

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Use-a-Clue

Activity 1

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.

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 activity.

Activity 2

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.

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 activity.

Activity 3

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.

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 activity.