

Lesson Plan: Context Clues Part 1

Teacher Genevieve Kelly

Grade Level 3rd

I. Content and Standards:

CCSS.ELA-Literacy.RL.3.4

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

II. Prerequisites:

- Students must have an understanding of the following vocabulary: synonym, antonym, definition, inference, & example

III. Essential Questions (provide a framework)

- 1) When we read, what might help us understand new vocabulary?

IV. Instructional Objective:

- Students will learn how to use context clues in order to define the following vocabulary words: carnivore, gills, pups, adapt, predator, & cartilage

V. Instructional Procedures: BDA

Before: I will start this lesson by gathering students at the carpet. They will be asked to bring with them a clipboard and a pencil. When they arrive at the carpet, I will draw the student's attention to a piece of poster board at the head of the carpet. On the poster board, I will have written the following words: synonym, antonym, definition, example, and inference. I will question the

students to tell me what each word means. For example, I will be looking for the students to tell me that a synonym is a word that means exactly or nearly the same thing as another word. As we define each of the five terms as a class, I will then provide the students with the following examples for each:

Synonym: The elephant thumped, or stomped, loudly through the grass and out of sight.

Antonym: I knew the tiger wasn't vicious when he gently gave me his paw.

Definition: Bears are mammals, or warm-blooded animals with fur.

Example: Many reptiles, such as a turtles, lay eggs.

Inference: You shouldn't worry when petting a kitten because they are usually approachable.

Together as a class, we will examine each one of these examples and discuss how the different types of context clues can help us to define the underlined words.

During: Next, I will draw the student's attention toward a second poster board containing the following sentences about sharks:

"We sharks love feeding on other animals that live in the sea. Seals and sea lions are some of our favorite meals. Their meat is just so delicious. I guess that's why they call us carnivores!"

"It is important for us sharks to stay under water at all times. Without water, our gills wouldn't be able to get the oxygen they need to keep us breathing!"

"Shark pups are so cute when they are born! But unlike humans, when they are born they don't stay with their mother very long."

“As you know, we sharks swim in all different temperatures of water. Sometimes the waters are cold, and sometimes they’re not. We **adapt** by changing our temperature inside to help keep us perfect.”

“We like to hunt a lot of different fish and animals in the ocean. We are **predators** to animals like sea lions and seals. But we have only one **predator**: humans.”

“Instead of bones, we have **cartilage**. This is flexible material that allows us to move quicker and easier in the water.”

Additionally, I will distribute the Context Clues graphic organizer (Appendix A) to the students. I will ask the students to first record each of the bold words from the sentences into the corresponding spots in the graphic organizer. Then, I will ask the students to fill out the rest of their organizers accordingly, paying close attention to using the context clues for help. For any student who finishes their organizer early, they will be permitted to fill out the shark diagram on the last page of their sheets.

After: Once the students have completed all of the sections of their organizer, I will have the students share their responses with a partner. Then, I will select a handful of volunteers to verbalize their partner’s responses out loud to the class. I will encourage the students to think about what type of context clues they feel each sentence used: synonym, antonym, example, definition, or inference. At the close of this discussion, I will collect the students’ graphic organizers.

VI. Materials and Equipment:

- Clipboards
- Pencils
- Poster boards
- Context Clues graphic organizer

VII. Assessment/Evaluation:

The Context Clues graphic organizer will be collected and used as a formative evaluation. After the close of the lesson, I will be able to review the work of the students in order to gauge who understands the concept of clarifying vocabulary by using context clues and who does not.

VIII. VII. Differentiation: Individualized Activities:

For students who have a strong grasp of the lesson's content and will not require as much time as others to fill out their graphic organizers, they will be permitted to occupy their time by completing a diagram of shark body parts. Additionally, a picture or visual could be provided with each one of the shark sentences in order to provide additional clarification.

IX. Technology:

Technology will not be required for this lesson.

Appendix A:

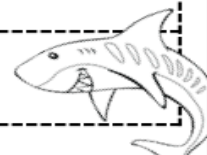
Talk Like a Shark

Name: _____ Date: _____

Objective: I can use context clues to determine the meaning of an unknown word.

Directions: Read each sentence. Using context clues, find the meaning of the shark word in bold print. Record your clues and answers below.

shark word	Context Clues	Word Meaning



Shark word	Context clues	Word meaning

Can you make a diagram of a shark?
Use the list of body parts below to identify
the body parts of a shark.

- *Gills
- *Mouth
- *Snout
- *Dorsal Fin
- *Pectoral Fin
- *Nostril
- *Teeth

