

Word Wonders

Purpose

Students will practice using phonic and context clues to self-correct when reading.

Materials

For the teacher: chalkboard, chalk, highlighter tape

For the students: copies of Black Line Master (BLM) *Bug Blanks*, multiple copies of grade-level-appropriate short story, oversized copy (“Big Book”) of the story

Activity

A. Pre-Activity Preparation

Cover up some of the words that you want students to learn in the short story you have chosen.

B. Pre-Activity Discussion

1. Tell students that they will be learning a way to correct themselves when reading.
2. Explain that we learn new words by understanding their meaning (context) in the sentence. Tell students that they can use the surrounding words for help and they can also use letters as clues to sound out and figure out unfamiliar words in a sentence.

C. Read the Story

1. Introduce the story by asking students what they know about the story topic.
2. Read the text. As you come to one of the covered words, pause; then read to the end of the sentence.
3. Have the students make guesses as to what word might fit and make a list of their ideas on the chalkboard.
4. Uncover the first letter of the word. Ask students: “Which of your guesses cannot be correct?”
5. Cross out the words that do not apply and ask for more words that could be possibilities.
6. Continue to uncover each letter until the word is completely exposed.
7. Repeat these steps with each of the covered words.

(continued)



INCORPORATING **TECHNOLOGY**

Have students type their own sentences to share with classmates. Have them model the BLM that accompanies this activity.



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Visual Arts

Have students draw pictures to accompany each of the numbered items on the BLM. If they draw pictures that match the items, you know that they understood what they read.

Standards Link
1.1.11

Activity (continued)


D. Apply What Students Have Learned


1. Discuss with students how they were able to figure out unknown words.
2. Ask students to apply what they have learned by completing a similar task.
3. Pass out the BLM *Bug Blanks*.
4. Have students follow the directions to apply what they have learned.


Questions for Review

Basic Concepts and Processes

Check student understanding of using phonic and context clues to self-correct when reading by asking the following questions during the activity:

 How can you use the other words in a sentence to help you understand the meaning of unfamiliar words?

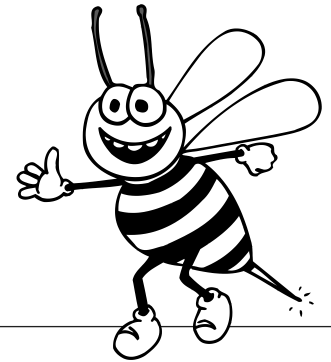
 How did you decide which words did not fit?

 How does looking at each letter in a word help you correct yourself while reading?



Name: _____

Bug Blanks



Directions: Fill in the blanks. Some sentences give you words to choose from. Other sentences give you the first letter of the word.

1	Butterflies are bugs. They have six _____. (legs or hands)
2	Butterflies are not big. They are _____. (small or tall)
3	Butterflies do not walk. They can _____. (smile or fly)
4	Bees can hurt people. They s ____ _ . (sting or smell)
5	Bees make a sweet treat. It is h ____ _ . (honey or hairy)
6	Honey is not sour. It is very s ____ _ . (sweet or stiff)