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Date: February 3rd, 2012
Grade/Class: 9/Social Studies
Unit/Theme: Nonfiction reading skills - using context clues

Common Core Standards
- CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies
- CC.9-10.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase
- CC.9-10.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- CC.9-10.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

AASL Learning Standards:
- 1.1.4 Find, evaluate, and select appropriate sources to answer questions.
- 1.4.4 Seek appropriate help when needed.
- 4.4.4 Interpret new information based on cultural and social context.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience

Sunshine State Standards:
- LA.910.1.6.3 – The student will use context clues to determine meanings of unfamiliar words
- LA.910.1.6.10 - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools

Goals:
- Evaluate text to understand word meaning
- Demonstrate how context clues aid understanding
- Demonstrate using online dictionaries and pronunciation tools
- Demonstrate relating new words to personal interest to increase word retention

Objective:
- After context clues demonstration, students will work in small groups to find context clues and determine meaning of selected words in six provided statements 100% of the time.

Motivation: This group responds well to candy as a motivator. It helps encourage them to participate because they have a tendency to lose focus and a simple goal keeps them engaged. The interactive hook set the tone to motivate student participation. The group practice motivates one-on-one praise and attention. I motivated them with real world examples on how this will help them in their schoolwork and in the future. Last, each group demonstrated one answer to the class so they were motivated to pay attention to my modeling to help them prepare for their presentation.

Audience: The students are mostly in the lower 25% of reading with 20 students from the 50% group. The lessons were taught to three social studies classes comprised of about 22 students per class. The last class was unusual because it was comprised of 17 boys and 3 girls all in the 25% group. The ages ranged from 14 – 16.

Evaluation: I used the whole class interaction to establish a baseline. The students' quantitative assessment is from the group exercise worksheet. Students earn one point for correctly answering the definition and context clue. There are six questions.

Total Time: 45 minutes

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Materials

- Computer
- LCD Projector
- Handouts
    - Context Clues With Text Signals
    - Context Clues group worksheet
- White board – agenda, goals, overview
- Power Point

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Roles:
- **Teacher** – Establish seating order and group assignments, advanced slides, observe during lesson
- **Librarian**–Teacher of lesson

Lesson Sequence:
- **Warm up**
- **Presentation**
- **Practice**
- **Review**
- **Warm Down**

I. Warm up: (5 minutes) Hook – Numbers *Why learn*
1. **Librarian** introduce yourself then begin the slide presentation with numbers hook
2. Explain to students they will use the numbers on the slide to answer vocabulary questions
3. **Librarian** will ask the students the following questions:
    a. About how many words will you need to learn when you graduate HS – 10,000
    b. What is the estimated number of words a student adds to their personal vocabulary that a teacher assigns? – 400
    c. What is the average number of words per year that a student should add to their vocabulary? – 2,000
    d. Do you see the big difference in those numbers?
    e. What is the estimated number of times you need to use a word to make it part of your vocabulary? 12
    f. What is the percentage of words you need to know to understand a text? 90%
    g. Tell them my son says he can guess words and understand text without knowing 90% of the words.
    h. Do you think my son is right? The answer is 1, because the 1 represents a method to help you guess word meanings. Research shows that you will have gains in word knowledge from using this method. You can also use this for reading comprehension.
4. **Librarian** will read the objective for the day from the slide.

II. Presentation: (15 minutes)
1. **Librarian** goes over the agenda: The class will be learning through whole-class brainstorming, group practice, reviewing, and demonstrating how to increase word retention
2. The **librarian** will use a real-world example of describing a car crash to provide a example of inferring meaning based on information students know. During the vocabulary presentation, the **librarian** demonstrates methods to remember a words meaning with pictures and relating the word to what the student already knows**.**
3. The rest of the presentation is interactive (brainstorming) with class determining meaning of words based on context. Each sentence is on slides and models the five context clue groups. Each slide has a picture demonstrating the vocabulary meaning to provide scaffolding support. After the sentence, a slide contains that context category, its meaning, and signal words. This slide also has an icon representation for the context clue that is on a handout. Repeat the process until the following clues are explained: explanation or definition, synonym or restatement, compare or contrast, cause and effect, and description.
4. The following steps show the sequence for the slide presentation.
    a. The first sentence will be for "description" clues. The sentence example is "*Those who enjoy belonging to clubs, going to parties, and inviting friends often to their homes for dinner are gregarious.*"
    b. **Librarian** pronounces the word on the slide then selects a **student** to read the sentence.
    c. The **students** will try to determine the meaning as a class. The **student** that guesses the words meaning will get candy.
    d. If needed, the **librarian** will use the signal questions to help students find the answer. Such as "What is being described?" alternatively, "What word do you use to describe people who belong to clubs, go to parties a lot, and often invite friends over to their homes for dinner?"
    e. The **librarian** will support this new skill by explaining ' inferred meaning of a new word based on what they know. The **librarian** will remind the students that is what they did at the beginning when they guessed what happed to the car.
    f. Then the **librarian** will show the students a slide with that specific context clue, its meaning, and signal words used to find the words meaning.
    g. Next, the word will be looked up using http://www.merriam-webster.com/ to check for meaning and pronunciation. This link is on the slide. The **librarian** double clicks on highlighted underlined word in the middle of the slide. Then on the website, clicks the speaker icon to hear the pronunciation. **Librarian** explains to the students they can quickly look up any word using Google. Simply type in define then the word in Google. Then scroll to Merriam-Webster site to find that word's definition and pronunciation.
    h. The **librarian** points out that the students have used the word *gregarious* 3 times (reading, picture, and pronunciation). They only need nine more to make this word their own.
    i. The **librarian** will ask students what media tool they use that is a gregarious tool. For example FaceBook is an application for gregarious people.
    j. The last context clue sentence is for the word etymology. Librarian explains etymology is another method of learning words.
5. Present the rest of the context clues in the same manor.

III. Practice: (10 minutes) *Small Group interaction*

1. **Students** will work in small groups already determined by the primary **teacher**. Each group will have a handout with seven sentences. **Students** will use the use context slide for scaffolding support.
2. The **librarian** will go over the directions with the class from the slide. Emphasize that this is the same activity performed as a class. The **librarian** will select one student to explain part of the activity to check for understanding.
3. The **students** will have 6 minutes to complete. The **students** will use one minute to pick the group's reporter and 5 minutes to find and circle the clues.
4. **Students** will circle the context clues in the sentence to find meaning for the italicized word. They will also circle the clue they used.
5. The **Librarian** switches to the handout on the projector and has the **students** do the first sentence together to model the exercise. (this is why the handout has 7 sentences)
6. The **librarian** goes back to the slide presentation and advances to *the context clues: summary* slide. Once the papers are circulated, the **librarian** clicks the phone image on this slide to start the timer. On that website select 6 minutes and minimize the page. That allows the students to see the summary slide with visuals and timer.
7. **Librarian** will circulate through the room to observe and help where needed.

IV. Review: (15 minutes)
1. Staying in groups, each **reporter (student)** will come up to the front and read one answer from the worksheet. The **student** will place their worksheet in the projector so the whole class can follow along.
2. The **librarian** will fill in understanding where needed using context clue sheet. This is an opportunity for re-teaching.
3. With each sentence, the **librarian** will ask students to guess the word meaning and check it with the online dictionary.
4. **Students** will be encouraged to check each other's work and understanding.

V. Warm down: (5 minutes)
1. The **librarian** goes back to the slide show to reviews why context clues are important and explain why using the dictionary is still necessary.
2. The **librarian** reviews ways to remember new vocabulary words that were demonstrated in the presentation.
3. **Librarian** gives students links to interactive websites for further practice, content clues and recommends the book *100 words every high school freshman should know (*found in their school library.) The links are on the side presentation.
4. While exiting, the **librarian** gives **students** a context clue sheet for future reference and candy.