

Lesson 12: Good Readers Use Context Clues to Figure Out Words

Supplies Needed:

- Splat the Cat by Rob Scotton (or another text of your choice)
- Sentence Strips
- Chart paper
- Markers
- Individual student book bags or baskets

Procedure:

- Before beginning your lesson, prepare sentence strips with sentences for students to practice using context clues. Choose a word in each sentence to cover. Be sure that the rest of the sentence provides some clues as to what those words might be.
- If you use our suggestion, Splat the Cat by Rob Scotton, here are some possible sentences to use. First read the book aloud and then share your sentence strips
 - It was early in the morning and Splat was wide awake.
 - Time to get dressed,” said his mom.
 - His mom combed his hair.
 - You can ride your bike if you like, Splat.” said his mom.
 - Seymour hid behind 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 blank. 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, including the use of the first letter as a big clue.
- Begin a chart titled “Strategies Readers Use for New or Bigger Words.”
- Add “Readers use context clues to read words.”

Notes: _____
