

Context Clues

Apply In:

- ● Leveled Book: *Let's Hear It for Ears!*

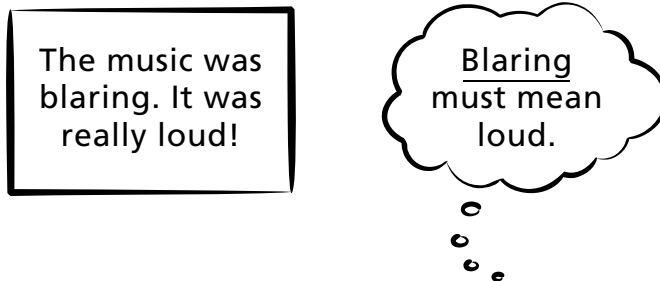
1 Reteach

Arrange the word cards into sentences and read them aloud, pointing to each word: **We saw guppies. There were lots of fish in the water.** Then ask: **Does anyone know what *guppies* means? Let's look for clues in the sentences to figure it out.**

Hold up the first word card and ask: **Does *We* help you understand *guppies*?** (no) Continue with the other cards, setting aside *fish* after children respond. When you finish, point to *fish* and say: **This word is a clue. Maybe guppies are a kind of fish.**

Have children substitute *fish* to see if the meaning makes sense: *We saw fish. There were lots of fish in the water.* Explain: **When you see a word you don't know, look for clue words. These are called context clues.**

Then display and discuss this chart:



Have children find an unfamiliar word in a book. Mark the word and help children make guesses using context clues. Have children try their meanings in the sentence to see if they make sense.

2 Practice with a Partner

Have each child flag an unfamiliar word in a book with a self-stick note. Partners make guesses about the word's meaning using context clues and try the guesses in the sentences to see if they make sense.

Materials

- word cards for *We, saw, guppies, There, were, lots, of, fish, in, the, water.*
- books

Materials

- books
- self-stick notes

Context Clues

3 Apply

Distribute copies of the **Context Clues Bookmark**. Explain that children should refer to the Bookmark as they listen or read. Have children look for context clues. Use the **Multi-Level Strategies** to support them.

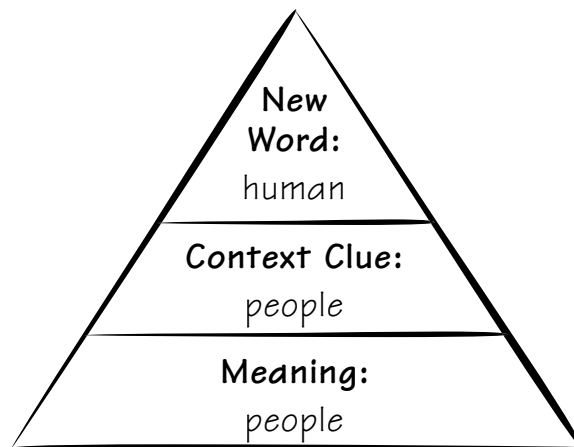
INTERMEDIATE

Help children find context clues. Ask: **Which words tell what *vibrate* means on page 6?** (*move back and forth*)

ADVANCED

Have partners find unfamiliar words in the book. Then have them use context clues to figure out what the words mean.

Record children's ideas in a chart like this:



Have children explain paragraphs with unfamiliar words.

CLOSE AND ASSESS

Have children tell how to figure out the meaning of an unfamiliar word when they read. (look for context clues)

Context Clues

When you do not know a word:

- Reread.
- Look for **clues**.
- Make a guess.
- Try the meaning.

The doll is tiny. It is as small as a mouse.

Tiny must mean small.



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