

Lesson: Readers Use Context Clues

Subject Area: Reading

<u>Common Core Standards</u>: SL.1.1, SL.1.2, SL.2.1, SL.2.2, SL.3.2

Supplies Needed:

- <u>Splat the Cat</u> by Rob Scotton (or another text of your choice)
- Chart paper
- Markers
- Individual student book bags or baskets

Procedure:

- Before beginning your lesson, prepare sentence strips with sentences where students can practice using context clues. Cover the underlined words with a blank piece of paper.
- Read aloud <u>Splat the Cat</u> by Rob Scotton.
- Here are some possible sentences to use:
 - It was early in the <u>morning</u> and Splat was wide awake. Time to get <u>dressed</u>," said his mom. His mom <u>combed</u> his hair. You can ride your <u>bike</u> if you like, Splat." said his mom. Seymour hid <u>behind</u> a glass bottle. Splat whispered into Seymour's ear.
- Hang one sentence at a time on the board with the underlined word covered. Read the sentence together as a class, leaving the covered word out.
- Ask students to guess the word that goes in the empty spot. If students are unable to guess the word, give them the first letter of the word to help.
- Once students have guessed the covered word, discuss the clues they used to guess the word.
- Begin a chart titled "Strategies Readers Use for New or Bigger Words."
- Add "Readers use context clues to read words"

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