

Lesson Plan Example Using Standard RI.3.4



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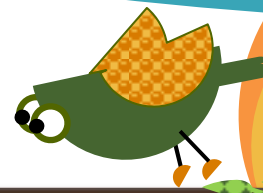
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Lesson Plan A Reading Informational Text

Standard RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.

Lesson Objective A: Can define key vocabulary using context clues from a given science, math or social studies text.

Sub-objective 1	Sub-objective 2	Sub-objective 3
Can highlight context clues in a given science text to define key vocabulary.	Can highlight context clues in a given math text to define key vocabulary.	Can highlight context clues in a given social studies text to define key vocabulary.

Direct Instruction/Model/Exemplars

1. Define context clues and the way they are used to help make meaning of key vocabulary.
2. Project and read aloud from sample excerpt with unfamiliar vocabulary noted. Model searching for context clues to help define the key vocabulary.
3. Demonstrate highlighting the context clues used to make meaning.
Model using (science text 1)

Go To Guided Practice 1

4. Model reading an excerpt and writing a definition of the given key vocabulary.
5. Model writing the context clues used to derive your meaning.
Model using (science text 2)
Practice Page or Graphic Organizer (science text 2)

Go To Guided Practice 2

6. Model using context clues to answer questions about a given science text.
Model using (science text 2)
Questions (question #1)

Go To Guided Practice 4

Guided Practice

1. Students practice reading 5 - 7 brief excerpts and searching for context clues to help define the key vocabulary. (teacher pre-selects the key vocabulary)
Students will highlight the context clues they used to make meaning.
Practice using (science text 3)

Go To Direct Instruction 4

2. Students practice reading an excerpt and writing a definition of the given key vocabulary. (teacher pre-selects the key vocabulary)
3. Students will write the context clues used to derive their meanings.
Practice using (science text 4)
Practice Page or Graphic Organizer (science text 4)

Go To Direct Instruction 6

4. Students practice using context clues to answer questions about a given science text.
Practice using (science text 3 or 4)
Questions (question #2 - 6)

[Go To Independent Practice](#)

Differentiation

Independent/Collaborative Practice

Students practice using context clues to answer questions about a given science text.

- Underline the unknown word
- Highlight the context clues used
- Respond to each question

Practice using (science text 5)

Questions (question #1 - 6)

Artifacts To Be Graded

Formative Assessment

Summative Assessment

Lesson Plan B Reading Informational Text

Standard RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.

Lesson Objective B: Can define key vocabulary using context clues from a given math text.

Sub-objective 1	Sub-objective 2	Sub-objective 3
Can highlight context clues in a given math text to define key vocabulary.	Can define key vocabulary in writing, using context clues in a given math text.	Can answer questions about academic and domain specific words, using context clues in a given math text.

Direct Instruction/Model/Exemplars

1. Define context clues and the way they are used to help make meaning of key vocabulary.
2. Project and read aloud from sample excerpt with unfamiliar vocabulary noted. Model searching for context clues to help define the key vocabulary.
Demonstrate highlighting the context clues used to make meaning.
Model using (math text 1)

Go To Guided Practice 1

3. Model reading an excerpt and writing a definition of the given key vocabulary.
4. Model writing the context clues used to derive your meaning.
Model using (math text 2)
Practice Page or Graphic Organizer (math text 2)

Go To Guided Practice 2

5. Model using context clues to answer questions about a given math text.
Model using (math text 2)
Questions (question #1)

Go To Guided Practice 4

Guided Practice

1. Students practice reading 5 - 7 brief excerpts and searching for context clues to help define the key vocabulary. (teacher pre-selects the key vocabulary)
Students will highlight the context clues they used to make meaning.
Practice using (math text 3)

Go To Direct Instruction 3

2. Students practice reading an excerpt and writing a definition of the given key vocabulary. (teacher pre-selects the key vocabulary)
3. Students will write the context clues used to derive their meanings.
Practice using (math text 4)
Practice Page or Graphic Organizer (math text 4)

Go To Direct Instruction 5

4. Students practice using context clues to answer questions about a given math text.
Practice using (math text 3 or 4)
Questions (question #2 - 6)

[Go To Independent Practice](#)

Differentiation

Independent/Collaborative Practice

Students practice using context clues to answer questions about a given math text.

- Underline the unknown word
- Highlight the context clues used
- Respond to each question

Practice using (math text #5)
Questions (question #1 - 6)

Formative Assessment

Artifacts To Be Graded

Summative Assessment

Lesson Plan C

Reading Informational Text

Standard RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.

Lesson Objective C: Can define key vocabulary using context clues from a given social studies text.

Sub-objective 1	Sub-objective 2	Sub-objective 3
Can highlight context clues in a given social studies text to define key vocabulary.	Can define key vocabulary in writing, using context clues in a given social studies text.	Can answer questions about academic and domain specific words, using context clues in a given social studies text.

Direct Instruction/Model/Exemplars

1. Define context clues and the way they are used to help make meaning of key vocabulary.
2. Project and read aloud from sample excerpt with unfamiliar vocabulary noted. Model searching for context clues to help define the key vocabulary.
Demonstrate highlighting the context clues used to make meaning.
Model using (S.S. text 1)

Go To Guided Practice 1

3. Model reading an excerpt and writing a definition of the given key vocabulary.
4. Model writing the context clues used to derive your meaning.
Model using (S.S. text 2)
Practice Page or Graphic Organizer (S.S. text 2)

Go To Guided Practice 2

5. Model using context clues to answer questions about a given Social Studies text.
Model using (S.S text 2)
Questions (question #1)

Go To Guided Practice 4

Guided Practice

1. Students practice reading 5 - 7 brief excerpts and searching for context clues to help define the key vocabulary. (teacher pre-selects the key vocabulary)
Students will highlight the context clues they used to make meaning.
Practice using (S.S. text 3)

Go To Direct Instruction 3

2. Students practice reading an excerpt and writing a definition of the given key vocabulary. (teacher pre-selects the key vocabulary)
3. Students will write the context clues used to derive their meanings.
Practice using (S.S. text 4)
Practice Page or Graphic Organizer (S.S. text 4)

Go To Direct Instruction 5

4. Students practice using context clues to answer questions about a given Social Studies text.
Practice using (S.S. text 3 or 4)
Questions (S.S. #2 - 6)

[Go To Independent Practice](#)

Differentiation

Independent/Collaborative Practice

Students practice using context clues to answer questions about a given Social Studies text.

- Underline the unknown word
- Highlight the context clues used
- Respond to each question

Practice using (S.S. text 5)
Questions (question #1 - 6)

Formative Assessment

Artifacts To Be Graded

Summative Assessment

Lesson Plan D

Reading Informational Text

Standard RI.3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.

Lesson Objective D: Can define key vocabulary using context clues from a given digital/online or technical text.

Sub-objective 1	Sub-objective 2	Sub-objective 3
Can highlight context clues in a given digital/online or technical text to define key vocabulary.	Can define key vocabulary in writing, using context clues in a given digital/online or technical text.	Can answer questions about academic and domain specific words, using context clues in a given digital/online or technical text.

Direct Instruction/Model/Exemplars

1. Define context clues and the way they are used to help make meaning of key vocabulary.
2. Project and read aloud from sample excerpt with unfamiliar vocabulary noted. Model searching for context clues to help define the key vocabulary.
Demonstrate highlighting the context clues used to make meaning.
Model using (Digital link 1)

Go To Guided Practice 1

3. Model reading an excerpt and writing a definition of the given key vocabulary.
4. Model writing the context clues used to derive your meaning.
Model using (Digital link 2)
Practice Page or Graphic Organizer (Digital link 2)

Go To Guided Practice 2

5. Model using context clues to answer questions about a given Social Studies text.
Model using (Digital link 2)
Questions (question #1)

Go To Independent Practice

Guided Practice

1. Students practice reading 5 - 7 brief excerpts and searching for context clues to help define the key vocabulary. (teacher pre-selects the key vocabulary)
Students will highlight the context clues they used to make meaning.
Practice using (Digital link 3)

Go To Direct Instruction 3

2. Students practice reading an excerpt and writing a definition of the given key vocabulary. (teacher pre-selects the key vocabulary)
3. Students will write the context clues used to derive their meanings.
Practice using (Digital link 4)
Practice Page or Graphic Organizer (Digital link 4)

Go To Direct Instruction 5

Differentiation

Independent/Collaborative Practice

Students practice using context clues to answer questions about a given Social Studies text.
Practice using (Digital links 3 or 4)
Questions (Digital links #2 - 6)

Formative Assessment

Artifacts To Be Graded

Summative Assessment