

# POP! TEACHER RESOURCE

## Lesson Plan

### Find the Meaning

Lesson Plan for *Jellyfish*

Grade 1

#### Objective

To help students practice using context clues and glossaries to determine and clarify the meaning of words in a text.

#### Things Needed

- *Jellyfish* book
- Whiteboard

#### Before the Activity

Write the following words on the whiteboard: *bell*, *medusa*, *polyp*, *sensitive*, *tentacle*, *venom*.

#### Activity

Read *Jellyfish* out loud to students. On each page with a purple glossary word, use the following prompts to help students use context clues to identify the word's meaning. Students can use the glossary on page 23 to check their answers.

- page 4, bell, tentacles: The book says, "Their bodies have two main parts. The bell is round and squishy. The tentacles hang down from the bell." Based on these sentences, which part of the image on page 5 is the bell and which part is the tentacles?
- page 6, sensitive: The book says, "The outer layer is very sensitive. It helps the jellyfish feel when other animals are nearby." Based on this sentence, what do you think the word *sensitive* means?
- page 12, tentacles: The book says, "They use their tentacles to bring food into their bodies." Based on this text and the description of tentacles we read on page 4, which part of the image on page 13 is the tentacles?
- pages 14–15, venom: The book says, "Jellyfish tentacles deliver venom. The tentacles sting anything that touches them. This sting can be deadly." Based on these sentences, what do you think the word *venom* means?



- page 16, medusas: The book says, “Adult jellyfish are called medusas. They look like umbrellas.” Based on these sentences, what do you think the word *medusa* means?
- pages 18–19, polyps: The book says, “The eggs stick to a hard surface. They grow into polyps. Over time, polyps grow and turn into medusas.” Based on these sentences and the images on pages 18 and 19, what do you think the word *polyp* means?
- page 19, tentacles: The book says, “Polyps have tentacles.” Which part of the image on page 19 is the tentacles?

### **Evaluation**

Could students use context clues and/or the glossary to describe what each word meant? Could students apply this knowledge to identify the tentacles in the various images?

### **Standards**

This lesson plan may be used to address the Common Core State Standards’ reading standards for informational texts, grade 1 (RI 1.4, 1.5).

