summer Olympic Games happen every \_\_\_\_\_ years.



had

4

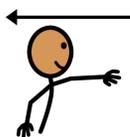
four



place

## What word completes the sentence?

Riders jump and \_\_\_\_\_ with their horse.



did



than



run

## What word completes the sentence?

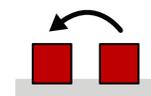
Children with disabilities learned to \_\_\_\_\_ sports at the camp.



play



been



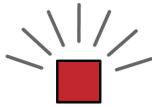
before

## What word completes the sentence?

Everyone on the team must do their \_\_\_\_\_.



been



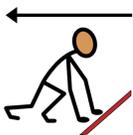
special



best

## What word completes the sentence?

Skateboarding and surfing \_\_\_\_\_ at the 2020 Olympics.



began

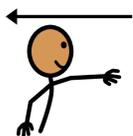


jump

as

## What word completes the sentence?

Working together is better \_\_\_\_\_ working alone.



did



than

4

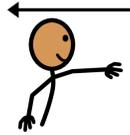
four

## What word completes the sentence?

Athletes work hard in all events and every \_\_\_\_\_.



been



did



game

## What word completes the sentence?

JR and Julie \_\_\_\_\_ about Paris on the computer.

4

four

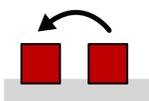


learn

as

## What word completes the sentence?

JR likes to see the horses \_\_\_\_\_ over fences.



before



best



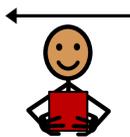
jump

## What word completes the sentence?

There is a \_\_\_\_\_ outside for the opening ceremony.



place



had

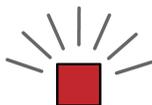


been

## What word completes the sentence?

Paris will have a \_\_\_\_\_ opening ceremony.

as



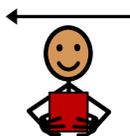
special



than

## What word completes the sentence?

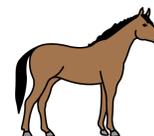
JR looks up the \_\_\_\_\_ events.



had



at



horse

<p><b>Definition</b></p> <hr/> <hr/> <hr/>	<p><b>Part of Speech</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	
<p><b>Synonym</b> (Similar Word)</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p><b>Olympics</b></p> <div style="border: 1px solid gray; height: 120px; width: 100%;"></div>	<p><b>Sentence</b></p> <hr/> <hr/> <hr/>

How do you say Olympics?

- 
- 

Where did you look?

dictionary

online

glossary

<p><b>Definition</b></p> <hr/> <hr/> <hr/>	<p><b>Part of Speech</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	
<p><b>Synonym</b> (Similar Word)</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p><b>sport</b></p> <div style="border: 1px solid gray; height: 120px; width: 100%;"></div>	<p><b>Sentence</b></p> <hr/> <hr/> <hr/>

How do you say sport?



Where did you look?

dictionary

online

glossary

<p><b>Definition</b></p> <hr/> <hr/> <hr/>	<p><b>Part of Speech</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>
<p><b>Synonym</b> (Similar Word)</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p style="text-align: center;"><b>rule</b></p> <div style="border: 1px solid gray; height: 120px; width: 100%;"></div> <p style="text-align: center;"><b>Sentence</b></p> <hr/> <hr/> <hr/>

How do you say rule?



Where did you look?

dictionary

online

glossary

<p><b>Definition</b></p> <hr/> <hr/> <hr/>	<p><b>Part of Speech</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	
<p><b>Synonym</b> (Similar Word)</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p><b>practice</b></p> <div style="border: 1px solid gray; height: 120px; width: 100%;"></div>	<p><b>Sentence</b></p> <hr/> <hr/> <hr/>

How do you say practice?

- 
 

Where did you look?

dictionary

online

glossary

<p><b>Definition</b></p> <hr/> <hr/> <hr/>	<p><b>Part of Speech</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	
<p><b>Synonym</b> (Similar Word)</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p><b>athlete</b></p> <div style="border: 1px solid gray; height: 120px; width: 100%;"></div>	<p><b>Sentence</b></p> <hr/> <hr/> <hr/>

How do you say athlete?

- 
 

Where did you look?

dictionary

online

glossary

<p><b>Definition</b></p> <hr/> <hr/> <hr/>	<p><b>Part of Speech</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>
<p><b>Synonym</b> (Similar Word)</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p style="text-align: center;"><b>coach</b></p> <div style="border: 1px solid gray; height: 120px; width: 100%;"></div> <p style="text-align: right;"><b>Sentence</b></p> <hr/> <hr/> <hr/>

How do you say coach?

- 
 

Where did you look?

dictionary

online

glossary

<p><b>Definition</b></p> <hr/> <hr/> <hr/>	<p><b>Part of Speech</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>
<p><b>Synonym</b> (Similar Word)</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p style="text-align: center;"><b>team</b></p> <div style="border: 1px solid gray; height: 120px; width: 100%; margin: 0 auto;"></div> <p style="text-align: right;"><b>Sentence</b></p> <hr/> <hr/> <hr/>

How do you say team?

- 
 

Where did you look?

dictionary

online

glossary

<p><b>Definition</b></p> <hr/> <hr/> <hr/>	<p><b>Part of Speech</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	
<p><b>Synonym</b> (Similar Word)</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p><b>teamwork</b></p> <div style="border: 1px solid gray; height: 120px; width: 100%;"></div>	<p><b>Sentence</b></p> <hr/> <hr/> <hr/>

How do you say teamwork?



Where did you look?

dictionary

online

glossary

<p><b>Definition</b></p> <hr/> <hr/> <hr/>	<p><b>Part of Speech</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	
<p><b>Synonym</b> (Similar Word)</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p><b>cheer</b></p> <div style="border: 1px solid gray; height: 120px; width: 100%;"></div>	<p><b>Sentence</b></p> <hr/> <hr/> <hr/>

How do you say cheer?

- 
 

Where did you look?

dictionary

online

glossary

<b>Definition</b> _____ _____ _____	<b>Part of Speech</b>  <div style="border: 1px solid gray; width: 100%; height: 50px;"></div>
<b>Synonym</b> (Similar Word)  <div style="border: 1px solid gray; width: 100%; height: 50px;"></div>	<b>Sentence</b>  _____ _____ _____

**medal**

**How do you say medal?**

-   

**Where did you look?**

dictionary

online

glossary

<p><b>Definition</b></p> <hr/> <hr/> <hr/>	<p><b>Part of Speech</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	
<p><b>Synonym</b> (Similar Word)</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p><b>compete</b></p> <div style="border: 1px solid gray; height: 120px; width: 100%;"></div>	<p><b>Sentence</b></p> <hr/> <hr/> <hr/>

How do you say compete?

- 
 

Where did you look?

dictionary

online

glossary

<p><b>Definition</b></p> <hr/> <hr/> <hr/>	<p><b>Part of Speech</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>
<p><b>Synonym</b> (Similar Word)</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p><b>event</b></p> <div style="border: 1px solid gray; height: 120px; width: 100%;"></div> <p><b>Sentence</b></p> <hr/> <hr/> <hr/>

How do you say event?



Where did you look?

dictionary

online

glossary

<p> <b>Definition</b></p> <p>1.</p> <p>[Empty box for definition]</p>	<p> <b>Part of Speech</b></p> <p>[Empty box for part of speech]</p>
<p><b>Olympics</b></p> <p>[Empty box for word]</p>	
<p> <b>Synonym</b> (Similar Word)</p> <p>[Empty box for synonym]</p>	<p> <b>Sentence</b></p> <p>The Olympics are sporting games.</p>

 **How do you say Olympics?**

- 
- 

 **Where did you look?**



dictionary



online



glossary

<p> <b>Definition</b></p> <div data-bbox="126 262 787 441" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Part of Speech</b></p> <div data-bbox="933 262 1404 441" style="border: 1px solid gray; height: 85px;"></div>
<p><b>sport</b></p> <div data-bbox="657 630 966 892" style="border: 1px solid gray; height: 125px; width: 190px; margin: 0 auto;"></div>	
<p> <b>Synonym</b> (Similar Word)</p> <div data-bbox="126 1039 787 1218" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Sentence</b></p> <p>Each athlete has a sport they do best.</p>



**How do you say sport?**



**Where did you look?**



dictionary



online



glossary

 **Definition**

 **Part of Speech**

## rule

 **Synonym**  
(Similar Word)

 **Sentence**

All sports have rules to follow.



**How do you say rule?**



**Where did you look?**



dictionary

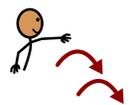


online



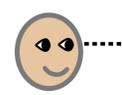
glossary

<p> <b>Definition</b></p> <div data-bbox="126 262 787 441" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Part of Speech</b></p> <div data-bbox="933 262 1404 441" style="border: 1px solid gray; height: 85px;"></div>
<p><b>practice</b></p> <div data-bbox="657 630 966 892" style="border: 1px solid gray; height: 125px;"></div>	
<p> <b>Synonym</b> (Similar Word)</p> <div data-bbox="126 1039 787 1218" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Sentence</b></p> <p style="text-align: center;">Athletes must practice and do their best.</p>



**How do you say practice?**

- 
- 



**Where did you look?**



dictionary



online



glossary

<p> <b>Definition</b></p> <div data-bbox="126 262 787 441" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Part of Speech</b></p> <div data-bbox="933 262 1404 441" style="border: 1px solid gray; height: 85px;"></div>
<p><b>athlete</b></p> <div data-bbox="657 630 966 892" style="border: 1px solid gray; height: 125px;"></div>	
<p> <b>Synonym</b> (Similar Word)</p> <div data-bbox="126 1039 787 1218" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Sentence</b></p> <p style="text-align: center;">The best athlete wins a gold medal.</p>



**How do you say athlete?**



**Where did you look?**



dictionary



online



glossary

<p> <b>Definition</b></p> <div data-bbox="126 262 787 441" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Part of Speech</b></p> <div data-bbox="933 262 1404 441" style="border: 1px solid gray; height: 85px;"></div>
<p><b>coach</b></p> <div data-bbox="662 630 961 892" style="border: 1px solid gray; height: 125px;"></div>	
<p> <b>Synonym</b> (Similar Word)</p> <div data-bbox="126 1039 787 1218" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Sentence</b></p> <p>A coach helps the athlete to know what they need to work on.</p>



**How do you say coach?**



**Where did you look?**



dictionary



online



glossary

<p> <b>Definition</b></p> <p>1.</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p> <b>Part of Speech</b></p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>
<p><b>team</b></p> <div style="border: 1px solid gray; height: 100px; width: 100%;"></div>	
<p> <b>Synonym</b> (Similar Word)</p> <div style="border: 1px solid gray; height: 80px; width: 100%;"></div>	<p> <b>Sentence</b></p> <p>A team practices together.</p>



**How do you say team?**



**Where did you look?**



dictionary



online



glossary

<p> <b>Definition</b></p> <p>1. _____</p> <p>_____</p>	<p> <b>Part of Speech</b></p> <p>_____</p>
<p><b>teamwork</b></p> <p>_____</p>	
<p> <b>Synonym</b> (Similar Word)</p> <p>_____</p>	<p> <b>Sentence</b></p> <p>Their teamwork helped them win.</p>



**How do you say teamwork?**



**Where did you look?**



dictionary



online



glossary

<p> <b>Definition</b></p> <div data-bbox="126 262 787 441" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Part of Speech</b></p> <div data-bbox="933 262 1404 441" style="border: 1px solid gray; height: 85px;"></div>
<p><b>cheer</b></p> <div data-bbox="662 630 961 892" style="border: 1px solid gray; height: 125px;"></div>	
<p> <b>Synonym</b> (Similar Word)</p> <div data-bbox="126 1039 787 1218" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Sentence</b></p> <p>They will cheer for each other.</p>



**How do you say cheer?**



**Where did you look?**



dictionary



online



glossary

<p> <b>Definition</b></p> <div data-bbox="126 262 787 441" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Part of Speech</b></p> <div data-bbox="933 262 1404 441" style="border: 1px solid gray; height: 85px;"></div>
<p><b>medal</b></p> <div data-bbox="662 630 961 892" style="border: 1px solid gray; height: 125px; width: 184px; margin: 0 auto;"></div>	
<p> <b>Synonym</b> (Similar Word)</p> <div data-bbox="126 1039 787 1218" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Sentence</b></p> <p>They won a medal together.</p>



**How do you say medal?**



**Where did you look?**



dictionary

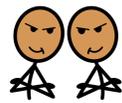


online



glossary

<p> <b>Definition</b></p> <div data-bbox="126 262 787 441" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Part of Speech</b></p> <div data-bbox="933 262 1404 441" style="border: 1px solid gray; height: 85px;"></div>
<p><b>compete</b></p> <div data-bbox="657 630 966 892" style="border: 1px solid gray; height: 125px; width: 190px; margin: 0 auto;"></div>	
<p> <b>Synonym</b> (Similar Word)</p> <div data-bbox="126 1039 787 1218" style="border: 1px solid gray; height: 85px;"></div>	<p> <b>Sentence</b></p> <p>Many athletes will compete in the 2024 Summer Olympics.</p>



How do you say compete?



Where did you look?



dictionary



online



glossary

<p> <b>Definition</b></p> <p>1.</p> <p><input type="text"/></p>	<p> <b>Part of Speech</b></p> <p><input type="text"/></p>
<p><b>event</b></p> <p><input type="text"/></p>	
<p> <b>Synonym</b> (Similar Word)</p> <p><input type="text"/></p>	<p><b>Sentence</b></p> <p>This event is called shot put.</p>



**How do you say event?**



**Where did you look?**



dictionary



online



glossary

## Glossary

**athlete:** (ath-leet)  *noun*

a person who plays a sport

---

**cheer:** (cheer)  *verb*

to shout in support of something or someone

---

**coach:** (kohch)  *noun*

a leader who teaches athletes a sport

---

**compete:** (kuhm-peet)  *verb*

to try and win something over someone else

---

**event:** (ih-vent)  *noun*

a sports contest

---

**medal:** (med-l)  *noun*

an award that is usually round and made of metal that is worn around the neck

---

**Olympics:** (uh-lim-piks)  *noun*

a worldwide sports competition held every four years

---

**practice:** (prak-tis)  *verb*

to do something over and over to get better at it

---

**rule:** (rool)  *noun*

a set of statements that say what is or is not allowed in an event or game

---

**sport:** (spawrt)  *noun*

a game with rules that makes players move

---

## Glossary

**team:** (teem)  *noun*

a group of people who compete in a sport or game together

---

**teamwork:** (teem-wurk)  *noun*

the work people do together to reach a goal

---

# Quiz Game: All About the Olympics

<p><b>The Games</b></p> 	<p><b>Working Hard</b></p> 	<p><b>Working Together</b></p> 	<p><b>Winning</b></p> 
<p>This is a worldwide sports competition held every four years.</p>	<p>This means to do something over and over to get better at it.</p>	<p>This is a group of people who compete in a sport or game together.</p>	<p>This is an award that is usually round and made of metal that is worn around the neck.</p>
<p>This is a game with rules that makes players move.</p>	<p>This is a person who plays a sport.</p>	<p>This is the work people do together to reach a goal.</p>	<p>This means to try and win something over someone else.</p>
<p>This is a set of statements that say what is or is not allowed in an event or game.</p>	<p>This is a leader who teaches athletes a sport.</p>	<p>This means to shout in support of something or someone.</p>	<p>This is a sports contest.</p>

# Answer Key: All About the Olympics

<p><b>The Games</b></p> 	<p><b>Working Hard</b></p> 	<p><b>Working Together</b></p> 	<p><b>Winning</b></p> 
<p>This is a worldwide sports competition held every four years.</p> <p>(What is the Olympics?)</p>	<p>This means to do something over and over to get better at it.</p> <p>(What is practice?)</p>	<p>This is a group of people who compete in a sport or game together.</p> <p>(What is a team?)</p>	<p>This is an award that is usually round and made of metal that is worn around the neck.</p> <p>(What is a medal?)</p>
<p>This is a game with rules that makes players move.</p> <p>(What is a sport?)</p>	<p>This is a person who plays a sport.</p> <p>(What is an athlete?)</p>	<p>This is the work people do together to reach a goal.</p> <p>(What is teamwork?)</p>	<p>This means to try and win something over someone else.</p> <p>(What is compete?)</p>
<p>This is a set of statements that say what is or is not allowed in an event or game.</p> <p>(What is a rule?)</p>	<p>This is a leader who teaches athletes a sport.</p> <p>(What is a coach?)</p>	<p>This means to shout in support of something or someone.</p> <p>(What is cheer?)</p>	<p>This is a sports contest.</p> <p>(What is an event?)</p>

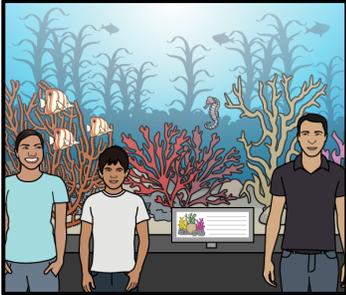
# Using Context Clues

When you read a word and you don't know what it means...

**Underline**  
the word.

**Highlight**  
words or phrases  
that might help  
you find  
the meaning.

10



Mr. Aka, Lani and Kimo go to the coral reef exhibit. There are many different types of fish. A fish is an animal that lives in the water and has gills to breathe. Signs on the wall tell about the living things in the exhibit. "Over 20,000 species of fish live in the ocean," reads Mr. Aka. Kimo looks at a picture on the wall with different types of fish. He sees a clown fish, an angel fish and a red snapper.

*How can Mr. Aka, Lani and Kimo learn about the living things in the exhibits?*



Steps to using context clues to find a word's meaning:

- Look for clues in sentences before and after the unknown word.
- Look for clue words. Some clue words to look for are: like, or, as, are, is, called.
- Look for clues in pictures.
- Look at word parts for clues (roots, suffixes, prefixes).
- What part of speech is the unknown word? (noun, verb, descriptor).
- Replace the unknown word with another word you think may fit and see if it makes sense.

# Types of Context Clues

Readers can use clues to find the meaning of unknown words.

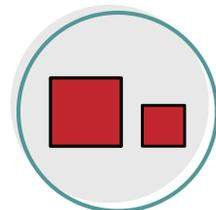


## Definition

The definition is in the sentence you are reading.

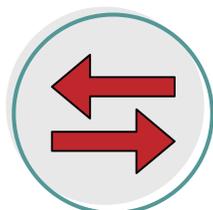
The snake was giant or **big in size**.

## Similar Words



A word or phrase that has the same meaning is used in the sentence.

The fox **raced** swiftly through the trees and was **quickly** out of sight.

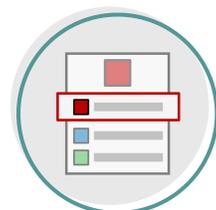


## Opposite Words

A word or phrase that has the opposite meaning is used in the sentence.

The gorilla can be **gentle**, **but** it can also be ferocious.

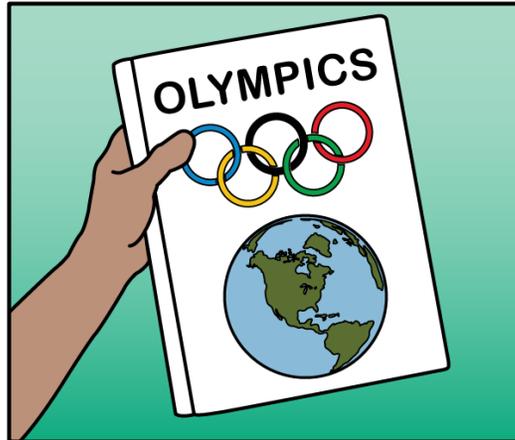
## Example



An example of the unknown word is given.

A beverage, **such as water** or **tea**, will be served soon.

What are the Olympics? Keisha gets a book about the Olympics. Keisha, JR and Julie read about the Olympic Games. The Olympics are games that bring athletes together from all over the world. An athlete is a person who plays a sport. Over 10,000 athletes will play sports in the 2024 Summer Olympics.



*Use context clues to find the meaning of the word 'athlete'.*

**Look for definition context clues.**

**athlete**

Underline the word athlete and highlight the context clues that will help you find its meaning.

What do you think the word athlete means:

---



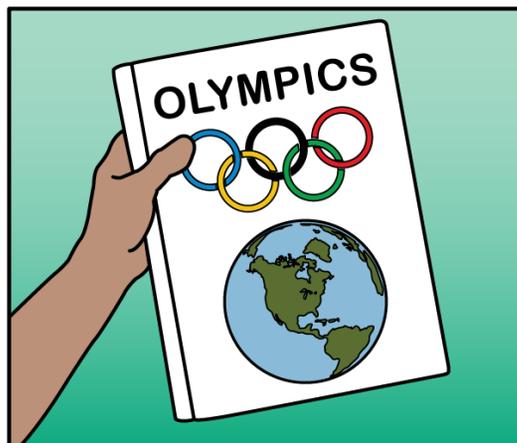
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What are the Olympics? Keisha gets a book about the Olympics. Keisha, JR and Julie read about the Olympic Games. The

Olympics are games that bring athletes together from all over the world. An athlete



is a person who plays a sport. Over 10,000 athletes will play sports in the 2024 Summer Olympics.

*Use context clues to find the meaning of the word 'athlete'.*

## Look for definition context clues.

# athlete

Look at the context clues in the passage. Find the meaning of the word athlete:

- \_\_\_\_\_
- a person who plays a sport
  - to save or protect
  - the weather in an area

Did you find the same or different context clues?  
Were you close to the meaning?

**Yes** / **No**

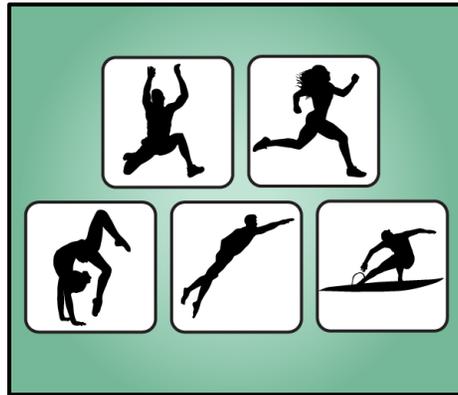
About 10,500 athletes will compete in the 2024 Summer Olympics. Each athlete has a sport they do best. Athletes will participate in

32 different sports

at the Summer

Olympics this year.

Many athletes come



to the Olympics hoping to set new records.

A record means they got the highest score or fastest time of any athlete who's ever competed in that event.

*How many sports will be at the Summer Olympics this year?*

**Look for definition context clues.**

**record**

Underline the word record and highlight the context clues that will help you find its meaning.

What do you think the word record means:

---

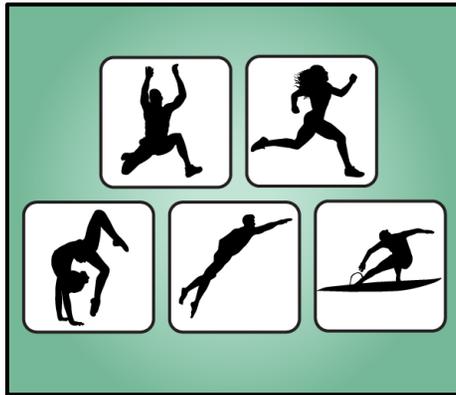


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A record means they got the highest score or fastest time of any athlete who's ever competed in that event.

*How many sports will be at the Summer Olympics this year?*

## Look for definition context clues.

# record

Look at the context clues in the passage. Find the meaning of the word record:

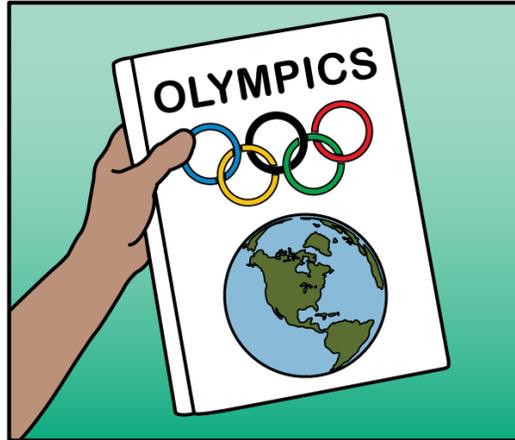
- \_\_\_\_\_
- mad or upset
  - the gas around the Earth
  - the fastest time or best score in a sport

Did you find the same or different context clues?  
Were you close to the meaning?

**Yes** / **No**

What are the Olympics? Keisha gets a book about the Olympics. Keisha, JR and Julie read about the Olympic Games. The

Olympics are games that bring athletes together from all over the world. An athlete



is a person who plays a sport. Over 10,000 athletes will play sports in the 2024 Summer Olympics.

*Use context clues to find the meaning of the word 'athlete'.*

## Look for definition context clues.

# athlete

Look at the highlighted context clues to help you choose the meaning of the word.

- a person who plays a sport
- to save or protect
- the weather in an area

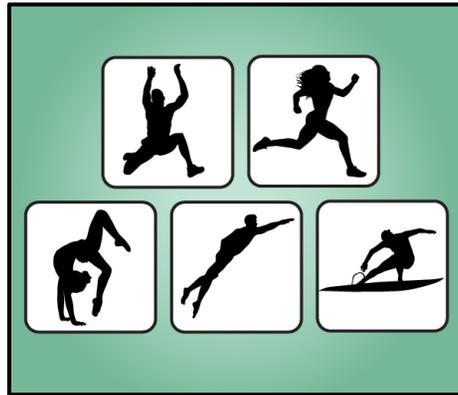
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*How many sports will be at the Summer Olympics this year?*

## Look for definition context clues.

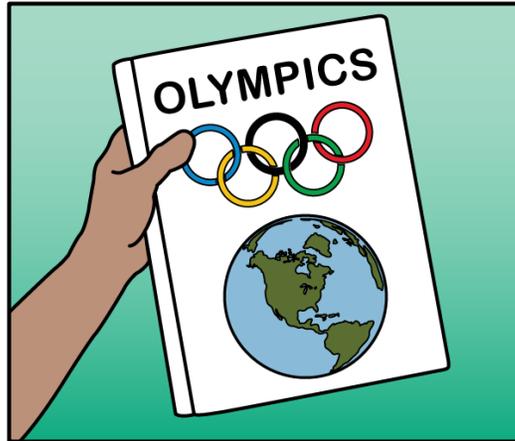
### record

Look at the highlighted context clues to help you choose the meaning of the word.

- mad or upset
- the gas around the Earth
- the fastest time or best score in a sport

What are the Olympics? Keisha gets a book about the Olympics. Keisha, JR and Julie read about the Olympic Games. The

Olympics are games that bring athletes together from all over the world. An athlete



is a person who plays a sport. Over 10,000 athletes will play sports in the 2024 Summer Olympics.

*Use context clues to find the meaning of the word 'athlete'.*

**Look for definition context clues.**

**athlete**

**Meaning:**

a person who plays a sport

Choose a picture that shows the meaning of the word athlete:



About 10,500 athletes will compete in the 2024 Summer Olympics. Each athlete has a sport they do best. Athletes will participate in

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Olympics this year.

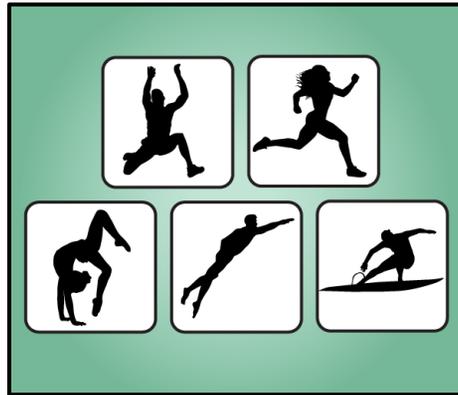
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A record means they got the highest score or

fastest time of any athlete who's ever

competed in that event.



*How many sports will be at the Summer Olympics this year?*

**Look for definition context clues.**

**record**

**Meaning:**

the fastest time or best score in a sport

Choose a picture that shows the meaning of the word record:



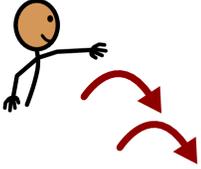
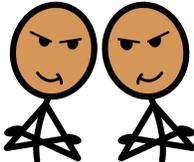
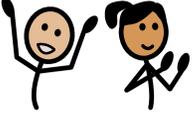
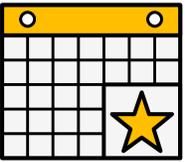


For hands-on instruction, print, cut out and laminate.

100	100	100	100
200	200	200	200
300	300	300	300



For hands-on instruction, print, cut out and laminate.

<b>Olympics</b> 	<b>practice</b> 	<b>team</b> 	<b>medal</b> 
<b>sport</b> 	<b>athlete</b> 	<b>teamwork</b> 	<b>compete</b> 
<b>rule</b> 	<b>coach</b> 	<b>cheer</b> 	<b>event</b> 



**What is \_\_\_\_\_?**



**What are \_\_\_\_\_?**



**Who is \_\_\_\_\_?**



**Who are \_\_\_\_\_?**



**had**

**did**

**at**

**as**

**been**

**before**

**four**

**run**

**play**

**best**



**began**

**than**

**game**

**learn**

**jump**

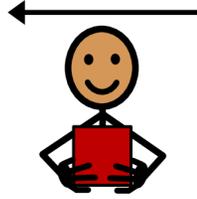
**place**

**special**

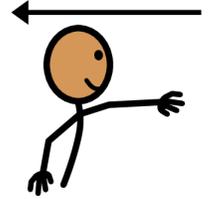
**horse**



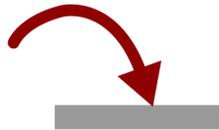
**had**



**did**

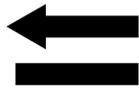


**at**

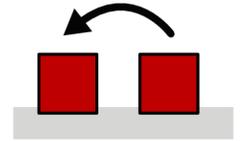


**as**

**been**



**before**



**four**

**4**

**run**



**play**

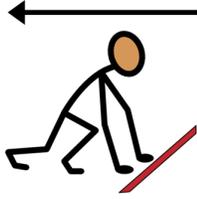


**best**





**began**



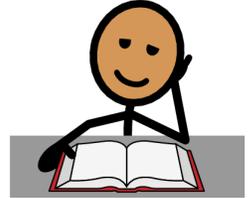
**than**



**game**



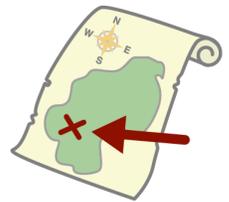
**learn**



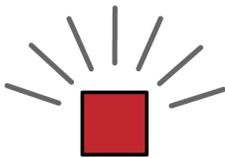
**jump**



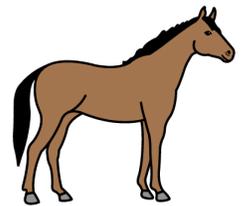
**place**



**special**

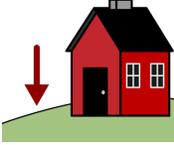
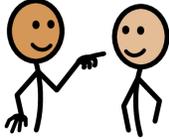
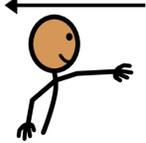
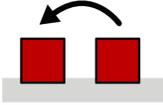
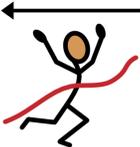
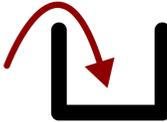


**horse**





# High Frequency Word Map - Level 3:

		
		
		<b>the</b>
	<b>as</b>	
		
		<b>can</b>
		<b>4</b>
		
<b>the</b>		



For hands-on instruction, print, cut out and laminate.

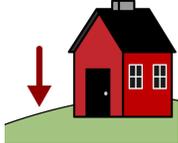
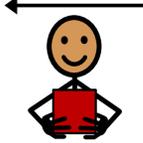
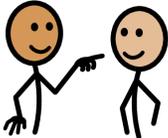
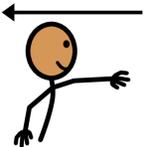
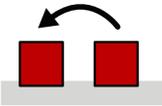
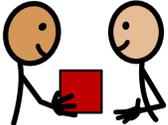
# High Frequency Word Map - Level 3:

		<b>a</b>
<b>a</b>		



For hands-on instruction, print, cut out and laminate.

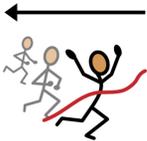
### High Frequency Word Map - Level 1 & 2:

in	had	yard			
you	did	medal			
at	the	Olympics			the
win	team	as		as	
cities	been	in			
pass	can	before			can



For hands-on instruction, print, cut out and laminate.

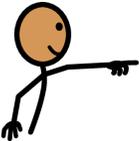
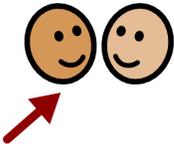
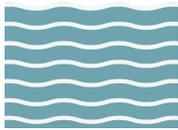
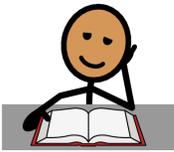
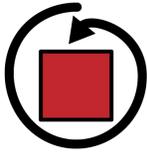
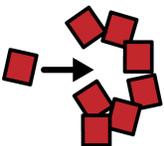
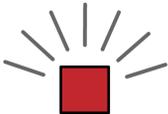
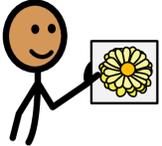
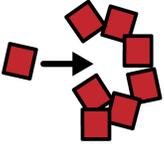
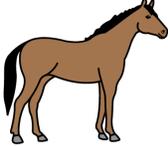
### High Frequency Word Map - Level 1 & 2:

four	medals	won			4
Athletes	run	in			
sports	play	the	the		
team	a	best			a
began	Olympics	in			
try	than	run			



For hands-on instruction, print, cut out and laminate.

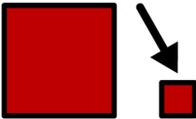
### High Frequency Word Map - Level 1 & 2:

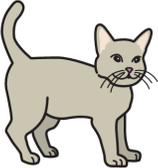
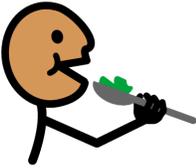
game	will	They			
water	about	learn			
stick	jump	with			
place	from	a	<b>a</b>		
show	tricks	special			
with	horse	runs			



For hands-on instruction, print, cut out and laminate.

### Vocabulary Word Map - Level 3:

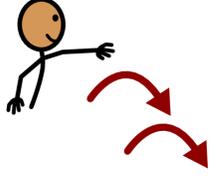
		
noun	verb	descriptor
competition	World War II	dry

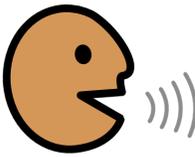
		
noun	verb	descriptor
read	peace	contest

		
noun	verb	descriptor
ask	law	tired



### Vocabulary Word Map - Level 3:

		
noun	verb	descriptor
flower	prepare	ignore

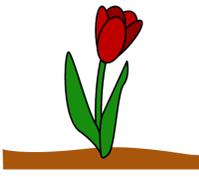
		
noun	verb	descriptor
rain	fan	player

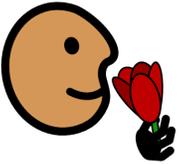
		
noun	verb	descriptor
trainer	student	pencil

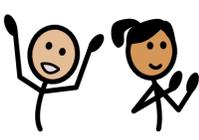


For hands-on instruction, print, cut out and laminate.

### Vocabulary Word Map - Level 3:

		
noun	verb	descriptor
dog	group	cold

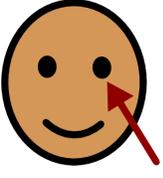
		
noun	verb	descriptor
upset	partner	chair

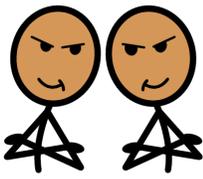
		
noun	verb	descriptor
quiet	ice	clap

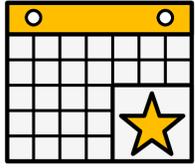


For hands-on instruction, print, cut out and laminate.

### Vocabulary Word Map - Level 3:

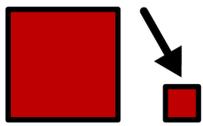
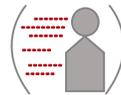
		
noun	verb	descriptor
award	take	house

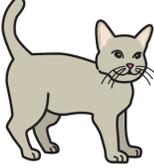
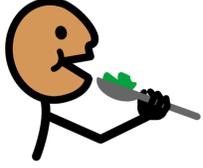
		
noun	verb	descriptor
sleep	play	leaf

		
noun	verb	descriptor
rest	shirt	match



### Vocabulary Word Map - Level 1 & 2:

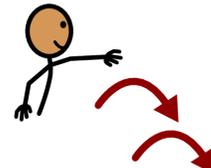
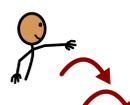
		
 a person who plays a sport	 a worldwide sports competition held every four years	
 noun	 verb	 descriptor
 competition	 World War II	
 dry		

		
 to shout in support of something or someone	 a game with rules that makes players move	
 noun	 verb	 descriptor
 read	 peace	
 contest		



### Vocabulary Word Map - Level 1 & 2:

		
 a set of statements that say what is or is not allowed in an event or game	 a group of people who compete in a sport or game together	
 noun	 verb	 descriptor
 ask	 law	
 tired		

		
 to do something over and over to get better at it	 a sports contest	
 noun	 verb	 descriptor
 flower	 prepare	
 ignore		



### Vocabulary Word Map - Level 1 & 2:

		
 an award that is usually round and made of metal that is worn around the neck	 a person who plays a sport	
 noun	 verb	 descriptor
 rain	 fan	
 player		

		
 a leader who teaches athletes a sport	 a game with rules that makes players move	
 noun	 verb	 descriptor
 trainer	 student	
 pencil		



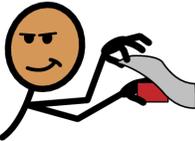
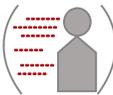
### Vocabulary Word Map - Level 1 & 2:

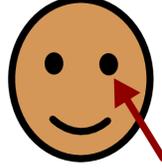
	to do something over and over to get better at it		a group of people who compete in a sport or game together		
	noun		verb		descriptor
	dog		group		
	cold				

	the work people do together to reach a goal		to try and win something over someone else		
	noun		verb		descriptor
	upset		partner		
	chair				



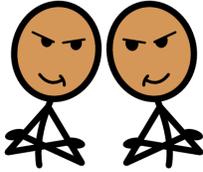
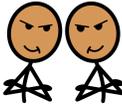
### Vocabulary Word Map - Level 1 & 2:

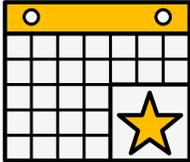
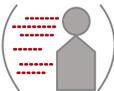
		
 a worldwide sports competition held every four years	 to shout in support of something or someone	
 noun	 verb	 descriptor
 quiet	 ice	
 clap		

		
 an award that is usually round and made of metal that is worn around the neck	 a set of statements that say what is or is not allowed in an event or game	
 noun	 verb	 descriptor
 award	 take	
 house		



### Vocabulary Word Map - Level 1 & 2:

		
 a leader who teaches athletes a sport	 to try and win something over someone else	
 noun	 verb	 descriptor
 sleep	 play	
 leaf		

		
 a sports contest	 the work people do together to reach a goal	
 noun	 verb	 descriptor
 rest	 shirt	
 match		



For hands-on instruction, print, cut out and laminate.

## Context Clues - Level 1

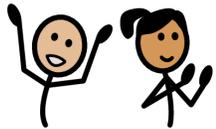




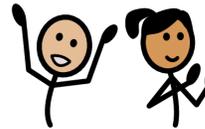
**athlete**



a person who plays  
a sport



**cheer**



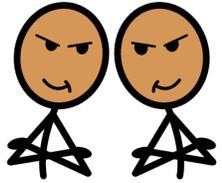
to shout in support  
of something or  
someone



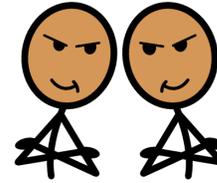
**coach**



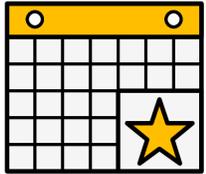
a leader who teaches  
athletes a sport



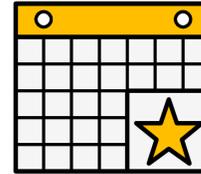
**compete**



to try and win  
something over  
someone else



**event**



a sports contest



**medal**



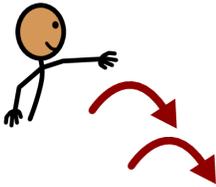
an award that is  
usually round and  
made of metal that is  
worn around the neck



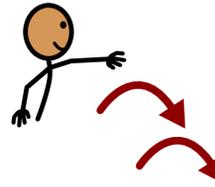
**Olympics**



a worldwide sports competition held every four years



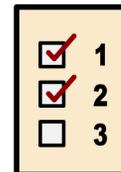
**practice**



to do something over and over to get better at it



**rule**



a set of statements that say what is or is not allowed in an event or game



**sport**



a game with rules  
that makes  
players move



**team**



a group of people  
who compete in  
a sport or  
game together



**teamwork**



the work people do  
together to reach  
a goal