MVSU NCLB 2016 Summer Reading Institute
Lesson Plan Template

Name: Velicha Prince	Name of Unit: Reading with Context Clues	Date: June 6-10, 2016	Grade Level: 4th
Objective	Procedures	Materials	Evaluation
4RFS4c TSW use context to confirm or self-correct word recognition and understanding rereading as necessary.	**Day 1** TTW restate today's objective, using context clues. TTW tap into prior knowledge by asking questions. TTW listen on as the students respond. TTW define and give examples of context clues. TTW model the lesson by showing and discussing an interactive video on context clues from www.studyzone.com. In a whole group setting. Guided Practice: TSW participate with the video, as directed. TSW add the vocabulary word **context clues** to their notes. Independent Practice: TSW read the passage "The Secret Garden" from www.k12reader.com and match the words with the definitions, from reading the clues in the passage, in small groups. After completion, ttw listen on as students reread the passage and go over correct answers with the students. Differentiated Instruction: **Below-level students** will write five sentences and underline the unfamiliar word from the passage. **On-level students** will write a short paragraph using word from the passage. **Advanced students** will write a paragraph about a well-known fictional character. They will use context clues to help the reader to guess the identity of the mystery person. Once the students are finished with their descriptions, they will trade paper with a partner and guess the identity of the other student's mystery person. **Day 2**	Paper Pencils Dry erase board Markers Computer K12reader.com Studyzone.com Common Core Bellringers Readworks.org Florida Center for Reading Research (www.fcrr.org) Dictionary	Teacher observation Questions Worksheets Context Clues Assessment

TTW restate today's objective, using context clues to complete a grid.
TTW review the previous day's lesson with the students. TSW respond to
the teacher, as hands are recognized. TTW model today's lesson by
showing and discussing an interactive video entitled "Understanding
Meaning of Words and Phrases in Context of a Story or Informational
Text" from www.studyzone.org."

Guided Practice: TSW will participate with the video, as directed.

Independent Practice: TSW read a passage on the Declaration of
Independence and use context clues to complete a grid from
www.studyzone.org. TTW go over correct answers with the students, after
completion.

Differentiated Instruction
Below-level students will choose words five from the grid and write a
synonym and an antonym for each word.

On-level students will create a story using context clues from the grid

Advanced students will use context clues from the passage and
compare/contrast the Declaration of Independence something else they've
read. Students will then have a partner to guess what story the writing
describes.

Day 3

TTW tell students today we will use context clues to determine the
meaning of a word. TTW review the previous day's lesson by asking
questions. TSW respond as hands are recognized. TTW ask students to
read each sentence and use context clues to find the meaning of the
underlined.
1. They made a terrible racket; the noise was so loud it woke the
neighbors.
a. Very loud noise, especially disturbing to other people

b. A lightweight sports tool used in games like tennis
Answer:

2. It was a <u>bizarre</u> sight she beheld. Sarah thought she might never see anything as weird and unusual as this.

a. A place where dancers practice their exercises

b. Markedly unusual, often considered grotesque or amusing
Answer:

3. There was something <u>serene</u> about the house; it felt so calm and peaceful Bob thought he could stay forever.

a. Calm, undisturbed

b. Cool and inviting
Answer:

4. Dana was so <u>hysterical</u>, crying and screaming so much that nobody knew what was happening.

a. Uncontrollably emotional

b. Concerned with events in history
Answer:

TTW go over correct answers, after completion.

Modeling: TTW model by showing and discussing an interactive video on how to identify words you don't know from www.studyzone.org.

Guided Practice: TSW participate with the interactive video, as directed. TTW review and discuss the answer choices with the students.

 Independent Practice: TSW read a passage from the novel "Kidnapped" and use context clues to match each word with its meaning. After completion, ttw go over the correct answers with the students.
Day 4

TTW restate today's objective on using context clues. TTW review the previous day's lesson by asking questions. TSW respond, as hands are recognized. TSW complete the bell ringer by reading each sentence and determining the meaning of the underlined word.

Directions: Read each sentence and determine the meaning of the underlined word.

What is the meaning of the underlined word in the sentence below?

1. He was so hilarious, I laughed until I nearly cried.

a. Weirdly sad

b. Very strange

c. Very funny

Answer:

2. Tiffany thought it was an exorbitant amount of homework; she usually spent an hour on homework, but this would take all night!

a. Ridiculous

b. Far too much

c. Stupid

Answer:

3. Mrs. Jones said she would have to liquefy her assets and sell everything she owned to pay the huge medical bills.

a. Sell everything to get cash.

b. Drink a whole lot hoping for money to pay bills.

c. Lose a lot of weight worrying.

Answer:

4. That comment stupefied the audience; nobody understood it.

a. Made everybody stupid.

b. Made no sense at all.

Answer:

After completion, ttw go over correct answers with the students.

Modeling: TTW model context clues by reading and discussing the passage "Free Speech at School" from www.readworks.og with the students. TTW tell students to focus on the boldfaced words as they read. TTW ask students to give a working definition of each word.

Guided Practice: TTW guide the students through a directed teacher teaching chart. TTW pause, occasionally, to check for understanding.

Independent Practice: TSW complete a word journal chart by choosing an unknown word, writing a definition for the word, and stating what strategy they used to determine the meaning of the word. TTW go over chart with the students, upon completion.
 TSW also work in small groups as they complete each sentence with the correct word, using context clues.

Reteach: TTW work with a small group of students who are struggling with context clues.

On-level students and advanced students will play a context clues game.
Day 5

TTW state today's objective, completing a test on context clues. TTW review the previous day's lesson by asking questions. TSW answer the questions, as hands are recognized.

Modeling: TTW model by reading a paragraph and using the process of elimination to correctly answer the question.

Guided Practice: TSW read each sentence and identify the word that is described with the context clues.

Independent Practice: TSW complete a test on context clues and hand it in for grading. TTW grade and record the test.
Reteach:
TTW reteach the lesson on context clues to students scoring below 70%.

Enrichment
TSW find a word in the dictionary that the classmates probably do not know. The students will write a short paragraph using the word and provide context clues about its meaning. TSW then trade paragraphs and try to figure out the meanings of the words.

Context Clues Test
Name: _____
Date: _____
Objective: RFS4c Use context to confirm or self-correct word recognition and understanding rereading as necessary.

Directions: Choose the best meaning to the word that is underlined.

1. Tommy was a real **avid** baseball card collector. He inherited the desire to collect cards because his dad had a collection, too.

☐ a. eager

☐ b. careless

☐ c. apart

☐ d. fearful

2. Her Christmas bills added up. After the holidays, her **extravagance** was going to take several months to pay off.

☐ a. economy

☐ b. praise

☐ c. external

☐ d. overdoing

3. It was **gratifying** to see how she acted toward her grandmother because

her grandmother was always kind to her.

☐ a. pleasing

☐ b. nervous

☐ c. aggravating

☐ d. unclear

4. The boy was caught stealing from the store. His **larceny** caught up with him when the owner showed him a video tape.

☐ a. gift

☐ b. theft

☐ c. lawless

☐ d. honor

5. The ideas she presented to the class were clearly an untested **theory** because there had never been any research done on it.

☐ a. magic

☐ b. brutal

☐ c. indictment

☐ d. belief

6. His **eternal** light would shine on the people even after his death.

☐ a. temporary

☐ b. ethical

☐ c. reformed

☐ d. endless

7. He cut the paper **precisely** on the line, and it fit perfectly in the grooves of the picture frame.

☐ a. exactly

☐ b. embellish

☐ c. outer

☐ d. advance

8. The boy tried to **justify** his actions to his mother by explaining the reasons why he did what he did.

☐ a. depend

☐ b. prove

☐ c. strict

☐ d. concourse

9. She did several backbends in a row to show how **limber** she was, so that she could be chosen for the squad.

☐ a. enthused

☐ b. responsive

☐ c. likely

☐ d. flexible

10. He climbed the mountain and stood looking over the tops of the trees on the mountain across from him. He was right on the **precipice** and could have fallen.

☐ a. edge

☐ b. stiff

☐ c. top

	d. under Teacher's Answer Key 1.) a 6.) d 2.) d 7.) a 3.) a 8.) b 4.) b 9.) d 5.) d 10.) a		

For each lesson plan, do the following:
1). Identify the domain   2). Align with the standards   3). State the benchmark   4). Address diversity   5). Infuse technology