Use sentence-level context as a clue to the meaning of a word or phrase.

Can Matilda Get the Cheese?

Reading Trick: Use-a-Clue

Sentence	Illustration	New Word
The mouse sees the ___.	Page 1	cheese
The mouse is ___.	Page 4	scared
The cat is afraid of the ___.	Page 10	tire

1. Write the first sentence on the board as it appears above.

   Teacher: Look at this sentence. The word that belongs here is a new word. (Point to the blank line.) When you meet a new word, several tricks can help you read it. One trick is to look at other words in the sentence. They might give us a clue. Let's read it together.
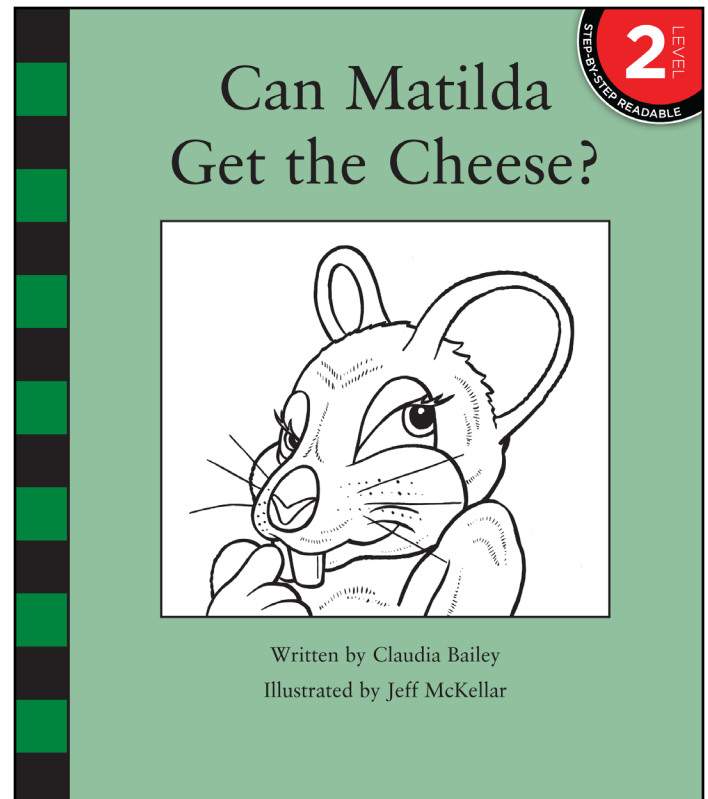   **Everyone: The mouse sees the . . .**
   Teacher: Hmm. What are different things a mouse might see?
   Students: dog, cat, hole, cheese, people
   Teacher: Let's try another trick that might help us decide which word to use. (Show the suggested illustration.)
   Teacher: Looking at pictures for clues is another trick we can use. Is there anything in this picture that might help us figure out the new word? (Listen to responses while guiding students to the new word.)

2. Write the new word on the blank line.

3. Have the class read the sentence aloud to check their guess.

4. Repeat steps 1–4 with the remaining sentences for the lesson.

2 LEVEL
STEP-BY-STEP READABLE

Can Matilda Get the Cheese?

Written by Claudia Bailey
Illustrated by Jeff McKellar

What Is in the Tree?

Reading Trick: Use-a-Clue

Sentence	Illustration	New Word
June can climb up the ___.	Page 1	ladder
A ___ is stuck in the tree.	Page 7	cat
The cat is on Jane's ___.	Page 9	hat

1. Write the first sentence on the board as it appears above.

   Teacher: **Look at this sentence. The word that belongs here is a new word. (Point to the blank line.) When you meet a new word, several tricks can help you read it. One trick is to look at other words in the sentence. They might give you a clue. Let's read it together.**
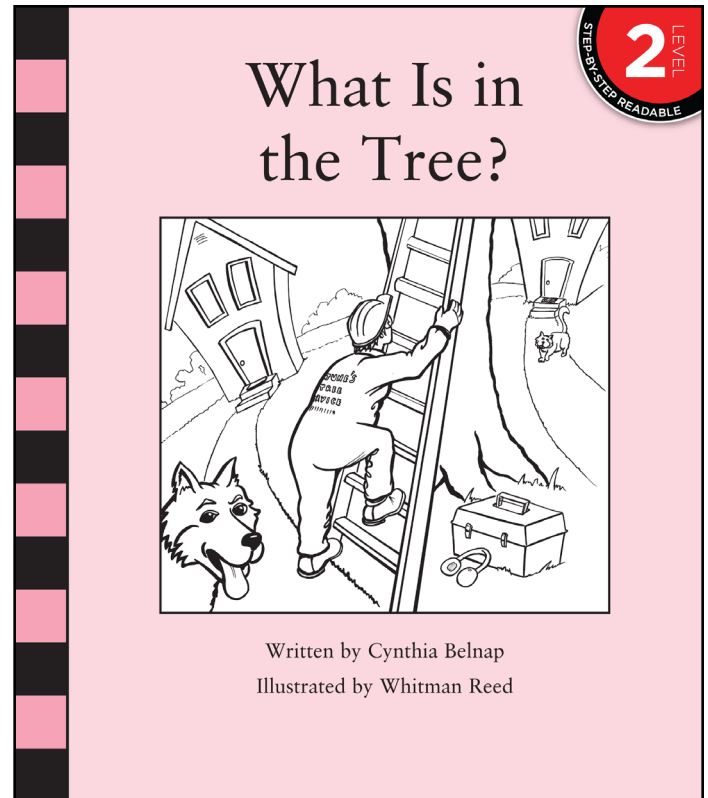   **Everyone:** **June can climb up the . . .**
   Teacher: **Hmm. What things can we climb?**
   Students: **stairs, ladder, trees**
   Teacher: **Let's try another trick that might help us decide which word to use. (Show the suggested illustration.)**
   Teacher: **Looking at pictures for clues is another trick we can use. Is there anything in this picture that might help us figure out the new word? (Listen to responses while guiding students to the new word.)**

2. Write the new word on the blank line.

3. Have the class read the sentence aloud to check their guess.

4. Repeat above steps with the remaining sentences for the lesson.

What Is in
the Tree?

Written by Cynthia Belnap
Illustrated by Whitman Reed

LEVEL 2
STEP-BY-STEP READABLE

Will You Play with Me?

Reading Trick: Use-a-Clue

Sentence	Illustration	New Word
The snail can ___.	Page 3	yell
The dog has hurt his ___.	Page 8	tail
The ___ fell on the snail.	Page 12	rain

1. Write the first sentence on the board as it appears above.

   Teacher: Look at this sentence. The word that belongs here is a new word. (Point to the blank line.) When you meet a new word, several tricks can help you read it. One trick is to look at other words in the sentence. They might give you a clue. Let's read it together.
   Everyone: The snail can . . .
   Teacher: Hmm. What things can a snail do?
   Students: crawl, eat
   Teacher: Let's try another trick that might help us decide which word to use. (Show the suggested illustration.)
   Teacher: Looking at pictures for clues is another trick we can use. Is there anything in this picture that might help us figure out the new word? (Listen to responses while guiding students to the new word.)

2. Write the new word on the blank line.

3. Have the class read the sentence aloud to check their guess.

4. Repeat above steps with the remaining sentences for the lesson.

Will You Play with Me?

STEP-BY-STEP READABLE
LEVEL 2

Written by Shelly Hurst Lonni
Illustrated by Brenden Taylor