

Student Teacher/Intern	Ana Ponce			Date	3/21/2023
Age/Grade Level	3rd grade	Total # of Students	28	# IEP Students	1
Subject	ELA	Title of Lesson	Context Clues	# ELL Students	28
				Order in Learning Segment	1

PREPARATION This lesson is the first one of the learning segment. It provides students with a reading strategy which will help them find the meaning of key terms and unknown vocabulary by looking for clues within the text (pictures, definitions, logic, synonym, antonym, etc). This will allow students to increase their level of reading comprehension since they will know the meaning of all the words beng read.

Objectives
Students will be able to identify the meaning of unknown words by using context clues

Connections
Students will use their prior knowledge and reading skills to be able to find clues within the text which will help them enhance their comprehension.

Assessment Plan

Objective	Type of Assessment	Description of Assessment Task/Type	Depth of Knowledge or Bloom's Taxonomy	Adaptation/ Accommodations
Students will be able to find the clues within the text	Informal	Students will examine the text and circle/underline context clues	Tier 2	visual cues, definition
Students will make inferences about the definition of unknown words by using context clues	Formal	exit ticket	Tier 4	Visual cues, anchor chart, teacher support

Resources/Media Technology

Promethean board, pencil, worksheet with a story vocabulary chart, dictionary to confirm the accuracy of predictions

Procedures

- A. Opening:** The teacher will tell students that they will wear detective hats that day. They will be reading an informational text and their jobs was to (as they read) look for unknown words and circle them. The teacher will proceed to do that as the text is being read. Students may jump in and ask the teacher to circle some of their unknown words. Then, she will say, we have to use our magnifying glasses to find the meaning of these words by using the information given in the text. She will tell the students to look for pictures, definitions, synonyms, antonyms, or just think about what made sense based on what was said in the text. She will begin by modeling how to do it with the first unknown word found in the text. She will then try the strategy with the students and guide them through the activity.
- B. Strategies and Activities:** The teacher will ask students to pick one more unknown word and find the meaning using the context clues strategy by themselves. She will give them 5 minutes to do so. After the 5 minutes, she will check with them Students will be expected to say the word the picked and how they found the meaning. After doing that, she will ask students to find the definition of 3 more words on their own worksheets. She will walk around the class as they work independently to provided support if needed. She will also provide them with a check list to refer back to and a dictionary to confirm their predictions.
- C. Closing** She will ask students what other words they found and what clues they used to define them. Then she will conduct a short discussion about why it is important to use context clues to help us understand the text better.

INSTRUCTIONAL IMPACT/ANALYSIS OF TEACHING AND LEARNING

This lesson will be a great support to students because it will allow them to use their prior knowledge, clues, visuals and familiar information to make sense of the unknown one and therefore enhance understanding of a text.

INSTRUCTIONAL REFINEMENT

Minority language students will be supported by visual cues, familiar words, prior knowledge and teacher support as they may encounter some challenges in their reading comprehension. They will also be allowed to use a dictionary to confirm the accuracy of their predictions.