**Name:** Breanna Wisnor

**Grade Level:** 3

**Topic:** Decoding meanings of words using context clues

**CCSS.ELA-Literacy.L.3.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

**Objectives:** Students will be able to use sentence-level context as clues to determine the meaning of words.

**Assessment:** I will determine students’ ability to collaboratively use sentence-level context clues to determine the meaning of words by evaluating their responses on the graphic organizer. Student responses should make logical sense and be supported with contextual clues 100% of the time.

While students are working in groups, I will move from group to group and document individual students’ contributions.

I will use this information to direct my instruction. This will also determine how deeply I must go into detail when providing feedback and reviewing the next day.

**Engagement:** <https://www.youtube.com/watch?v=saYnF8_wdBI> (“The Jabberwocky” by: Lewis Carrol Performed by: Actor-Mime David Zucker; Poetry in Motion)

**Direct Instruction:** After showing the engagement video, I will provide direct instruction by explaining how to use context clues to decode meaning. We will do this by becoming “word detectives” and decoding the first/last stanza of the Jabberwocky. I will model the activity.

**Procedures:** 1. Explain that in the 1800s, I man named Lewis Carrol wrote a poem called “The Jabberwocky”. In the poem, he uses some words that we don’t use much anymore and other words that are silly, nonsense words. Ask “What is a nonsense word?” (a made-up word)

2. We are going to listen to a dramatic reading of his poem “The Jabberwocky” performed by an actor and mime named David Zucker. I want you to try to figure out what some of those unfamiliar words might mean based on how he says and acts out the words.

3. After the video, students will come to the community spot where we will decode the meanings of words in the first/last stanza of “The Jabberwocky”. We will use the 3-column graphic organizer and discuss why we believe certain words to hold selected meanings based on the context. (model)

4. Students will then be broken into small groups of 3 or 4. These will be mixed ability groups. Each group will be given a stanza. As shown in the materials, unfamiliar words have been either highlighted or bolded. Highlighted words signify nonsense words and bolded words are “Old English” or uncommon words. Each group will also be given sticky notes to record their words, predicted meanings and context clues. Once all three parts of decoding the word have been completed, they will add their post-it notes to the graphic organizer. They will continue to do this until all words in their stanza have been identified.

5. The students will work together to come up with predictions of these word meanings and clues from the context to complete the graphic organizer.

6. I will walk around and scaffold student learning for groups that are struggling. I will record student responses and contributions.

7. Once all students have finished their work, we will come back together as a group to check responses. We will see if there are any meanings we wish to change.

**Closure:** To conclude the lesson and reinforce learning, we will re-read the poem with the predicted meanings of the words. To extend student learning throughout the week, groups will present their own dramatic reading of the poem to prove their understanding and apply meanings of new words.

**Materials:**

Computer and projector (or SmartBoard)

YouTube engagement video

Poster Board divided into three columns

Sticky notes

Poem (one printed copy and another copy split into stanzas for group work)

Student writing utensils

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<http://crackerjaxteacher.blogspot.com/2012/11/multiplication-facts-context-clues-and.html>

**Jabberwocky** by: Lewis Carroll, 1832 - 1898

**‘Twas** brillig, and the slithy toves

   Did **gyre** and gimble in the wabe;

All mimsy were the borogoves,

   And the mome raths outgrabe.

“Beware the Jabberwock, my son

   The jaws that bite, the claws that catch!

Beware the Jubjub bird, and **shun**

   The frumious Bandersnatch!”

He took his vorpal sword in hand;

   Long time the manxome **foe** he sought—

So rested he by the Tumtum tree,

   And stood awhile in thought.

And, as in uffish thought he stood,

   The Jabberwock, with eyes of flame,

Came **whiffling** through the tulgey wood,

   And **burbled** as it came!

One, two! One, two! And through and through

   Thevorpal blade went **snicker-snack**!

He left it dead, and with its head

   He went **galumphing** back.

“And **hast thou slain** the Jabberwock?

   Come to my arms, my **beamish** boy!

O frabjous day! Callooh! Callay!”

   He **chortled** in his joy.

**‘Twas** brillig, and the slithy toves

   Did **gyre** and gimble in the wabe;

All mimsy were the borogoves,

   And the mome raths outgrabe. <http://www.poets.org/poetsorg/poem/jabberwocky>Jabberwocky

# [Jabberwocky](http://www.poetryfoundation.org/poem/171647#poem)

Source: The Random House Book of Poetry for Children (1983)

**Jabberwocky**

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