

Name: _____

Date: _____

WORD DETECTIVE: ON THE CASE

Read the example sentences below and hunt for clues: synonyms, antonyms, explanations and examples. Look closely at the **bold** word. Then take your best guess at what the word means, and write a short definition in the blank.

1. Elijah was really happy when he found out that he got an A on his exam. He felt **elated**!

2. Ian was so **irate** that he wanted to throw something, but he took a deep breath and then he felt better.

3. I didn't think his outfit was plain at all! I actually thought it was quite **ornate**.

4. My pet guinea pig is an **herbivore**, so I only feed him plants, never meat.

5. Maria was being so **antagonistic** yesterday. I think she was trying to pick a fight!

6. When Lana put on her queen costume — a long robe, a fancy necklace and a big crown — she looked **regal**.

7. "No," Mark said, "I don't think these flowers are dying. In fact, they're totally **thriving**!"

8. Erica was feeling really **lethargic** on Sunday. She didn't have any energy left after the amusement park trip.

9. Elephants and hippos have a **pewter** color to their skin.

10. My dad always tells me to stop **dawdling** and hurry up, or we'll be late!

Show What You Know

Before you begin this lesson, take this quiz to show what you know about context clues. Read this story about an unusual art project. Then answer the questions.

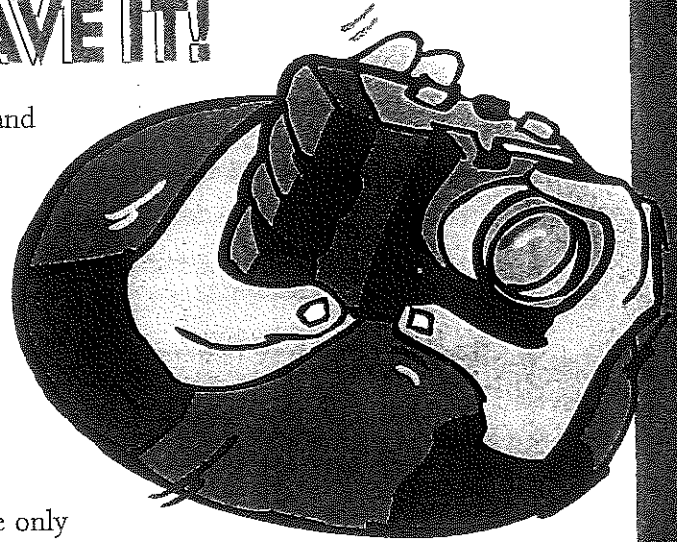
THE EYES HAVE IT!

Yesterday, I didn't want to go to school. "We have art, and I don't like drawing or painting," I said. My mother just kissed me good-bye.

Mrs. Abrams, the art teacher, arrived early carrying a carton of cameras. "No drawing today," she said, "because we're taking pictures." We hadn't used cameras before, so they were a novelty. First, Mrs. Abrams showed us how to hold the camera steadily to take pictures. Then she handed out the cameras and explained what we were supposed to do.

"Start by taking pictures of each other," she said. "Take only headshots, pictures of the face. Take several from different distances."

Taking pictures was fun. I learned how to rotate the camera, or turn it on its side. Then Mrs. Abrams told the class to choose one feature of a face, such as the eyes or lips. We chose eyes. Next, she loaded our pictures onto a computer and taught us how to select just the eyes from each picture. Soon, we were looking at twenty different pairs of eyes. Mrs. Abrams printed them together as one big picture. It looked great, and we all had fun trying to find our own eyes.



Circle the letter of the best answer.

- Why were cameras a novelty?
 - They were in art class.
 - They were in a box.
 - Students had not used them before.
 - Students were not drawing that day.
- What are headshots?
 - certain cameras
 - pictures of faces
 - different distances
 - painted pictures
- What does rotate mean?
 - take a picture
 - explain
 - turn
 - use a computer
- What does feature mean?
 - part of a face
 - a film
 - a student
 - a box

Read the story. Use the Reading Guide for tips. The tips can help you monitor and clarify and use context clues as you read.



Reading Guide

Look for a phrase that explains the meaning of anecdote.

Look for a word or phrase that might have the same meaning as focus on.

Think about the advice that the speaker got. What word might mean the same thing as envision?

Think about why the speaker pictures the audience in their underwear. Restate why she does this in your own words.

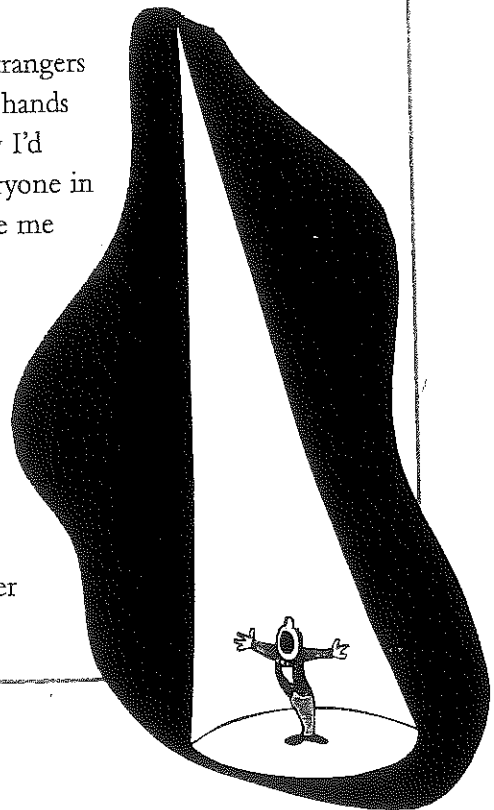
TOO SCARED TO SPEAK

As I waited to give my speech, I wondered why I had agreed to this. I had entered other events before, but never a speech competition, where I could win a prize. Now I had to stand before a strange audience and talk for two solid minutes.

In my mind, I reviewed the advice my teacher had given me. "Begin with an anecdote, a short story that makes a point," he said. "Focus on people's faces while you're on stage. Really look at them. If you're nervous, picture the audience wearing only their underwear. That should calm you."

I had never given a speech to strangers before. My mouth was dry and my hands were damp. I couldn't think of how I'd begin. Then I tried to envision everyone in their underwear, but the image gave me the giggles. Just then, my name was announced. I walked out on stage and looked at the people in the audience. They looked friendly instead of hostile, and I suddenly knew how to begin.

"I almost didn't give this speech, because I felt so nervous. Then I tried a trick that my teacher had taught me...."



Now apply what you learned about using context clues.

Answer the questions on the next page.

LESSON

4

Using Context
Clues

Practice using context clues in the story you just read.

EXAMPLE

What is an anecdote?

- A something that reverses a poison
- B a piece of advice from someone
- C a short story that makes a point
- D someone who gives a speech

Think about how the word is used in the sentence.

The teacher said to begin with an anecdote, so I know it's something you would hear in a speech.

Look for context clues.

The teacher follows the word anecdote with the phrase *a short story*. This phrase might tell what the word means.

Try replacing the new word with your guess about its meaning.

I think an anecdote is a kind of short story.

Now read each question. Circle the letter of the best answer.

1. The phrase focus on means —

- A draw a circle around
- B draw a picture of
- C look carefully at
- D stand in front of

2. What word means the same as envision?

- A picture
- B agreed
- C review
- D calm

3. Which word or phrase might help you understand the meaning of hostile?

- A in the audience
- B should calm you
- C gave me the
- D friendly instead of

4. What does the word hostile mean?

- A warm
- B unfriendly
- C strange
- D damp