

# Context Clues

## Apply In:

- ● Leveled Book: *Body Works*

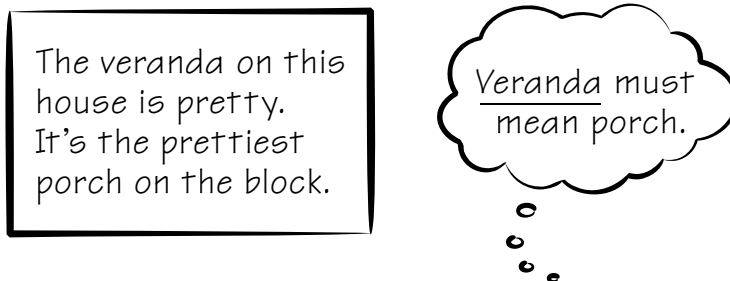
## 1 Reteach

Arrange the word cards into sentences and read them aloud, pointing to each word: **We saw cormorants. There are many birds here.** Then ask: **Does anyone know what *cormorants* 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 *cormorants*?** (no) Continue with the other cards, setting aside *birds* after students respond. When you finish, point to *birds* and say: **This word is a clue. Maybe cormorants are birds.**

Have students substitute *birds* to see if the meaning makes sense: *We saw birds. There are many birds here.* Explain: **When you see a word you don't know, look for clue words. These words are called context clues.**

Then display and discuss this chart:



With students, find unfamiliar words in the newspaper. Highlight each word and help students make guesses using context clues. Have students try the meanings in the sentences to see if their guesses make sense.

## 2 Practice with a Partner

Have students flag unfamiliar words. Pairs make guesses about the words' meanings using context clues and try the guesses in the sentences to see if they make sense.

## Materials

- word cards for *We, saw, cormorants, There, are, many, birds, here.*
- newspapers
- highlighter pen

## Materials

- books, magazines, newspapers
- self-stick notes

## Context Clues

### 3 Apply

Distribute copies of the **Context Clues Bookmark**. Explain that students should refer to the Bookmark as they read. Have students look for context clues for unfamiliar words in the book. Use the **Multi-Level Strategies** to support them.

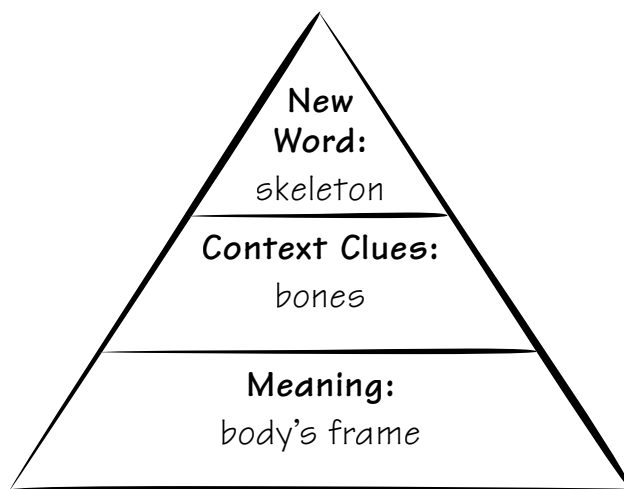
#### INTERMEDIATE

Help students identify context clues. Ask: **On page 6, which words help you know what *skeleton* is?** (*body's, frame, bones*) **How do you know what *biceps* means on page 9?** (*muscle, pulls up the arm*)

#### ADVANCED

Have students identify unfamiliar words and use context clues to figure out the words' meanings. Pairs can select words and challenge each other to use context clues to guess each word's meaning.

Record students' ideas in pyramids like this:



Have students use the charts to explain how they figured out the meanings of unfamiliar words.

#### CLOSE AND ASSESS

Have students 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 the words that come before and after the word.
- Look for **clues**.
- Make a guess about its meaning.
- Try the meaning in the sentence.

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



Tiny must mean small.

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