Alexander Palma

Alexjmpalma.com   contact@alexjmpalma.com

English Language Arts
4th Grade Context Clues Lesson Plan

1. **Goal** –
   The learning goal for this lesson is to familiarize students with identifying and using context of the text around new vocabulary to help determine the meaning of unknown vocabulary in an informational text.

2. **The national and/or state standard addressed are English Language Arts Common Core Standards:**

   CCSS.ELA-LITERACY.RI.4.1
   Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
   CCSS.ELA-LITERACY.RI.4.2
   Determine the main idea of a text and explain how it is supported by key details; summarize the text.

3. **Overall 30 day goal(s)** –
   A. Students will be able to categorize informational text into the main ideas and key supporting details in individual sections and chapters.
   B. Summarize the text in their own words using relevant examples from the text along with prior knowledge.

4. **Week (2) Learning Target(s)** –
   A. Predict meaning of new vocabulary using context clues.
   B. Compare causes and effects of volcanic eruptions using evidence from the text.

5. **Connections** –
   A. This lesson builds on previous lessons by allowing students to continue to practice using different strategies to figure out the meaning of new vocabulary after understanding and practicing the use of synonyms and antonyms for domain-specific vocabulary.

6. **Instructional Activities**
   Introduction:
   Students are encouraged to think of any fun or crazy days they may have had and clearly remember. They then individually brainstorm what happened that day and write down the main events in a web graphic organizer in their ELA notebooks. They are then going to write 4-6 sentences describing the events of that day, but they are going to replace either a noun, verb, adjective, or adverb in each sentence with a made-up word of their creation. Teacher models example sentences on board showing

how to use new, made-up words correctly. Students are to double space the sentences in their notebook.

Activity:
After students have written their sentences with the replacement imaginary words, they are put into pairs. They will swap their notebooks with their partner and each student will find and guess the meaning of the new words by writing a synonym above the made-up word in their partner's notebook. Pairs will discuss their guesses with each other and mark correct guesses with a check and incorrect guesses with an x.

Pair Reading:
The pairs will then each create a T-chart in their ELA notebooks with "New words" in the left column and "guess of their meaning" in the right column. Teacher models example T-chart on board. Pairs will go through chapters 4-5 of "Anatomy of a Volcanic Eruption" together and fill in T-chart as they go.

Finding Meaning Techniques:
In addition to completing the T-chart, students also have to discuss and agree on the different methods they used to figure out the meanings of the different new words they found. Examples: synonyms, antonyms, clues in the other words in the sentences, clues in sentences around the word.

Group work (optional):
If time permits, group pairs with other pairs and have them compare their T-charts and discuss any difference of methods they used to figure out meaning of new vocabulary. Students can now use their dictionaries at this point to help confirm any uncertainties in their guesses if need be.

Wrap up:
Bring the class back to whole group instruction. First ask each pair to come up and write down one new vocabulary word on the board and what they think it means. They then have to justify how they figured out the meaning and answer any questions from the class.

7. **Instructional resources and materials** –
   Anatomy of Volcanic Eruptions by Amie Jane Leavitt
   Sample paragraph of sentences with made up words for student's model

8. **Assessment** –
   The formative assessment will be thumbs up, thumbs down of understanding of each finding meaning method we've covered so far. Monitoring during made up word and pair reading activities in groups will also be used to determine any individual learning gaps.