Reading Comprehension Skills and Strategies: Self-Directed Gamified HyperDoc Unit Context Clues Lesson Plan Criteria

Ryan Richards	English Language Arts 7-8
Lesson Goals:	At the end of this lesson, each student should be able to say, I can: - Define what a context clue is - Identify the meaning of unknown words using context clues - Defend their understanding of unknown words using textual evidence
Outcomes Targeted:	Outcome: Learners will create meaning (listening, reading, and viewing comprehension) from a range of communication forms.
I can statement	I can...use context clues to determine the meaning of unknown words.
Key Vocabulary and Skills:	Key Vocabulary: - Context Clues - Synonyms - Antonyms - Definitions - Signal Words
Material Needed:	Educational Technology: - Chromebook Access - Headphones - Youtube Video - Context Clues - Screencastify Instructional Video - Sceencastify Video Link for student tutorial video - Metimetre link - Wordwall Matching Game Link

Lesson:

Introduction (Teacher organized)	Hyperlink
Unit Overview: In order to outline the self-directed gamified hyperdoc unit for students, the accompanying explanation will be posted and shown to the class to outline expectations, goals, and procedures associated with the overall unit.	Self-Directed Gamified HyperDoc Unit explanation Video

Guided Learning (The Activity) Individual or Group	Hyperlink

Guided Learning (The Activity) Individual or Group

Hyperlink

[Context Clues Hyper Doc](#)

Context CLues Hyperdoc Lesson Overview: This hyperdoc activity is built as a self-directed mini-lesson along with multiple formative activities to allow students to demonstrate their understanding of the concept being presented and allow me to monitor their progress and level of understanding throughout the activity in order to supply authentic and timely feedback and intervention if required. Students are able to work through the hyperdoc at their own pace and interact with a variety of technology integration to show their progress.

Lesson: The hyperdoc is divided into three sections….

Guide on the Side

Section #1 - "Explore"

Part A: In this section students will learn about the key concept, in this case context clues, through a medium of their choice. They can choose to watch a video about it or read a digital handout by selecting the appropriate link. Students are able to watch the lesson multiple times or reread any information when necessary. Students may choose to look at both if they feel it will help cement their understanding.

Part B: Next, students will watch an instructional video about the key concept presented by clicking the appropriate link. Here I walk students through specific examples of how to use context clues to make sense of unknown words within a piece of text by walking them through my thinking. Students are also able to join in and do the practice with me in order to build their skills and compare it to my answers to allow them to get a sense of their own overall understanding.

Section #2 - "Explain"

In this section students will complete two pieces of formative assessment which will allow them to demonstrate their understanding and explain context clues in their own words. The two activities use diverse technology integration by using programs such as Screencastify and Metimeter to allow students to share their knowledge and collaborate with others in the class.

Meddler in the Middle

As students complete these activities, I can monitor their progress and check in with students who may be having difficulty with the key concept or reinforce that students seem to have a clear understanding of the key concepts to provide positive feedback. This is effective as some students are reluctant to put up their hands and ask questions, so I am able to proactively see their progress and provide authentic and timely feedback prior to them moving on to the next section of the hyperdoc. This is in addition to circulating around the classroom while they work to answer any questions that might come up.

**Please see attached hyperdoc for detailed instructions about what to do for each activity and all required links.

Section #3 - "Apply"

In this section students will now apply their knowledge using a game-based activity. Students will be asked to use their understanding of context clues to complete a "matching style" game that has students applying what they learned about context clues to make sense of unknown words.

Students will earn a digital badge based on their achievement level (outlined in hyperdoc). Students may attempt the game as many times as they like as there is no "punishment" for failing or not beating it. Students who receive a badge, may also want to replay the game to see if they get a higher score and replace their original badge with a higher one.

These badges will be "handed out" digitally at the end of every class to celebrate students' achievement and be placed on the achievement board that is posted for the class to see.

**All badges can be viewed by clicking on the accompanying hyperdoc
**Example of Achievement Board can be found linked below.

Grand Finale Class Share

During the last 5-10 minutes of class, students will be given the opportunity to celebrate and share their achievement(s) from that class and the achievements of their fellow classmates. The idea is that this would create a collaborative, supportive and celebratory atmosphere within the room that would be motivating and engaging in a way that fosters higher achievement as students will want to be celebrated. This will also help to support an overall positive and supportive classroom environment.

This achievement board will be presented to students as a "view only" document in order to prevent students from adding in unearned badges or deleting badges earned by their fellow students.

Students who received badges for that day will have them placed on the class achievement board for all to see. After receiving their badge, they will be given an opportunity to share one thing that they have learned about the skill or strategy they received a badge for, in this case context clues.

***If this was done during online learning or if the student would prefer, they could record their "what they learned" statement using FlipGrid and then it could be shown to the class or students could go in and view them independently.*

Taxonomy of 21C verbs

Evaluate and Leverage
Students will have to evaluate a series of passages in order to identify the meaning to an unknown word. They will then have to leverage the knowledge in order to complete the "matching style" game in order to receive an achievement badge.

Apply and Interconnect

Students will have to apply their understanding of context clues and interconnect it with their own independent text that they chose in order to demonstrate their understanding and apply it to a unknown word from a text of their own choosing.

Analyze and Synthesize

Students will have to analyse various types of texts and synthesize the information contained in it in order to use context clues to make sense of unknown words and pull out their meaning.

Communicate and Collaborate

Students will do this digitally through their metimeter activity which will allow the class to work collaboratively to create a class resource outlining the various context clue strategies and provide each other with a concrete resource "poster". This can be used as a reference point throughout the school year to remind ourselves what context clue strategies we can use.

Pedagogy

Differentiation:

1) Students can choose how they want to learn about context clues and the various strategies. There are video presentations for visual and auditory learners or text-based digital handouts for students who prefer to read and learn that way.
2) Students are asked to apply context clue strategies within books, magazines or articles that they have chosen individually. This allows students to explore the topic through their own "just right" text, no matter what their reading level is.
3) Instructional videos are recorded and allow students to watch and rewatch them as necessary to help them with their overall understanding of context clues.
4) Students are able to choose the unknown word they wish to apply a context clue strategy to.
5) Badges are given out for different success rates during the final formative Wordwall game. It is scaffolded in a way that allows students to gain recognition for their achievement even if they don't get all the questions answered correctly as is laid out in the hyperdoc (broze, silver, and gold). Students can also try these games as many times as they want without any "punishment" for not succeeding on their first try. This allows students to feel and be successful and motivates them to do well. It also allows students to go back and try again to increase their scores to achieve "higher" badges.

Assessment and Evaluation:

Formative Assessment:

- Responses to screencastify video and mentimeter activity will be posted and reviewed to ensure student understanding of key concepts. These responses will allow me to conduct interventions or provide additional support such as

conferencing if it is noted that students are having some difficulties with context clues.

● Wordwall Game Badges - Students will have the opportunity to complete the "matching style" game at the end of the hyperdoc. Students will receive a specific badge based on their performance. This badge will act as a form of formative assessment as it will mark their achievement level as outlined in the hyperdoc. These achievement badges will be placed on an electronic "achievement board" for the class to see and will be updated at the end of each class as a way to share and celebrate student achievement daily.

Adaptations:

As scaffolding, as well as voice and choice, have been directly woven into the overall planning in order for students to bring in "just right" texts, have choice in learning styles, and have the opportunity to try things multiple times without fear of failure, many adaptations are already built-in, in order to give all students an opportunity to succeed.

However some possible adaptations could include the following…
- Allow students to present their screencastify video during an in person conference rather than record.
- Allow students to choose one of the "explain" activities to do, rather than completing both.
- Allow students to find additional video or audio clips to explain context clues

Cross Curricular Connections

As this lesson, as well as the overall unit, is dedicated to creating meaning from a range of different communication forms, there are numerous cross curricular connections that can be made.

As context clues are used to make sense of unknown words, students can apply this skill to any type of text read or viewed in class. As all classes require some form of reading, all courses could implement this strategy to support students' understanding around what they are reading.

School Student Success Plan

Oyster Pond Academy SSP Literacy Goal: *"To improve student achievement in reading comprehension with a focus on critical thinking within non-fiction text."*

This lesson, as well as the unit overall, directly supports OPA's SSP literacy goal as each mini-lesson provides students with specific skills and strategies that will support them in creating meaning from a range of texts, including non-fiction texts.

By recognizing and applying the context clue strategies, students will be able to better comprehend what it is they're reading. This will deepen their understanding of fiction and nonfiction text and allow them to think critically about what they are reading as this strategy supports them in increasing their understanding.

Cultural Relevance

This context clue hyperdoc incorporates a variety of strategies to ensure that culturally responsive pedagogy is a focus in both the presentation of the lesson and the execution of the various tasks and activities students will undertake.

Voice and Choice:
Introduction: Students are given a choice on how they wish to learn about the subject matter. They have been afforded the opportunity to learn about what they are and how to use context clues through either a video presentation should they be more auditory and visual learners or if they prefer to read about context clues, there is the option to read a digital handout. This allows students to choose which learning style suits them best and allows them to rewatch or reread the information as many times as they need to to support their understanding.

Screencastify Activity: Students are given the choice as to what type of text or passage they want to use as an example to show their learning. They can draw from their own independent novel that they had the opportunity to choose themselves.

Badges: As there are a range of badges that can be won, it allows all students the opportunity to succeed and strive for the level that they want to reach. If they are happy completing the activity and getting a lower level badge, that is okay. If they want to push to get the highest level badge in all the unit categories, that is alright as well.

Post Lesson Reflection

Teacher Based Reflection: During this unit I will take observational notes about how students are interacting with the lesson, as well as garner feedback from students during informal discussions throughout the unit.

In addition, a feedback form will be given to students at the end of the unit in order for them to provide more insight about the various lessons and the presentation of the material. This will be done anonymously to allow students to feel that they can speak

Teacher Observation Form

Gamified Reading Skills and Strategies Unit Student Feedback Form

freely and provide me with more honest feedback. Both the teacher-based observational note form and student feedback form will inform my teaching practice moving forward and provide insight into any changes or revisions that may need to be made.	