

Word Meaning Mashup

Build meaning from clues, parts, and tone.

GRADE 10 • 10.RV

10.RV "The student will systematically build vocabulary and word knowledge based on grade ten content and text. Vocabulary Development and Word Analysis Develop and accurately use general academic and content-specific vocabulary through reading..."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Use the exact starter before you play a card.

2 Support each claim with a sentence, word part, or comparison.

3 Let the speaker finish before adding to the idea.

4 Choose words and references your group can explain accurately.

HOW TO PLAY Teams of 3 or 4

1. Pick one Topic card and give each player a different Role card.
2. Use two copies of the Move cards. Deal four cards to each player and set extra cards aside.
3. Create the two-sentence scene your Topic card asks for.
4. Take turns using a Move card starter to analyze or improve the scene, then play that card in the middle.
5. End the round when every dealt card is in the middle. Complete the reflection.

AFTER THE ROUND Check what you did

☐ I used context clues to clarify a word or phrase.

☐ I explained how a word part helped reveal meaning.

☐ I compared denotation or connotation with a near-synonym.

☐ I explained the intended meaning of an idiom, figure of speech, or allusion.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
School Pressure Create a two-sentence school mini-scene using one complex word with a useful prefix, root, or suffix and one idiom or figurative phrase. Make context clues reveal the meanings and discuss the tone.	Online Reputation Create a two-sentence online or texting mini-scene using one complex word with a useful prefix, root, or suffix and one idiom or figurative phrase. Make context clues reveal the meanings and discuss the tone.	Familiar Allusions Create a two-sentence scene about a challenge or decision using one complex word with a useful prefix, root, or suffix and one familiar literary or classical allusion. Make context clues reveal the meanings and discuss the allusion's effect on tone.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Clue Hunter Ask the group to point to surrounding words that support each meaning claim.	Part Picker Check that any prefix, root, suffix, or word origin named by the group is accurate and useful.	Tone Tracker Ask the group to compare a word's plain meaning with its emotional or social associations.	Meaning Mapper Ask the group to separate literal, original, and intended meanings for each phrase or allusion.

MOVE CARDS · deal 4 to each player

MOVE CARD CONTEXT CLUE “In the sentence ____, the clue ____ suggests that ____ means ____.”	MOVE CARD CONTEXT CLUE “In the sentence ____, the clue ____ suggests that ____ means ____.”	MOVE CARD WORD PARTS “In ____, the word part ____ points to the meaning ____.”	MOVE CARD WORD PARTS “In ____, the word part ____ points to the meaning ____.”
MOVE CARD TONE COMPARE “Compared with ____, ____ has a more ____ connotation.”	MOVE CARD TONE COMPARE “Compared with ____, ____ has a more ____ connotation.”	MOVE CARD MEANING SHIFT “Literally or originally, ____ refers to ____, but here it suggests ____.”	MOVE CARD NEW CONTEXT “In a different situation, I could use ____ to mean ____.”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Use a different Topic card for each new round, and require students to create their scene before they begin playing Move cards. Check that claims about word parts and allusions are accurate, asking groups to replace uncertain examples with ones they can explain. If participation is uneven, require each player to play one card before any player may play a second card.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	In the sentence "Nia felt unprepared for the presentation because she had missed the planning meeting," the clue "she had missed the planning meeting" suggests that unprepared means not ready.
Leo	In unprepared, the word part un- points to the meaning not prepared.
Sam	Compared with unready, unprepared has a more formal connotation.
Tia	Literally or originally, break the ice refers to cracking frozen water, but here it suggests making people comfortable enough to talk.
Maya	Our second sentence is, "When Nia joined her group, her joke broke the ice, and the room relaxed."

LISTEN FOR

- specific surrounding details cited as context clues
- accurate explanations of prefixes, roots, suffixes, or origins
- clear distinctions between plain meaning and connotation
- literal or original meanings connected to intended figurative or allusive meanings

There are no right answers to the topic cards. Score the moves students make, not their opinions.