

**Common Core Standards Addressed:**

RL.4.4 Determine the meaning of words and phrases as they are used in a text.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

L4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**Learning Goals:**

**Students will...**

<p><b>Understand</b> that knowing the meaning of words in a text helps us to better understand what we're reading.</p>	
<p><b>Know</b> The meaning of various vocabulary words found in the first two chapters of <i>Cryptid Hunters</i>.</p>	<p><b>Do</b></p> <ul style="list-style-type: none"> <li>Define new vocabulary words, use them in a sentence, and draw a picture of the new words</li> <li>Make predictions about a text</li> </ul>

**Materials Needed:**

- Cryptid Hunters* by Roland Smith
- Paper
- Pencils/Markers
- Popsicle Sticks

**Procedures:**

- This lesson is an introduction to *Cryptid Hunters* through vocabulary.
- Some vocabulary words you could choose to focus on while introducing the book are:
  - Infractions (p. 1)
  - Bewildered (p. 4)
  - Recollection (p. 5)
  - Succession (p. 9)
  - Disgruntled (p. 9)
  - Accustomed (p. 10)
  - Erode (p.11)
  - Benefactor (p. 16)
  - Intrigued (p. 17)
  - Frantically (p. 18)
- Students should work in pairs, with each pair studying a different word from the list above.
- The pairs should define their word, draw a picture of it, use it in a sentence, and come up with as many synonyms as they can.
- When finished, the pairs should share their work with the class.
- Prep students before you begin reading *Cryptid Hunters* with a brief preview.
  - When twins Marty and Grace discover their parents have gone missing, they are sent to live with an uncle they never knew existed. Uncle Wolfe has dedicated his life to finding cryptids, mysterious creatures believed to be extinct. An accident leaves Marty and Grace to fend for themselves in the middle of the Congo.

- Before reading the book, have students make predictions about the characters and plot in the book.
- Read the first two chapters aloud to the class (pages 1-20). Pause when you come to a vocabulary word and ask the students if they remember the meaning of the word.
- After reading, discuss: Did any of your predictions change after reading these two chapters? If so, how? Do you have any new predictions about the book?
- Play “boom” vocabulary to practice all the new vocabulary words. Write each word on a Popsicle stick, and also write the word “boom” on several Popsicle sticks. Place all of these Popsicle sticks in a cup. This game works as a partner or small group activity.
  - To play, students take turns drawing the sticks out of a cup, and define the vocabulary word written on the stick they draw. To differentiate, you could have groups of students use the word in a sentence rather than define it.
  - If the student is able to correctly define their word, they get to keep the Popsicle stick and they then pass the cup onto the next child. If a student draws a stick with the word “boom” on it, they have to put all their accumulated sticks back in the cup.
  - The student with the most sticks at the end wins the game.

Learn about Roland Smith at <http://www.bentonvillelibrary.org/assets/YLF/pdfs/smith-bio.pdf>.