**Lesson 4**

**CLASS**: Form 2

**TEACHER:**

**LESSON DURATION**: 35 minutes

**CONTENT STRAND**: reading, writing, vocabulary

**LESSON** **TOPIC**: Context Clues

**PURPOSE**: To show students how to derive meaning by identifying context clues with the help of syntactic and semantic signals within context.

**RATIONALE**: In order to become more confident readers and to improve comprehension skills, students must be taught how to recognize and analyze grammar, syntactic and semantic structure in order to derive meaning.

**TEACHING POINT**: In order to identify context clues (synonyms and antonyms) students must be able to spot and identify syntactic and semantic structure used in each context.

**ANTICIPATED DIFFICULTY**: Students may not actively engage in reading, therefore their vocabulary may be limited. They may also have difficulty identifying grammatical / syntactical / semantic structures.

**PRIOR KNOWLEDGE**: Students know grammatical structures and parts of speech are familiar with tier one vocabulary. They also know what is a synonym and antonym.

**RESOURCES**: -whiteboard, marker, duster, multimedia equipment,

powerpoint presentation, restaurant menu, context clues chart

**INSTRUCTIONAL OBJECTIVES**

Students will be able to:

1. Identify context clues by analyzing grammatical structures in given text.
2. Classify context clues into types.
3. Use context clues to derive meaning.

**SET INDUCTION**:

Teacher presents a restaurant menu and asks what the word gelato means. The teacher then introduces the concept of looking for context clues when students encounter new vocabulary. 2 mins

**PROCEDURES:**

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| **Teacher Activity** | **Student Activity** | **Time** |
| Teacher presents stimulus and student volunteer reads the example. Students are asked to define the word gelato and through discussion it is pointed out that they can use context clues to derive meaning. | Reflect on stimuli.  Engage in discussion. | 3 mins |
| Together with the class, the word is identified and then the sentence is analyzed by looking at the part of speech, context, clue/hint, signal word and meaning. | Identifying grammatical/ syntactical/ semantic structures which act as context clues in given sentences. | 5 mins |
| Teacher elicits the meaning of word based on the context clue | Engage in discussion. | 5 mins |
| A PowerPoint is then presenting introducing students to the 5 types of context clues. Inference, Synonyms, Antonyms, Definition and Punctuation. | View presentation.  Engage in discussion. | 5 mins |
| Students are placed in pairs to identify grammatical / syntactical structure of sentence and position of word, signal words, context clues and meaning of given words in sentences. | Participate in pair work to identify grammatical/ syntactical/ semantic structures within context to derive meaning. | 1 min |
| Contexts clues which are identified are classified on a graphic organizer according to types. | Classification exercise | 5 mins |
| Worksheet is distributed for students to identify syntactical/ semantic structure which acts as context clues to derive meaning of highlighted words. | Work collaboratively under supervision. | 5 mins |

**CLOSURE:**

Teacher asks students if they enjoyed looking for context clues and to remind the class what are the techniques we can use to derive meaning. Also, the teacher questions which signal words we can use to identify context clues.

1 min

**STUDENTS’ ASSESSMENT**: Through classroom participation and oral responses. Pair work. Exercise sheet.

**CONTINGENCY PLAN**: If the teacher encounters technological problems, teacher will use the whiteboard to analyze examples.