**Lesson Title: Finding Meaning in Context**

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| **Standard(s):**  CCR Anchor 3.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. (RI.5.4)  Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)  Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.3.4.a  Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.4.c  Use precise language and domain-specific vocabulary to inform about or explain the topic. W.3.2.d | **Instructional Shift(s) and Explanation:**  Shift One - Complexity - Lesson includes practice in decoding complex text and academic language.  Shift Two - Evidence - Students will find meaning through context and evidence found in the text.  Shift Three - Knowledge - Students will build vocabulary knowledge. |
| **Length of Lesson:** 1 hour | **EFL’s Targeted:** C and D (Grades 4-8) |
| **Materials and Resources Available:**  http://[www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html](http://www.readwritethink.org/classroom-resources/lesson-plans/solving-word-meanings-engaging-1089.html)  <http://scanderson.weebly.com/uploads/2/8/0/9/2809901/context-clues-handout.pdf>  Flocabulary - Word Detective on the Case (video and worksheet)  Context worksheets @k12reader.com  Be-A-Word-Detective-Using-context-clues-in-texts.ppt  Word Detectives Worksheet  Types of Context Clues  Context Clues Handout  Context Clues Pretest/Post Test  *Achieving TABE Success – Reading Level D*  pgs. 37-44  text from Social Studies or Science  <http://www.tv411.org/reading/understanding-what-you-read/using-context-clues>  PLATO-Essential Reading Skills – Be a Word Detective  www.ProCon.org | |

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| **Objective** | **DOK Level(s)** | **Activity(ies)** | **Assessment(s)/Check(s) for**  **Understanding** |
| Students will develop inferential comprehension skills by “solving” unknown words using context skills. | 2/3 | See direct instruction | Context Clues Pre/Post Test  Observation, group discussion and collection of work |
| Students will use context clues to find meaning as they read content area texts. | 2 | Read texts from Social Studies and Science, identifying meanings of underlined words. | Observation, group discussion, and collection of work. |
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| **Lesson Flow** |
| **Warm Up/Introduction:**  List and Discuss: Whats and Whys of Context Clues   * Understanding leads to better reading comprehension skills. * New test has a higher level of vocabulary. It’s important to be able to figure out meanings quickly in text. * There are always direct questions that have to do with context clues. For example: “What does the word *market* mean in the following sentence? I’m in the market for a new car. My old car has simply stopped running.” Students should see that although they may think of a farmer’s market there are many uses of the word, and they may need to go back in the text and check for the meaning. |
| **Direct Instruction/Classroom Activities:**  Put a sentence on the board: *The vixen was not as fortunate.* Ask students to guess the meaning of vixen. Is it possible from this sentence to decide what the meaning is? Use a nonsense word instead of *vixen* to differentiate with different level students.  Use *The vixen was not as fortunate as her mate and was caught in the steel-jawed trap. Her red pelt would bring a good price.* Model that a vixen must be an animal, female, has red fur, most likely a red fox.  Introduce LPR3  Look-before, at and after - Direct instruction about looking for synonym and antonym identifiers here is beneficial to lower ability readers.  Predict-quickly the word’s meaning  Reason-think more carefully  Resolve-you may need to take other steps  Redo-go through the steps again if necessary  *Billy’s reply was incoherent.*  Model through a think-aloud process the LPR3 mnemonic to solve the meaning of the word *incoherent* as follows: "First, I need to look before, at, and after the unfamiliar word *incoherent*. Then I need to predict what the word might mean by substituting other words that could make sense in the sentence, like *funny*, *stupid*, *clever*, or *wrong*. When I try to reason or look more closely at the context, all I know is that *incoherent* is being used to describe Billy's reply. I think I need more help to resolve the meaning of this word."  *Due to a severe lack of sleep and extreme nervousness, Billy's reply was incoherent.*  Think aloud while modeling the LPR3 mnemonic again. "When I look this time, there are no words after *incoherent*, but I can figure out a lot from what's before the word. I'm going to predict that it means ‘does not make any sense.' My reason is that it says ‘severe lack of sleep and extreme nervousness.' I think I can resolve the meaning based on this context because I know what it's like when I'm overtired and nervous." Discuss as a class how the context clues in the sentence and the LPR3 mnemonic helped to solve the meaning of the word *incoherent*.  Provide pieces of text with underlined words for students to find meaning as they work together in pairs. Share answers.  Write the following sentence on the overhead or board:  *They \_\_\_\_\_\_\_\_\_\_\_ across the street.*  Have students fill in plausible answers. Make it clear that there are many good action verbs that may fit, but that students need more information, particularly what or who "they" refers to, to identify the unknown word.  Next, add to the context by writing:  *Kelly dropped her can of tennis balls. They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ across the street.*  Discuss how the context helps to narrow the words that would make sense in the sentence.  Give another example:  *They are still seeing the optimistic, charmingly loquacious teenager.*  As opposed to filling in a blank, in this example, students are encountering a genuine word in an authentic context. Think aloud as you model the LPR3 mnemonic one more time. “I have no idea what *loquacious* means, but I’m going to try to figure it out. First, I need to look before, at, and after the word. I know the words *charming* and *optimistic* are positive traits, and that *loquacious* is another adjective describing the teenager. I predict that it will also be a positive trait...I’m going to say that it means *pretty*, just as a guess. Now, I’m going to reason a little more, but I’m not sure I’ll be able to resolve the meaning from this sentence alone. Let me look at the next sentence.”  *She was on the phone for hours every night.*  “This is a huge clue - I’m going to redo my prediction and resolve that *loquacious* must mean *really talkative* - a *motormouth* - but not in an obnoxious way.”  Distribute the Context Clues Handout for guided practice. Have students complete the examples provided. Collect and check for understanding. |
| **Recommended Strategies:**  Make this lesson important to students by pointing out that many of them have gotten contexts clues questions wrong on the standardized tests that they take. Talk about the types of questions they may be exposed to. Practice the different types of clues that can be found as shown on the handouts. |
| **Differentiation options:**  Be A Word Detective Powerpoint Presentation can be used for more visual learners.  For different levels of students, use nonsense words in place of those words that higher-level students may know. |
| **Assessments:**  Observation during students’ work in pairs and groups.  Collect handouts. |
| **Independent/Distance/Homework Options:**  **Added Practice**: Ask students to choose five words from a list of vocabulary words. Use each word in a sentence, providing context. Trade papers with other students to decipher meaning and give feedback.  Find text from ProCon.org or ReadWorks.org. Identify at least ten words in the text by underlining. Ask students to work in partners to read the text and define the underlined words. Share results.  **Extension**: Assign an essay question to write.  **Distance:**  <http://www.tv411.org/reading/understanding-what-you-read/using-context-clues>  PLATO – Essential Reading Skills – Be a Word Detective  Flocabulary - Word Detective on the Case (video and worksheet) |