

The **LESSON PLAN** Gingerbread Train™

FIFTH GRADE: Word Meanings

CCS OBJECTIVE: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCS.ELA-LiteracyRL.5.4)

Materials:

- ◆ *The Gingerbread Train-Santa's Secret Gift* book
- ◆ Worksheets with vocabulary words for 4 groups
- ◆ Dictionaries (if available)

Instructions:

- ◆ Teacher reads *The Gingerbread Train-Santa's Secret Gift* to the class.
- ◆ Divide class into four (4) groups.
- ◆ Distribute one worksheet per group (Each one has different vocabulary words with text).
- ◆ Distribute dictionaries to each group, if available.
- ◆ Students in each group should work together to figure out the meaning of the words based on context clues.
- ◆ After defining the words, each group will write a paragraph or more using the words they were given to describe what they would do if the Gingerbread Train visited them.
- ◆ Each group can share their words with definitions and stories.

NOTE TO TEACHER: Vocabulary word groupings and Context Clue reference sheets to follow.



The **VOCABULARY WORDS**
Gingerbread Train™

FIFTH GRADE: Word Meanings

GROUP ONE	GROUP TWO
Locomotives Anticipation Fascination Traditions Anxiously Frequently	Commotion Magnificent Studded Loomed Billowing Synchronized
GROUP THREE	GROUP FOUR
Distinctive Fanfare Miraculously Incredible Aglow Elated	Dismay Mysterious Heartbroken Replica Eagerly Departure

The **CONTEXT CLUES** Gingerbread Train™

FIFTH GRADE: Word Meanings

GROUP ONE	
Locomotives	"Although <u>locomotives</u> were Matthew's favorite, the different types of cars fascinated him too — flatbeds, hoppers, boxcars, tankers, and, of course, the caboose."
Anticipation	"As the train approached the railroad crossing, Courtney covered her ears in <u>anticipation</u> of the loud blaring whistle."
Fascination	"His love of trains began when he was four-years old, after he received his first model train as a Christmas present. Made of wood, his train began a collection that grew, along with his <u>fascination</u> of real trains."
Traditions	"It was the beginning of the Christmas season, which meant one of the children's favorite <u>traditions</u> — eating homemade holiday cookies!"
Anxiously	"The next day, Mom and Courtney were busy baking more cookies while Matthew sat in his usual spot <u>anxiously</u> awaiting the afternoon train."
Frequently	"Suddenly, he heard a train blowing its whistle more <u>frequently</u> and loudly than he had heard before."

DISTRIBUTE WORKSHEETS TO EACH GROUP AND USE THESE FOR YOUR REFERENCE.

GROUP TWO	
Commotion	"He quickly opened the window to see what was causing all the <u>commotion</u> ."
Magnificent	"Out of the fog appeared a <u>magnificent</u> train made entirely of gingerbread from top to bottom!"
Studded	"Its boxcars were <u>studded</u> with gumdrops and M&M's."
Loomed	"A large smokestack <u>loomed</u> above the engine, with streams of chocolate syrup billowing out of the top."
Billowing	"A large smokestack loomed above the engine, with streams of chocolate syrup <u>billowing</u> out of the top."
Synchronized	"Peppermint wheels connected to red-and-white candy cane rods moved the locomotive in <u>synchronized</u> motion."

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GROUP THREE	
Distinctive	"Lines of white frosting piped around the engine, boxcars, and caboose outlined their <u>distinctive</u> shapes."
Fanfare	"Red and green sprinkles seemed to have rained on the Christmas train, making it shimmer and glisten with holiday <u>fanfare</u> ."
Miraculously	"As the train disappeared into the low dense fog as <u>miraculously</u> as it had appeared, Matthew raced to the kitchen to tell his mother and sister about the magical train."
Incredible	"In school the next day, Matthew told his classmates about his <u>incredible</u> experience, but no one believed him."
Aglow	"The candy-cane rods were still moving to the rhythm of the music, and the red and green sprinkles were all <u>aglow</u> ."
Elated	"Seeing the candy streaming out of his pockets, Courtney asked, "Where did you get that candy?" Matthew, <u>elated</u> that she noticed, proudly stated, "The elves gave it to me."

DISTRIBUTE WORKSHEETS TO EACH GROUP AND USE THESE FOR YOUR REFERENCE.

GROUP FOUR	
Dismay	"Much to his <u>dismay</u> , the train didn't appear."
Mysterious	"Matthew was puzzled by the sudden departure of this <u>mysterious</u> locomotive that had brought so much excitement into his life."
Heartbroken	" <u>Heartbroken</u> , he wondered if he would ever see his gingerbread train again."
Replica	"A small <u>replica</u> of his gingerbread train sprawled the whole length of the mantel."
Eagerly	"Mom spent every day in the dining room wrapping Christmas presents, while Matthew <u>eagerly</u> awaited the arrival of the gingerbread train each afternoon."
Departure	"Matthew was puzzled by the sudden <u>departure</u> of this mysterious locomotive that had brought so much excitement into his life."