**East Meadow School District**

**Curriculum Area Project**

**2013 - 2014**

**Gr. 9 Using the Common Core to Teach Reading Skills for the Academically Challenged Student**

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**Abstract**

**Using the Common Core to Teach Reading Skills to the Academically Challenged Student**

**Grade Level: 9**

**2013**

This CAP teaches students to incorporate the New York State Common Core using the following standards:

**Common Core Reading Standards for Informational Text 6–12**

* -IT. 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

* -IT. 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Common Core Reading Standards for Literature**

* RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* - RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
* RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
* RL.9-10.11 a-b Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
	1. Self-select text to respond and develop innovative perspectives.
	2. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

**Rational**

Many high school students in the 21st century are lacking the reading skills that their peers learned in the primary level. It is difficult for them to decode words and passages that are deemed appropriate for their grade level, therefore not allowing them to achieve the high standards that New York State has incorporated into the Common Core Learning Standards (CCLS). As educators, it is imperative that we help these students learn and continue to work on the necessary skills they need to become college and career ready.

The lessons that we created return students to the basic reading comprehension lessons that they did not learn at the primary level, keeping in mind age-appropriate material and challenging them to the higher standards.

**Lesson Plan:** *Using Context Clues for Reading Comprehension*

**“Rain or Shine” story**

This lesson will take approximately two to three periods to complete and could be implemented at the start of a unit pertaining to Reading Comprehension.

**AIM:** How can we decipher certain words that may be unfamiliar as they appear in the context of the story, “Rain or Shine”?

**DO NOW:** What do you suppose the word decipher means, as stated in the AIM question? Explain how you figured out this word’s meaning. Next, look at the title of the story you will be listening to, “Rain or Shine.” Make 3-5 predictions as to what you think this story might be about.

**MOTIVATION:** How can the students utilize their listening, reading, and summarizing skills to determine the definitions of given vocabulary words within the context of a story?

**NYS Common Core English Language Arts Standards for 9th & 10th graders:**

* - RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* - RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**PROCEDURE**:➊ Students will be instructed to take out their notebooks, turn to their journal sections, and take a few minutes to read and respond to the “Do Now” prompt written on the board. Several students will then be asked to share their thoughts with the class. As the students share, the teacher will create a list on the board.

➋ Next, the class will be asked to close their notebooks and listen carefully as the teacher reads the story, “Rain or Shine.” (story attached)

➌ The students will then be asked to open their notebooks and to write a summary of the story in their own words as they listen to it a second time.

➍ Upon completion of the second reading of the story, the students will be given handouts with the story and accompanying questions. (handouts attached)

➎ The students will be given time to work on the questions that begin, *Based on the context of this sentence, I think the word means…*

➏ We will then go around the room and each student will respond.

➐ The students will then be given dictionaries and thesauruses to “check their work” and will record the accurate definition and a correct synonym for each vocabulary word.

**CLOSURE**: Were you able to decipher the correct meaning of most of the vocabulary words using context clues?

**HOMEWORK**: Create flashcards with each vocabulary word on the front, and then write its proper definition, synonym, and example sentence on the back.

***Rain or Shine***

(1) When Jamie woke up on Saturday morning, she was filled with excitement and anticipation (2) as she raced to look out the window. Much to her dismay, Jamie was disappointed and (3) discouraged over what she saw. Large, threatening, gray clouds that looked ominous in an (4) otherwise lucid, clear blue sky were beginning to roll in quickly. Worried, Jamie called out (5) frantically, “Mom, what are we going to do about the party now?” Jamie’s mom came into (6) her room and said most assuredly, “Don’t worry, honey. Everything will work out (7) perfectly, you’ll see.” After hearing her mother’s heartening words, she began to feel (8) encouraged and got herself ready for the big day, only to have her happiness diminish when (9) she heard the unmistakable, distinctive plopping sound of the rain drops on the pavement (10) outside. Seeing her daughter’s distress, Jamie’s mother told her they would just have to (11) improvise and have the party inside. Instead of playing outside on the swing set, they could (12) bring hula hoops and jump ropes inside; rather than the al fresco lunch they had planned, (13) they could have an indoor picnic instead. Her mother was filled with many ingenious ideas (14) that were creative and fun, so Jamie smiled and began to feel jovial immediately. At 12:00 (15) exactly, the prompt guests started arriving, exclaiming things like, “Wow! Cool! (16) Awesome!” as they entered the den, which had by then been transformed from an (17) ordinary family room into to an astonishing decorated party wonderland. All of the games (18) proved to be monumental hits, as everyone was having a blast, and by 1:30, everyone had (19) worked up an appetite and was ready to eat. “You kids must be famished after all of that (20) hula hooping and playing,” Jamie’s mother said as she served a profusion of food that (21) seemed never ending. Everyone sat down on the vast blanket, which had enough room for (22) all the kids and the plethora of food, and had a great indoor picnic. Afterwards, birthday (23) cake was served and everyone enjoyed a delectable, mouthwatering piece. Jamie and her (24) friends were having so much fun, that they were all oblivious and did not even seem to (25) notice the fact that the sun was finally emerging. Rain or no rain, Jamie’s tenth birthday party had not been ruined after all!

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Rain or Shine*** Vocabulary in Context Questions

1. When Jamie woke up on Saturday morning, she was filled with excitement and **anticipation** as she raced to look out the window.

Based on the **context** of the above sentence, I think the word **anticipation** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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According to the **dictionary**, the **correct definition** of the word **anticipation** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **anticipation**:\_\_\_\_\_\_\_\_\_\_\_\_

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1. Much to her **dismay**, Jamie was disappointed and discouraged over what she saw.

Based on the **context** of the above sentence, I think the word **dismay** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **dismay** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **dismay**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Large, threatening, gray clouds that looked **ominous** in an otherwise lucid, clear blue sky were beginning to roll in quickly.

Based on the **context** of the above sentence, I think the word **ominous** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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According to the **dictionary**, the **correct definition** of the word **ominous** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **ominous**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Large, threatening, gray clouds that looked ominous in an otherwise **lucid**, clear blue sky were beginning to roll in quickly.

Based on the **context** of the above sentence, I think the word **lucid** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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According to the **dictionary**, the **correct definition** of the word **lucid** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **lucid**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Worried, Jamie called out **frantically**, “Mom, what are we going to do about the party now?”

Based on the **context** of the above sentence, I think the word **frantically** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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According to the **dictionary**, the **correct definition** of the word **frantically** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **frantically**:\_\_\_\_\_\_\_\_\_\_\_\_

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1. Jamie’s mom came into her room and said most **assuredly**, “Don’t worry, honey. Everything will work out perfectly, you’ll see.”

Based on the **context** of the above sentence, I think the word **assuredly** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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According to the **dictionary**, the **correct definition** of the word **assuredly** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **assuredly**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. After hearing her mother’s **heartening** words, she began to feel encouraged and got herself ready for the big day, only to have her happiness diminish when she heard the unmistakable, distinctive plopping sound of the rain drops on the pavement outside.

Based on the **context** of the above sentence, I think the word **heartening** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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According to the **dictionary**, the **correct definition** of the word **heartening** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **heartening**:\_\_\_\_\_\_\_\_\_\_\_\_

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1. After hearing her mother’s heartening words, she began to feel encouraged and got herself ready for the big day, only to have her happiness **diminish** when she heard the unmistakable, distinctive plopping sound of the rain drops on the pavement outside.

Based on the **context** of the above sentence, I think the word **diminish** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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According to the **dictionary**, the **correct definition** of the word **diminish** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **diminish**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. After hearing her mother’s heartening words, she began to feel encouraged and got herself ready for the big day, only to have her happiness diminish when she heard the unmistakable, **distinctive** plopping sound of the rain drops on the pavement outside.

Based on the **context** of the above sentence, I think the word **distinctive** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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According to the **dictionary**, the **correct definition** of the word **distinctive** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **distinctive**:\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Seeing her daughter’s **distress**, Jamie’s mother told her they would just have to improvise and have the party inside. Instead of playing outside on the swing set, they could bring hula hoops and jump ropes inside; rather than the al fresco lunch they had planned, they could have an indoor picnic instead.

Based on the **context** of the above sentence, I think the word **distress** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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According to the **dictionary**, the **correct definition** of the word **distress** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **distress**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Seeing her daughter’s distress, Jamie’s mother told her they would just have to **improvise** and have the party inside. Instead of playing outside on the swing set, they could bring hula hoops and jump ropes inside; rather than the al fresco lunch they had planned, they could have an indoor picnic instead.

Based on the **context** of the above sentence, I think the word **improvise** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **improvise** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **improvise**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Seeing her daughter’s distress, Jamie’s mother told her they would just have to improvise and have the party inside. Instead of playing outside on the swing set, they could bring hula hoops and jump ropes inside; rather than the **al fresco** lunch they had planned, they could have an indoor picnic instead.

Based on the **context** of the above sentence, I think the word **al fresco** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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According to the **dictionary**, the **correct definition** of the word **al fresco** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **al fresco**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Her mother was filled with many **ingenious** ideas that were creative and fun, so Jamie smiled and began to feel jovial immediately.

Based on the **context** of the above sentence, I think the word **ingenious** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **ingenious** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **ingenious**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Her mother was filled with many ingenious ideas that were creative and fun, so Jamie smiled and began to feel **jovial** immediately.

Based on the **context** of the above sentence, I think the word **jovial** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **jovial** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **jovial**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. At 12:00 exactly, the **prompt** guests started arriving, exclaiming things like, “Wow! Cool! Awesome!” as they entered the den, which had by then been transformed from an ordinary family room into to an astonishing decorated party wonderland.

Based on the **context** of the above sentence, I think the word **prompt** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **prompt** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **prompt**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. At 12:00 exactly, the prompt guests started arriving, exclaiming things like, “Wow! Cool! Awesome!” as they entered the den, which had by then been **transformed** from an ordinary family room into to an astonishing decorated party wonderland.

Based on the **context** of the above sentence, I think the word **transformed** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **transformed** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **transformed**:\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. At 12:00 exactly, the prompt guests started arriving, exclaiming things like, “Wow! Cool! Awesome!” as they entered the den, which had by then been transformed from an ordinary family room into to an **astonishing** decorated party wonderland.

Based on the **context** of the above sentence, I think the word **astonishing** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **astonishing** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **astonishing**:\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. All of the games proved to be **monumental** hits, as everyone was having a blast.

Based on the **context** of the above sentence, I think the word **monumental** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **monumental** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **monumental**:\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. By 1:30, everyone had worked up an appetite and was ready to eat. “You kids must be **famished** after all of that hula hooping and playing,” Jamie’s mother said as she served a profusion of food that seemed never ending.

Based on the **context** of the above sentence, I think the word **famished** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **famished** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **famished**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. By 1:30, everyone had worked up an appetite and was ready to eat. “You kids must be famished after all of that hula hooping and playing,” Jamie’s mother said as she served a **profusion** of food that seemed never ending.

Based on the **context** of the above sentence, I think the word **profusion** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **profusion** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **profusion**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Everyone sat down on the **vast** blanket, which had enough room for all the kids and the plethora of food, and had a great indoor picnic.

Based on the **context** of the above sentence, I think the word **vast** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **vast** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **vast**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Everyone sat down on the vast blanket, which had enough room for all the kids and the **plethora** of food, and had a great indoor picnic.

Based on the **context** of the above sentence, I think the word **plethora** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **plethora** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **plethora**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Afterwards, birthday cake was served and everyone enjoyed a **delectable**, mouthwatering piece.

Based on the **context** of the above sentence, I think the word **delectable** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **delectable** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **delectable**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Jamie and her friends were having so much fun, that they were all **oblivious** and did not even seem to notice the fact that the sun was finally emerging. Rain or no rain, Jamie’s tenth birthday party had not been ruined after all!

Based on the **context** of the above sentence, I think the word **oblivious** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **oblivious** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **oblivious**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Jamie and her friends were having so much fun, that they were all oblivious and did not even seem to notice the fact that the sun was finally **emerging**. Rain or no rain, Jamie’s tenth birthday party had not been ruined after all!

Based on the **context** of the above sentence, I think the word **emerging** means:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

because of the following “**clue**” words:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to the **dictionary**, the **correct definition** of the word **emerging** is:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The **thesaurus** lists the following as **synonyms** for the word **emerging**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson Plan:** *Using Context Clues for Vocabulary Comprehension*

**Examining Unfamiliar Words**

This lesson will take approximately two periods to complete and could be implemented at the beginning or conclusion of the given vocabulary unit.

**AIM:** How can we use context and visual clues to help us determine the meaning of these unfamiliar words?

**DO NOW:** Look at the following words. Have you ever seen or heard them before? If so, which words? Do you know what they mean?

 **-**sanguine

 **-**behemoth

 **-**noisome

**MOTIVATION:** How can the students employ their decoding and visual skills to understand the definitions of given vocabulary words within the context of the sentences?

**NYS Common Core English Language Arts Standards for 9th & 10th graders:**

* - RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* - RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**PROCEDURE**:➊ Students will be instructed to take out their notebooks, turn to their journal sections, and take a few minutes to read and respond to the “Do Now” prompt written on the board. Several students will then be asked to respond.

➋ Next, the students will be given the worksheet entitled Examining Unfamiliar Words (handout attached)

➌ The class will then read through the directions together, and then students will work independently.

➍ The students will then be given dictionaries and to check their definitions and write each on the handout in the appropriate place.

➎ The students will complete sections I and II on the handout and will then go on to create flashcards, as explained in section III.

**CLOSURE**: How did the visuals help you to learn each word and its definition?

**HOMEWORK**: Complete flashcards and study for a vocabulary quiz on the 10 words.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Vocabulary Comprehension: Examining Unfamiliar Words**

**PART I - YOUR TASK: Choose the best definition of the vocabulary word in italics, based on the context of the sentence. Check your answers in the dictionary.**

1. The new, huge shopping center under construction across the street is a(n) *behemoth*.
2. source of pride
3. something enormous
4. eyesore
5. odd or unusual sight

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**CORRECT DEFINITION**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The band-aid *adhered* to my skin and was difficult to remove.
2. stuck tightly
3. fell off
4. hurt
5. didn’t stick

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**CORRECT DEFINITION**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Through fingerprint analysis, the detective was able to *ascertain* that the suspect had committed the crime.
2. rule out
3. determine
4. guess
5. hope

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**CORRECT DEFINITION**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Loud, menacing music played every time the *malevolent* character appeared in the movie.
2. selfish
3. unforgiving
4. attractive
5. evil

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**CORRECT DEFINITION**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. After Jane received a full scholarship to the university, her refusal to attend was *inexplicable*.
2. explained in detail
3. judged harshly
4. impossible to explain
5. dangerous

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**CORRECT DEFINITION**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PART II - YOUR TASK: Read each sentence to determine the meaning of the word in italics. Write the meaning you get from the context clues. Then look up the word in the dictionary and write the most appropriate definition.**

1. His *sanguine*, cheerfully optimistic attitude shows that he has a good outlook on life.

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My definition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dictionary definition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Although I found the meal *appalling*, I ate it just to be polite.



My definition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dictionary definition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Stacy seemed unfriendly, but her sister was very *congenial*.

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My definition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dictionary definition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I could barely breathe because of the *noisome* odor in the air.



My definition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dictionary definition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The *parsimonious* millionaire lived in a broken-down home, wore ragged clothes, and hardly ever spent his money.



My definition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dictionary definition:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PART III - YOUR TASK: Using the 10 sentences above draw, go online for images, or cut out pictures from magazines to create your own visual interpretations for each vocabulary word. Paste each picture and its word on the front of an index card. Then write the correct definition and your own original sentence on the back of the card.**

1. behemoth 7. APPALLING
2. adhere 8. CONGENIAL
3. ascertain 9. NOISOME
4. malevolent 10. PARSIMONIOUS
5. inexplicable
6. sanguine

**(This is a two day lesson.)**

**Aim**: *Understanding plot structure through different artistic venues (song and dance)*

**Do Now:** Review Aristotle’s basic story plotline. Aristotle identified the basic plot structure sequence of a story: introduction, middle, conclusion. Use this basic plot structure to build into the more advanced plot structure (exposition, rising action, climax, falling action, resolution).

**Materials:** Handouts: Train’s *Bruises*

**HW:** Research and find a song that represents a basic story line with a beginning, middle and end. Bring in a copy of the song with a paragraph explanation of the story in your own words.

**New York State Common Core Learning Standards:**

* RL. 9-10. 7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
* RL. 9-10. 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
* RL. 9-10. 11 Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.

a. Self-select text to respond and develop innovative perspectives.

b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

**Procedure:**

1. Complete the Do Now and review the basic plot structure: beginning, middle, and conclusion.
2. Discuss the different elements in each section: introduction of the subject, where the story takes place, what the conflict is. Explain how this has become a specialized name in the beginning of the story – the **exposition**:
	1. **Exposition** – identifies that setting and the conflict of a story.
3. Continue plot line discussion of the events that lead to the middle of the story – thus becoming the **rising action:**
	1. **Rising Action** – events that lead to the **climax** of a story.
	2. **Climax –** point where character’s fate is determined.
4. At this point the middle of the story has been completed and the events that occur after this lead to the story’s end or conclusion.
	1. **Falling Action -** events that occur after the climax.
	2. **Resolution** – the end result of the main conflict; how the story ends.

\*\* This part of the discussion should take no more than 10 minutes, as ninth grade students should be familiar with these terms.

1. Transition – Remind students that basic story lines do not only take place in traditional written works, but in other venues as well, like music and dance.
	1. Hand out “Bruises” and ask students to read it silently.
	2. Show the video: <http://www.youtube.com/watch?v=LmXaaEvnnOQ>.
	3. Create a plotline for the song.
2. Discuss how the story is created in the lyrics of the song. Compare this plot line to other basic plots.
3. Hand out exit slips and pose the question, “Identify another story that has a basic plot line and quickly chart it.” Collect and evaluate students’ knowledge.

Day 2

**Aim:** *Understanding plot structure through different artistic venues (song and dance), part II.*

**Do Now:**  Create a list of other venues that tell stories.

**The focus of this lesson is to apply the basic structure that was discussed the day before and evaluate other artistic venues that do not have words, but tell a story. The students will determine if these venues do in fact follow a plot line.**

**HW:** Research and find a song that represents a basic story line with a beginning, middle and end. Bring in a copy of the song with a paragraph explanation of the story in your own words.

**New York State Common Core Learning Standards:**

* RL. 9-10. 7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
* RL. 9-10. 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
* RL. 9-10. 11 Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.

a. Self-select text to respond and develop innovative perspectives.

b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

1. Bullying Contemporary Dance Piece from *So You Think You Can Dance*

<http://www.youtube.com/watch?v=nUNbbbhlOSo>

* 1. Listen to the choreographer discuss the piece and the story.
	2. Watch the video and determine if the dance did indeed convey the story that the choreographer created.
	3. Create a plot line of the dance.
1. Watch the second dance piece and create student’s own interpretation of a plot that follows the dance. <http://www.youtube.com/watch?v=SVPcyFuvbkI>
	1. Begin the video at the dance. Do not allow the students to hear the choreographer’s plot line.
	2. Ask students to write down the story at the end of the piece.
	3. Discuss the different stories that the students saw.
	4. Rewind back to the choreographer’s interpretation and allow students to see if they interpreted the dance accurately.
2. Discuss the piece a second time with the students and formulate a plot line based on the students’ reaction.

**Closure**

How do different artistic venues still include a plot line within their work?

“Bruises” by Train featuring Ashley Monroe

Haven't seen you since high school
Good to see you're still beautiful
Gravity hasn't started to pull
Quite yet- I bet you're rich as hell

One that's five, and one that's three
Been two years since he left me
Good to know that you got free
That town I know is keeping you down on your knees

Chorus:
These bruises
Makes for better conversation
Loses the vibe that separates
It's good to let you in again
You're not alone in how you've been
Everybody loses-we all got bruises
We all got bruises

Have you seen him?
Not in years
How 'bout her?
No, but I hear
She's in Queens with the man of her dreams
Funny, back then she said that about you
Que sera, you'll never guess who I saw
Remember Johnny B?
Remember him? We're best friends practically
Let's do the soon again... ten years is that what it been?
Can't believe how time flies by
Leaving you makes me wanna cry

Chorus:
These bruises
Make for better conversation
Loses the vibe that separates
It's good to let you in again
You're not alone and how you've been
Everybody loses
We all got bruises
We all got bruises

I would love to fix it all for you
I would love to fix you too
Please don't fix a thing-whatever you do

These bruises
Make for better conversation
Loses the vibe that separates
It's good to know you got a friend
And to remember now and then
Everybody loses

These bruises
Make for more better conversation
Loses the vibe that separates
It's good to let you in again
You're not alone in how you've been
Everybody loses

Everybody loses
Everybody loses
We all got bruises
We all got bruises
We all got bruises

Story Map “Bruises”

|  |  |  |
| --- | --- | --- |
| Introduction | Middle  | Conclusion |
|  |  |  |

Directions: Read through the lyrics to the song. Identify the beginning, middle, and conclusion of the story. Write down each part in the appropriate column

![C:\Users\cpiombin.INST\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\TFUBR3TB\MC900441798[1].png]()

Bullying Dance Piece Your overall interpretation – what is the

choreographer trying to say?

Second Dance Piece – Your Interpretation What is the choreographer trying to say

with his dance?

**Aim**: *How to create an understanding of an evidence-based article.*

**Do Now**: Create islands around the classroom that have data on them (such as wrappers, cereal boxes, publishing information from newspapers or magazines) and have students document the information that they find in a comparison chart. Students will be grouped together and stay at one station.

**Materials Needed**: Newspapers, magazines, wrappers, cereal boxes

**NYS Common Core Learning Standards**:

**Key Ideas and Standards:**

* IT. 9-10. 1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

* IT. 9-10. 2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**HW**: Create a poster collage out of magazine titles/phrases that have some form of information or facts.

**Procedure**:

1. Complete Do Now; discuss the results of your findings. What nutritional comparisons can you make between the food items? How can you support these findings? Have students present their findings to the class. This will lead to a connection to the concept of close textual readings.
2. Staying within the groups, students will look at the following two images:
	1. Classroom Picture from 1960
	2. Classroom Picture from 2012
3. Compare the two photos and chart out the differences between the two photos. Discuss using evidence to support your claims within a written or spoken piece.
4. Again, staying within the two groups, have students read the two news sample articles. These articles discuss the same story, but are from two different news outlets. Have students take notes on the information that they find, and also differences in the language that is being used. (See Handout)

**Closure:** Similar information can be disseminated in many different venues, however recognizing the quality of the information can be as important as gathering the information.

|  |  |  |  |
| --- | --- | --- | --- |
| **Food Item** |  |  |  |
| **Sugar Level** |  |  |  |
| **Number of Vitamins Present** |  |  |  |
| **Trans-Fat** |  |  |  |
| **First three items listed on the ingredients** |  |  |  |

Sample News Article 1

“[Blasts rock Kenya hostage mall](http://nypost.com/2013/09/21/dozens-dead-in-kenya-mall-massacre/)”

By [Bruce Golding](http://nypost.com/author/bruce-golding/) and Post Wires

September 21, 2013 | 1

<http://nypost.com/2013/09/21/dozens-dead-in-kenya-mall-massacre/>

Multiple large blasts have rocked Kenya’s Westgate Mall where a deadly hostage siege is in its third day.

Reporters on the scene Monday heard multiple blasts and a barrage of gunfire, with black and gray smoke visible.

Security forces have been trying to rescue an unknown number of hostages inside the mall held by terrorists who had already killed at least 68 people, army officials said.

The blasts come one day after soldiers stormed the upscale Nairobi shopping mall, rescuing most of the remaining hostages.

The FBI was investigating whether as many as five Somali-Americans were among the terrorists, Fox News reported, while FBI agents and Israeli commandos were said to have aided in the rescue mission.

“Most of the hostages have been released, and the Kenya Defense Forces has taken control of most parts of the building,” Kenyan military spokesman Col. Cyrus Oguna earlier told local television station KTN.

At least 10 hostages remained captive as dawn broke Monday in the Kenyan capital, the BBC reported. It wasn’t clear how many gunman were still inside.

Oguna added that “most probably,’’ some of the 10 to 15 terrorists — who specifically targeted non-Muslims — were killed after the soldiers stormed the Westgate Shopping Mall in a bid to end the bloody two-day standoff.

According to reports, a white woman was among the hostage- takers. When asked if the suspect was British national Samantha Lewthwaite, known as the “White Widow,” who is reputed to be a leading jihadi, Kenyan authorities said they were ruling nothing out, CNN reported.

Britain’s The Guardian newspaper reported that two Kenyan soldiers were killed when they came under heavy fire. Four other soldiers were wounded, according to a tweet from the KDF.

The State Department said no US citizens were killed, but the wife of an American working for the US Agency for International Development was slain. Five Americans were wounded.

The nephew of the country’s president, as well as the nephew’s wife, were among the dead.

The Associated Press released amateur video of the attack Monday, showing scared shoppers running and hiding in store aisles as the gunmen started blasting.

There were conflicting reports about the possible involvement of American citizens in the attack, in which more than 175 people were injured.

NBC said the FBI was investigating whether the terrorists included as many as five Americans, based on “a Twitter feed purporting to represent . . . al-Shabab,” a Somali terrorist group, which “listed specific names and home states of the Americans they said were on their side.”

CNN tweeted earlier that three Americans were among the thugs, quoting “sources” within al-Shabab, which is linked to al Qaeda and has claimed responsibility for the bloodbath.

But an Associated Press reporter based in Nairobi said the CNN report was based on a “fake Twitter account.”

There were reports that Israeli commandos and the FBI assisted the Kenyan army in its assault on the mall, which is at least partially owned by Israelis.

“The Israelis have just entered, and they are rescuing the hostages and the injured,” a Kenyan security source told Kenya’s Daily Nation newspaper.

The Israeli Foreign Ministry refused to confirm or deny its forces were involved, the newspaper said.

Earlier in the day, US Rep. Peter King (R-LI) said al-Shabab has recruited up to 50 people from Somali-American communities in the US for its operations.

The army’s rescue operation began shortly before sundown Sunday, with two helicopters circling to the mall and one skimming the roof.

A Kenyan soldier said that the terrorists were using a PKM belt-fed machine gun to defend their stronghold and that government forces were returning fire and conducting floor-to-floor sweeps as they closed in on the killers.

President Uhuru Kenyatta reiterated his government’s determination to continue fighting al-Shabab, vowing, “We shall not relent on the war on terror.”

News Article 2

Title: Standing Against the Warlords

Author(s): Michael Meyer

Source: ***The New York Times.*** (Sept. 23, 2013): Opinion and Editorial: p(L).

Document Type: Article



**Full Text:** COPYRIGHT 2013 The New York Times Company

<http://www.nytimes.com>

Full Text:

NAIROBI, Kenya -- Helicopters hovered overhead. Ambulances raced through crowded streets to hospitals around the city. As late as Sunday evening, more than 24 hours after the initial attack, bursts of gunfire echoed through the mall in central Nairobi where Somali terrorists killed 59 people and hold about 30 hostages. Their demand: that Kenya withdraw the forces it deployed to Somalia two years ago as part of an international effort to drive Islamist extremists known as Al Shabab out of Mogadishu and other major cities, and return the country to government rule and a semblance of normal life.

That demand was rejected, out of hand, at a press conference on Sunday by President Uhuru Kenyatta, who said he himself had lost loved ones in the heinous attack. Though new to office, he is not likely to be soft on terrorism. He sees his country imbedded in what he calls the ''Indian Ocean Rim,'' a semi-circle of fast-emerging economies from Singapore to India to his own Kenya. In his view, the future is one of robust economic growth and rapid social progress. But there are clouds on this potentially bright horizon -- and regional terrorism is among the biggest. Across Kenya's border to the east lies the chaos of Somalia.

Since 2011, Kenyan forces allied with Uganda and a handful of other African countries have fought to re-establish Somalia as a bona fide country, ruled by a functioning central government providing a modicum of social services and security to its people. To a surprising degree it has succeeded. It has driven Al Shabab's warlords out of the capital and major cities. Piracy, once the scourge of the region's coastal waters and the main source of the Islamists' revenues, has been drastically reduced. International aid and investment is tentatively coming back into the country. If Somalia indeed has a chance to rejoin the community of functioning nations -- and if Al Shabab is genuinely in retreat -- it will be largely thanks to Kenya.

The warlords of Al Shabab in Somalia are hardly the only threat to the region's security and future prosperity. Today, an arc of crisis stretches from Somalia on the Indian Ocean through Sudan and across the African Sahel.

Sudan, another of Kenya's neighbors, is fractured by rebellions in its southern regions, South Kordofan and Blue Nile. To the northwest of Kenya is the increasingly internecine conflict in Darfur -- Africa's forgotten crisis. A decade after the fighting that some called a genocide, that conflict has entered a new chapter. Today, nomadic Arab tribes that once fought chiefly against black-skinned farmers have turned on one another. Last week in Nyala, Darfur's largest city and one of the country's commercial centers, Arab militias burned government offices. In armed clashes with government forces, dozens of people died, adding to a toll that will make this year the deadliest in Sudan's recent history.

On-again, off-again fighting between Sudan and the world's newest nation, South Sudan, has exacerbated the crisis. Oil production ceased in both countries for more than a year. That has meant that the government in Khartoum has lacked the financial wherewithal to buy off enemies and co-opt friends. In Darfur, warlords formerly allied with the regime -- among them the infamous ''Janjaweed'' militias of an earlier era -- have taken to raiding markets, shaking down merchants and preying on defenseless civilians. In essence, they are living off the land in the manner of barbarous knights of the darkest medieval times. Across much of the two Sudans, life for ordinary people has become a nightmare. It would not be unrealistic to see both countries disintegrate as fully functioning states within the next five years.

The picture across the broader Sahel is no less alarming. The French and U.N. missions have stabilized Mali, for now, but many diplomats agree it is only a matter of time before that conflict spreads elsewhere, with fiefdoms beyond government control sprouting up like poisonous mushrooms across an ever-widening geography of crisis. Libya is already a patchwork of warlordism -- two countries, at best, with one armed camp entrenched in Benghazi and a ''national'' government in Tripoli that operates only at the license of its own armed groups.

We have only to look at Syria to see how quickly a strong centralized state can implode, like Lebanon before it. Whether or not President Bashar al-Assad remains in power, his country is no more. For years if not decades to come, the future is writ: rule by warlords, feuding with one another over the spoils of war and ideology, surviving by beggaring their increasingly impoverished and terrorized peoples.

Thankfully, this is not the trajectory of East Africa, let alone Kenya. If anything, the country is likely to emerge from this weekend's trauma with the government's determination to stand against terrorism even stronger. The reasons are obvious: you have only to cast your eyes elsewhere to see the penalties of failure.

Michael Meyer, former communications director for U.N. Secretary General Ban Ki-moon and the U.N. Mission in Darfur, is dean of the new graduate school of media and communications at Aga Khan University in Nairobi.

By MICHAEL MEYER

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|  | ***Newsday*** Article | ***New York Times*** Article |
| Fact/Information | Who:What:Where:When:How:Why: | Who:What:Where:When:How:Why: |
| Descriptive Vocabulary: | 1.2.3.4. |  |
| Additional Facts: | 1.2.3. |  |

**Appendix**

*Smart Board Presentations*

* Plot Line Song and Dance Presentation
* Text Based Citation Presentation