

Lesson Plan by: Lauren Houser

Lesson: Using Context Clues

Length: 25-30 minutes

Age or Grade Intended: 3rd Grade, Language Arts

Academic Standard(s):

3.1.6 Use sentence and word context to find the meaning of unknown words.

Performance Objectives:

Given a nonsense word, students will be able to use sentence context to correctly identify its meaning 80% of the time.

Assessment:

Students will be given a worksheet with five nonsense words written on them. Using the context clues found in the sentence, students will decide what the imaginary word means. The teacher will document which students achieved 80% mastery (or 4 out of 5 word meanings correctly identified).

Advanced Preparation by Teacher:

- A group of cards with the following pictures on them: a keyboard, computer mouse, a printer, gas can, steering wheel, four wheels, key, computer, car.
- A group of cards with the words tail, furry, paws, barks, and dog) written on them.
- A chart with 5 rows and a writing utensil to fill in the rows of the chart.
- Copies of the handout “Context Clues” for students to complete for assessment.

Procedure:

Introduction/Motivation:

1. Show students a group of prepared group of familiar pictures of a keyboard, a [computer] mouse, and a printer and ask students “what object do these picture help make?” (a computer).

Bloom – Remembering

Gardner – Verbal-Linguistic, Visual-Spatial

2. Give students a harder set of pictures (a gas can, a steering wheel, four wheels, and a key) and ask them to identify the object again (a car/truck).

Bloom – Remembering

Gardner – Verbal-Linguistic, Visual-Spatial

3. Ask students “How did you solve these problems?” “Which pictures helped you best to know what the object was?”

Bloom – Understanding, Applying, Analyzing

Gardner – Verbal-Linguistic, Intrapersonal

4. This time show students four words that together form an object (tail, furry, paws, barks) and ask students to tell their neighbor what they think the object is (dog).

- a. Ask students what the object was and which clues they used to help them figure out what the object was.

Bloom – Remembering, Understanding, Applying

Gardner – Verbal-Linguistic, Interpersonal

Step-by-Step Plan:

1. Explain to students that **context clues** are pieces of information in the words or sentences or illustrations that help supply the meaning of the word. Tell students that what they just did, using the pictures or other words, helped them figure out the words computer, car, and dog even though they didn't know what the words were.
2. Show students the chart and explain each of the following steps, writing each step on the chart as you go:
 - a. "Don't panic." Don't let a new word frighten you.
 - b. "Context." The words around it will probably help you figure out what it means.
 - c. "Pictures?" See if there are pictures that might help you understand it.
 - d. "Guess it!" Guess the word.
 - e. "Were you right?" Does the word make sense in your story or sentence? If it doesn't make sense look at the clues (your words and pictures) again. Did you miss something? Read the sentences carefully to help you figure out the meaning of the word again.

Bloom – Remembering, Understanding

Gardner – Verbal-Linguistic, Visual-Spatial, Logical-Mathematical

3. Give each student a copy "Context Clue"

4. Ask students: "What does the word [torix] mean?"

Bloom – Remembering

Gardner – Verbal-Linguistic, Intrapersonal

5. Give students time to read through the first paragraph or read it aloud to them.

6. Discuss what the word torix means.

Bloom – Remembering

Gardner – Verbal-Linguistic, Interpersonal

7. Have students reread the paragraph and ask students to share with the entire class "Which pieces of information were most helpful in determining the meaning of the word torix?"

Bloom – Remembering, Understanding, Evaluate

Gardner – Verbal-Linguistic, Interpersonal

8. Have students complete the rest of the worksheet independently.

9. Check students' answers for understanding.

Closure:

1. Review the steps for the context clues strategy.
2. Tell students that they can use this strategy anytime they read.

Adaptations/Enrichment:

For one student who second language is English, word choices will be provided for him/her when attempting to complete the worksheet.

For student who is gifted, student will come up with their own made up word along with clues or sentences to accompany that word. Gifted students will exchange clues with each other (or the teacher) and solve. No pictures will be provided for the student on the worksheet.

Self-Reflection:

Did I leave enough time for the Step-By-Step Part?

Do I need to reword my questions? (Were the questions too hard? Or Do I need to ask more questions?)

Did students understand what I was asking them to do?



Name: _____

Context Clues

Read each of the paragraphs and figure out what each of the words in the box means. Write your answer underneath each paragraph.

1. What does the word torix mean in this paragraph?

Your torix is made up of many bones. There are 206 bones in your torix. These bones make your shape. Because you have a torix inside of you nothing can change your shape. Without a torix your body would be shapeless.



2. What does the word rutat mean in this paragraph?

A rutat is a simple drawing of part or all of the earth. Most rutats are flat. Rutats show only the important details such as names of places. The rutat key explains what the rutat symbols mean. For example, a black dot may stand for a city.

3. What does the word morp mean in this paragraph?

What is today's morp like? Is it hot, rainy, or sunny? It can be fun to make a morp chart. Record the high and low temperatures for each day of the week. Listen or watch a morp report on television or radio to get the prediction for tomorrow's morp!

4. What does the word feens mean in this paragraph?

John James painted many pictures of feens. He studied feens while they flew, in their nests, perched in trees, and on the ground. His artwork has been praised for how life-like his paintings of feens are. You almost expect to hear the feens chirp!

5. What does the word praxer mean in this paragraph?

Ben loves to drink praxer. He likes how praxer is the color of the clouds but his favorite kind of praxer is chocolate praxer. Chocolate praxer doesn't come from chocolate cows though. It comes from regular cows like all praxer does. Ben likes to drink praxer with a sandwich or put it on his cereal in the mornings for breakfast.



