

Lesson Plan

Teacher: Bethany MacNeur
Class/Topic: Reading/Language Arts
Grade Level: Fourth

Location: St. Clare
Time: 40-45 minutes
Date: September 27, 2006

Goal/Rationale –

The goal of this lesson is for students to practice using language patterns and context clues in a cloze procedure. The lesson itself is both an informal assessment and an opportunity for growth. Kids who are not using semantic cueing can become aware of this in a fun way and improve this skill.

Objective(s) –

1. Students will practice critical thinking by predicting what will happen in a story using context clues.
2. Students will demonstrate knowledge of a story by recalling the sequence of the text.
3. Students will use recollection and analysis to identify the cause-effect relationship of story events.
4. Students will assess their own abilities to use context/semantic cues.

Resources –

Rhoda's Restaurant overhead template
Overhead projector
The Tenth Birthday Party template (14 copies)

Procedure –

I will begin my lesson with the following example:

“The house ran down the road.” Instead of, “The horse ran down the road.”

I will introduce them to context clues – how to use the words in sentence/paragraph to see if what they're reading makes sense.

(Before getting started with the whole-group cloze activity, I will make sure that the students know that this is not *Mad Libs* and they don't get to turn the passage into something silly and amusing.)

We will go through *Rhoda's Restaurant* as a class. I will call on students to identify the missing words throughout the passage. It's important to emphasize that there's not always just one correct word; sometimes several different words could work.

Students will work with a partner (person they sit next to) to complete a second cloze activity: *The Tenth Birthday Party*. I will remind the students that if they get stuck on a missing word they can read ahead to the next sentence to see if it offers any clues.

With about five to ten minutes left in the lesson I will have students share what they came up with.

Assessment –

There is an element of self-assessment in this lesson. Students will have the opportunity to reflect on using context clues when they read, and assess own abilities to use context/semantic cues.

Through informal observation, I will be able to get a sense of how comfortable and familiar students are with applying knowledge of how to use context clues.

Based on what I observe in the lesson, I will decide how to plan my next lesson around using context clues.