

Brittany Mitros

Teaching Literacy

Focus Lesson

**Assessed Need**--I have noticed that the students in my placement need to work on their context clues.

**Standards-**

•**Subject:** Language Arts Literacy

•**Standard 3.1:** Reading – All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

• **Range/Grade Level 0:** By the end of **Grade 8**

• **Strand:** C. Decoding and Word Recognition

•**Cumulative Progress Indicator 3:** Continue to use structural analysis and context analysis to decode new words.

• **Strand:** F. Vocabulary and Concept Development

• **Cumulative Progress Indicator 1:** Develop an extended vocabulary through both listening and reading independently.

• **Cumulative Progress Indicator 2:** Clarify word meanings through the use of a word's definition, example, restatement, or contrast.

• **Cumulative Progress Indicator 3:** Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.

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- **Cumulative Progress Indicator:** 5. Explain relationships between and among words including connotation/denotation, antonyms/synonyms, and words with multiple meanings.

**Strategy**—I will present a context clues skill to the students using a worksheet that I copied from the teacher’s book that goes along with the students’ text.

**Text**—I will use the students’ textbook, Literature- The Reader’s Choice, to demonstrate the strategy I plan to teach. I will use pages 199- 205.

**Materials**—The textbook, a pencil, and the context clues worksheet are all needed for this lesson. (The worksheet is attached.)

**Purpose**—The purpose of this lesson is for the students to determine which vocabulary words fit into particular sentences that will aid in the completion of the story they will be reading.

### **Sequence of Focus Lesson-**

First I will introduce the selection of “I Know Why The Caged Bird Sings.” I will ask the students if they have ever read an autobiography and if they know what an autobiography is. I will next ask the class if they have read anything by the author Maya Angelou. I will give a little background about the author and her inspiration for writing her autobiography. I will ask them to open their textbooks to page 199 and flip through to 205 to look at the pages so they have some knowledge of the amount of text they will be reading. I will then hand out one context clues worksheet to each student. This worksheet is a vocabulary practice where the students will be completing Exercise A- Words in Context and Exercise B- Applying Meanings using the helpful vocabulary word box at the top of the page. There are blank spaces in each sentence that the students will need to fill in. This worksheet will help them to recognize the particular vocabulary and apply the correct definition to each sentence. This will help in using context clues as they will use the surrounding words to figure out the unknown word’s meaning.

**(MODEL)** The best way to teach students to use context clues is by modeling. I will read the first sentence aloud to the students from Exercise A. I will next point to the students' worksheet as to where I can retrieve my answer by looking at the vocabulary word box. I will show to the class how I can figure out the answer by looking at the word box and the sentence. I will then go to Exercise B and do the same procedure for Exercise A. **(SCAFFOLD)** Once I have demonstrated what to do for them, I will ask a few students to do what I have done out loud. They will think aloud as they describe the process of discovering which vocabulary word fits in the correct sentence. Once they have completed the process of identifying vocabulary words and placing them in the correct sentence, they should have an idea of what type of information seems to be important.

I will break them into pairs. I will ask the teacher what students she recommends being grouped together because I am not with these students on a daily basis so I do not know which students work well with one another. I just want each pair to stay on task until they are finished with their assignment. **(COACH)** With their partners, they will read parts of the text and use the worksheet to further understand the vocabulary. They will be able to discuss with each other about what they think should go in the blanks.

Once each pair is finished both exercises A and B, I will have them return to their seats. I will call on students to read the sentence and answer which vocabulary word they placed in the blank. **(ASSESS)** I will assess their knowledge by listening to the answers that they have filled in. I will also collect the worksheets at the end of the period to check each student's work. I will give the worksheets back to the teacher so the students may have them for a reference on the section that I taught them.

**(ACCOMMODATE)** If I notice any student having trouble reading or finding the answers I will sit with them to help them get through the note-taking worksheet. I will also bring another worksheet that goes along with the reading and vocabulary in case there are students who finish ahead of everyone else. This will keep them busy practicing with the vocabulary while the rest of the students are finishing the worksheet with exercises A and B. I will give each student one of the extra vocabulary exercises in case they are interested in doing them but I will not require that they have it finished before class if over.

**(INDEPENDENT PRACTICE)** The students will use context clues during independent reading. From having students take part in the context clues worksheet, they will be able to read the story smoothly as they already know what the challenging words are. They will also have to write down the sentence in which the word is used in the story to further grasp the meaning of the words used for context clues.

### **Lesson/Task Analysis—**

Today, the students came into the classroom and sat into their assigned seats. The teacher went over the homework from the previous night on poems and the various terms that went along with poetry like alliteration, personification, metaphors, and similes. Once the teacher was finished going over the homework, she collected the homework. The classroom teacher told the students to clear their desks because I was going to teach them a lesson for one of my classes at Rowan. I walked up to the front of the classroom and introduced myself to the class. I next taught a mini lesson on different parts of an autobiography and how they would be reading a selection from an autobiography today

in class. I gave a little background on the author and the autobiography they would be reading, and told the students about all the vocabulary they would come across while reading. I then started to follow my format of the focus lesson by going over the worksheet with them as an entire class, and placing them into pairs. The students seemed very engaged and completed the assignment with time to spare. The students appeared to be working well in their pairs and kept their voices down to not distract other classmates. As I went over the worksheet with the class, most of the students were raising their hands and wanting to participate with the answers on the worksheet. I feel that the students learned what I planned for them to learn as they completed the worksheet and were able to use the strategy of context clues. The assessment of the worksheet of having the students say their answers out loud as well as grading the worksheet was a great way to see exactly how well the students performed. I feel that the grouping in pairs was ideal for this class and they worked well with one another.

**Self-Reflection—**

For my first time teaching a lesson, I was glad that all students were able to complete the worksheet and had enough time to do so. I feel that if I had more time to do the lesson (instead of 10-20 minutes), I would have had students create their own sentence worksheet using the same vocabulary and exchange sentences with their pair to fill in the blanks. I would also change the worksheet and add more challenging sentences for the class to complete because I was working with the accelerated group.

I feel I will keep the idea of pairing the class to do work. This seemed to work the best as students stayed on task and were not distracted by other students. I feel that if

they were placed in groups to do the assignment, the class might be distracted and converse with each other about other topics besides the vocabulary.

I also feel like I was really prepared for this lesson. I had copied more than enough materials for the class and had an answer sheet ready for the worksheet. I also had everything well organized and followed the sequence I had planned for the class. Even when students did not get the right answer, I seemed to encourage students by telling them that they were really close and to try again.

I feel like I learned how to answer quickly on my feet when students would make remarks about the work. I was extremely proud that the students stayed on task and that I was able to handle the students as I believe that one of the most important parts of teaching is to be able to handle the class and keep students on task. I also learned that it is important to be well organized and have everything ready for the lesson. It was also a good idea to have an extra worksheet for students to complete as they were done their work before their other classmates. The next time I have to teach a lesson, I will make sure that I am well organized, have copies of the material, practice the material I will be teaching, and have lots of energy and spunk to teach the class!