PRESENTER SCRIPT · GRADE 5 · 5.RC.11-5.RC.14

Context Clues, Roots & Figurative Language: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can use context clues and word parts to figure out new words and explain what figurative language means." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) Not. Examples: unhappy, unfair, unlock. 2) Any comparison with "as," e.g., a library, a mouse. 3) Dangerous. The words "so dangerous" after the comma explain it.
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: ""My backpack weighs a ton." Is that literally true?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Write: "My backpack weighs a ton." Ask: "Is that true? What does it really mean?" Then write "The wind whispered." "Can wind whisper?"

Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: CONTEXT CLUES — 3 min

Say	Look around an unknown word for clues: a definition ("a biologist, or scientist who studies life"), a synonym, an antonym ("unlike his timid sister, Jake was bold"), or examples.
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: Context clue types: DEFINITION, synonym, ANTONYM, and example. (tap "Show the missing words" after students try.)
Explore	Students do: Name the clue type (definition, synonym, antonym, example): "Unlike her timid brother, Rosa was bold."
Turn and talk	Say: "What should you do first when you hit a word you don't know? Why?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (D) Shy. "Unlike" signals an antonym clue: the opposite of bold.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: ROOTS — 3 min

Say	Roots carry meaning: bio (life), graph (write), port (carry), dict (say), spect (look), tele (far), aud (hear), struct (build).
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The root PORT means carry. The root AUD means hear. (tap "Show the missing words" after students try.)
Explore	Flip each card only after students guess: bio = life; graph = write; tele = far; spect = look. Students do: Build three words from the root cards (like biology, telegraph, spectator).
Turn and talk	Say: "How could knowing the root "port" help you understand "transport" and "portable"?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (D) See far away. tele = far, scope = look.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: PREFIXES AND SUFFIXES — 3 min

Say	Affixes change meaning: un-/dis- (not), re- (again), pre- (before), -ful (full of), -less (without).

Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: re- means AGAIN. -less means WITHOUT. (tap "Show the missing words" after students try.)
Explore	Students do: Add affixes to "help" (helpful, helpless) and "view" (review, preview).
Turn and talk	Say: "How does adding "un-" or "re-" change a word? Give an example." Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Without care. -less means without.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: FIGURATIVE LANGUAGE — 3 min

Say	Simile uses like/as. Metaphor says one thing IS another. Personification gives human actions to things. Idioms are sayings. Hyperbole is extreme exaggeration.
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: A SIMILE uses like or as. A METAPHOR says one thing is another. PERSONIFICATION gives human actions to objects. (tap "Show the missing words" after students try.)
Explore	Students do: Write one simile, one metaphor, and one personification.
Turn and talk	Say: "Why do authors use figurative language instead of just saying it plainly?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (A) Personification. Wind cannot really whisper.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Break apart "transportable" on the board: trans (across) + port (carry) + able (can be). "So it means able to be carried across. A transportable stage can be moved."
Reveal	Word: transportable. | Step 1: Break it apart: trans + port + able. | Step 2: trans = across, port = carry, able = can be. | Step 3: Put it together: able to be carried across. | Check the sentence: "The transportable stage was moved to the park." It makes sense.

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.

Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."
Steps	Break it apart: re- + struct. | re- means again; struct means build. | Context: after a flood, the bridge was probably damaged. | Reconstruct means to build again.
Answer	To build again

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(A) Personification. A car cannot really cough; it is given human actions.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: THE CONTEXT CLUE CAPER — 0:20–0:48

Say	Open The Context Clue Caper on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	Which strategy helped you most: context clues or word parts? | Invent a simile and a metaphor for how you feel right now. | Why do authors use figurative language instead of saying things plainly?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?
Answer	Dangerous. The words "so dangerous" after the comma explain it.

SLIDE 13: EXIT TICKET — 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "Any comparison is a simile." It is a simile only if it uses like or as.
- "Context clues are always in the same sentence." Sometimes they are in the next sentence.
- "Idioms mean what they say." Their meaning is not literal.