

**Lesson Title:** Using Context Clues to Make Sense of Text

**Created and Submitted by:** Selina Perez

**School Name:** Clark Elementary

**District:** United ISD

**Role:** School Librarian

**Grade Level:** 1<sup>st</sup>

**Lesson Plan Objectives:**

At the end of this lesson, students will be able to:

1. listen and respond to information.
2. determine meaning of words.
3. draw conclusions and make predictions using context clues.

**ELA-R TEKS:**

**§110.12.b. (4) Reading/Beginning Reading/Strategies.**

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

**Standards for the 21st-Century Learner Indicators**

1.1.2 Use prior and background knowledge as context for new learning.

1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

**Classroom Teacher – School Librarian(s) Collaboration:**

The librarian will display a list of vocabulary words that the alien Baloney uses on the interactive whiteboard. The librarian and teacher will co-read *Baloney (Henry P.)* by Jon Scieszka. Before the students revisit the “crazy words” in the text, the educators will record the students’ predictions of what the words mean. When a student’s prediction is correct, the educators will take turns pointing out the context clues to help their prediction.

**Measurable Outcome or Final Product:** After learning about how to make predictions using their background knowledge, students complete the Crazy Words Handout on their own using the context clues and pictures in the story *Baloney (Henry P.)* by Jon Scieszka.

**Assessment Tool:** Crazy Words Handout

**Resources:**

- *Baloney (Henry P.)* by Jon Scieszka (Puffin 2005)
- Context Clues Handout
- Newspaper of your choice with pictures
- Crazy Words Handout
- Using Clues Activity Handout (for extension)
- Interactive Whiteboard

**Estimated Lesson Time:** 2 hours

## **Instructional Plan Outline:**

### **Preparation:**

- Classroom teacher and librarian will design the Context Clues Handout.
- The librarian will choose an article from the local newspaper that contains a picture or photo.
- Both classroom teacher and librarian will read *Baloney (Henry P.)* by Jon Scieszka and pay special attention to the unfamiliar words in the story.
- Classroom teacher and librarian will design *Baloney (Henry P.)* Crazy Words Handout.
- Librarian will design the Using Clues Activity Handout.

### **Motivation:**

1. The teacher introduces the definition of context clues and what a prediction is.
2. The librarian shows the Context Clues Handout on the interactive whiteboard. (The educator will use this tool to help the students make predictions with the clues that are provided.)
3. The librarian shows the students a picture from a newspaper article. (Use any article relating to a local current event, not a graphic.)
4. Using their background knowledge, students, working in groups of 2 or 3, make predictions as to what the article may be about using the clues from the illustration.
5. The teacher reads the article to the students to see if their predictions are correct and refers to the newspaper picture clues to identify what made students' predictions correct or incorrect.
6. Post the lesson objectives and the "crazy words" on the interactive whiteboard.

### **Presentation:**

7. The educators introduce *Baloney (Henry P.)* by Jon Scieszka.
8. Educators ask students to make predictions about the story by showing the front cover. Ask the students: Who is the main character? Why do you think the book is called *Baloney (Henry P.)*? Where do you think the story takes place? What do you think the story is about?
9. The teacher records the students' predictions about the story on the interactive whiteboard.
10. Give students a handout with the unfamiliar words that Henry P. uses in the story. The students stay in their groups to figure out the meaning of the words.
11. After the educators co-read the book, the classroom teacher re-reads the book stopping at each "crazy word."
12. The librarian records the students' predictions on the interactive whiteboard.
13. When a student's prediction is correct, the educators will take turns pointing out the context clues to help their prediction. Involve the students in this process as much as possible.

### **Guided Practice:**

14. Educators monitor as students work in groups to use context clues record meanings on the Crazy Words Handout.

### **Closure:**

15. At the end of second reading of the story, the educators review the correct meanings of Henry P.'s unfamiliar words using the information at the back of the book.
16. The educators point out that the words are in fact real and explain to the students the origin of the words.

**Assessment:**

17. The educators review and assess the students' predictions at the beginning on the interactive whiteboard.

**Extension:**

18. The librarian gives each student Using Clues Activity Handout.
19. The students predict what will happen next.
20. The educators help students observe clues within the pictures to make predictions.