*English Instructional Plan – Elementary - Grade 4*

**Primary Strand:** 4.4 Vocabulary

**Integrated Strand/s:** 4.5 Fiction

**Essential Understanding:**

* understand that the content and structure of a sentence, paragraph, or reading selection can be used to determine the meaning of an unfamiliar word

**Essential Knowledge, Skills, and Processes:**

* use context as a clue to clarify the meaning of unfamiliar words or phrases
* use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition

**Primary SOL:** 4.4a Use context to clarify meanings of unfamiliar words

**Reinforced (Related Standard) SOL:**

4.1 The student will use effective oral communication skills in a variety of settings.

a) Listen actively and speak using appropriate discussion rules.

e) Use evidence to support opinions and conclusions.

i) Work respectfully with others, and show value for individual contributions.

**Academic Background/Language:**

* context clues
* phrase(s)

## Materials

* [Stray](https://www.commonlit.org/en/texts/stray) (text pulled from CommonLit)
	+ Teacher copy projected for class
	+ Student paper copies
* Pre-identified vocabulary words/phrases
	+ stray
	+ snowdrifts swallowed up automobiles
	+ wagging its tail timidly
	+ trudged
	+ grudgingly
	+ The woman was sensitive about throwing food out.
* Word talk template (teacher will project when modeling, students can jot alongside teacher)
* Reflective questions written about text

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. *Teacher will set purpose:* Teacher will open lesson sharing that “Oftentimes when we’re reading stories we’ll notice or come across words and phrases that we’re unsure about, or that we’ve never heard before, that make our brains stop, pause, and wonder about the meaning or what message the author is trying to share with us… we might stop and wonder, “Oh, why did the author say it like that?” That’s what we’ll be pondering and thinking about today.”
2. *Teacher will introduce the text:*“Today we’ll be reading a story titled Stray *(teacher will project this text)*. To understand this new story, let's talk about what the word stray means. The dictionary says that stray means something that’s out of place, not where it belongs. I notice, when previewing this story, a picture of a dog...In a moment you will turn and talk and share with your partner what you predict about this story- keeping in mind the title, that the word stray means something that’s out of place, and the picture of the dog. ”
3. *Students will turn and talk:*  Preassigned partner pairs will orally share their predictions of the story utilizing picture/title/definition. Student partner pairs may jot down their predictions (sticky notes, jamboard/padlet) to refer back to later.
4. *Teacher will facilitate sharing of predictions*: Teacher will pull class back together, call on partner pairs to share out predictions about what this story will be about based on the meaning of the word stray and the picture clue.
5. *Teacher will do a full read aloud* of the text with the students following on their own copies of the story.
6. *Teacher think aloud/modeling:* Following the full read of the story, the teacher will go back and think aloud in paragraph 1 where the author uses the phrase “snowdrifts swallowed up automobiles.” Teacher think aloud may sound similar to, “Oh, I notice that icicles are 3 feet long- that’s a lot of ice! I know that snowdrifts only happen when there’s lots of snow!! But… I’ve never heard of swallowing up automobiles. When I swallow food, the food disappears, so I’m going to guess that when the snowdrifts swallow up automobiles that the author is helping us picture in our brains that the cars are disappearing in the snow, just like when we swallow things, that there’s just that much snow that even automobiles disappear!”
7. *Students will practice with a partner:* Teacher will prompt students to, with their partners, go back and read paragraph 5, paying special attention to the phrase “wagging its tail timidly.” Have partner groups discuss orally (and potentially jot down) what the author means by this phrase, what is the author sharing with the reader about this dog.
8. *Teacher will facilitate discussion:*  Teacher will pull students back together and then prompt partner groups to share out what the phrase means, what “clues” or words the author provided the reader with that allow us to learn more about the dog. Teacher will push student thinking by constantly asking student groups to go back to the text to support their thinking.
9. *Student collaborative practice:* Teacher will prompt students to go back to their partners and read paragraph 5 to find deeper meaning of the word trudged, paragraph 10 for the phrase “the woman was sensitive” - students will discuss the meaning of these words/phrases utilizing the text for support, partner groups may jot down their word/phrase meanings.
10. *Teacher modeling:* Teacher will pull the class back together and model a [word talk for the word grudgingly](https://drive.google.com/file/d/1P0WECfmua-d_BiUCG_QKeRJACY-slSCk/view?usp=sharing), found in paragraph 10.
11. *Teacher will close the lesson and prepare the students for independent reading*: “Today we have looked at words and phrases the author selected to enhance his writing. Often when we read, we come to words that make us stop and wonder, and it's important to really think about what those words mean in the context of the story we are reading. Today, when you are reading, take the time to really stop and think about the words and phrases the author uses. See what clues the author has provided to help you really understand what these words mean. You may even get some great ideas for ways to enhance your own writing from some of your favorite authors. If you come across words or phrases you love, write them down in your journal. If you come across words or phrases that just don’t quite make sense, write those down so we have a chance to talk through those when we confer.”

**Assessment (Diagnostic, Formative, Summative)**

* \*This is an introductory lesson for fourth graders utilizing context clues (students were introduced to this learning since 1.7a), however, student verbal/written responses from today’s lesson, that utilizes a 4th grade level text, will guide the amount of teacher modeling to be planned for in tomorrow’s (or a future) lesson

**Writing Connections:**

* Have students jot down on a sticky note/electronic collaboration board/reading response notebook the clues or information that they used when identifying the meaning of words and phrases the author chose.

**Extensions and Connections (for all students)**

* Students will continue to figure out the meaning of words/phrases in their book of choice and write down how the author used context clues to help the reader gain deeper meaning in their journals

**Strategies for Differentiation**

* Provide students with a frayer model for unknown words/phrases that are needed to support the grade level words identified
* Strategically partner students with others based on needs
* Modify number of words/phrases for specific students

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*

