

# POP! TEACHER RESOURCE

## Lesson Plan

### Find the Meaning

Lesson Plan for *Road Rollers*

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

- *Road Rollers* book
- Whiteboard
- A clear space for an active game

### Before the Activity

Write the following words on the whiteboard: *compact*, *steer*, and *vibrate*. Read *Road Rollers* out loud to students.

### Activity

Use the following prompts to help students practice using context clues:

- page 6, *compact*: The book says, "Road rollers are used to compact surfaces. They make surfaces flat." Based on these sentences, what do you think the word *compact* means? Have students use the glossary on page 23 to check their answers. Then, invite students to come up with a gesture or action that represents compacting. Examples could include clapping one hand on top of the other, crouching down in a ball, etc.
- page 13, *steer*: The book says, "The driver can also steer the road roller." What do drivers do in regular cars? Based on this sentence, what do you think the word *steer* means? Have students use the glossary on page 23 to check their answers. Then, invite students to come up with a gesture or action that represents steering. An example could be pretending their hands are on the steering wheel of a car.



- page 16, vibrate: The book says, “Some road rollers have drums that vibrate. The vibrations cause the bits of asphalt to move even closer together.” Based on these sentences, what do you think the word *vibrate* means? Have students use the glossary on page 23 to check their answers. Then, invite students to come up with a gesture or action that represents vibrating. An example could be shaking quickly in place.

Next, have all students stand up. They will play a game to help them remember what these three new words mean. You will say one of the words on the board. Students should respond by performing the gesture or action they made up to go along with the word. Students who do the wrong action will sit back down. The last person standing is the winner. You can do a few practice rounds first.

### **Evaluation**

Could students use context clues and/or the glossary to help them discover the meaning of a new word? Could students recall the meanings of the new vocabulary words?

### **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).

