Guided Reading

Context Clues



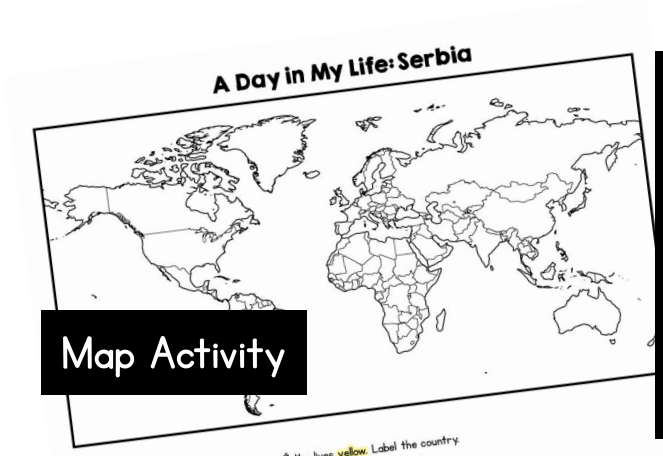
A DAY IN MY LIFE: SERBIA

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*This product includes a nonfiction guided reading passage on three differentiated levels. The passages are in the 2nd-5th Grade Common Core Text Complexity Band (the range for 2nd-5th grade is 450-980). The passage is also available in a two-page article format.

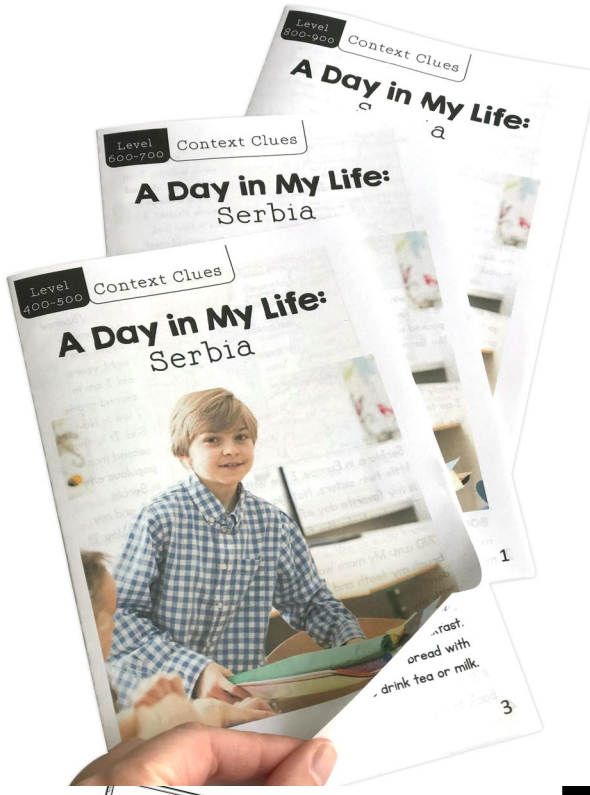
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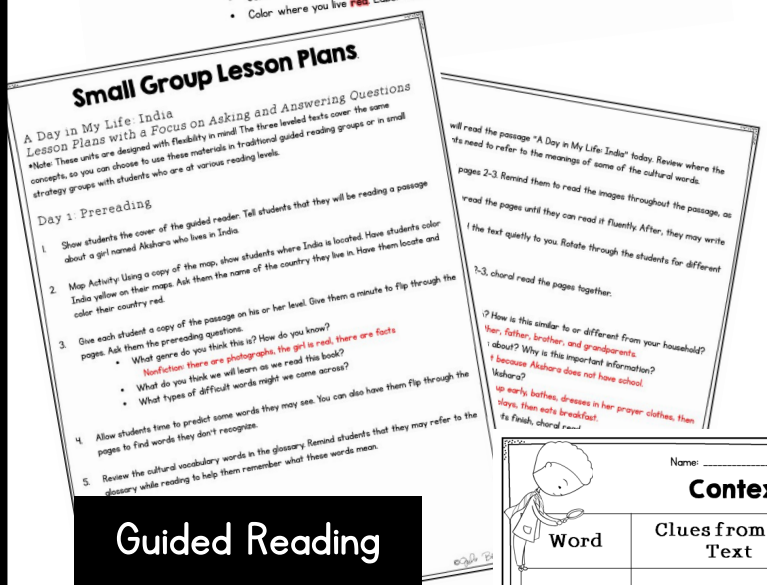
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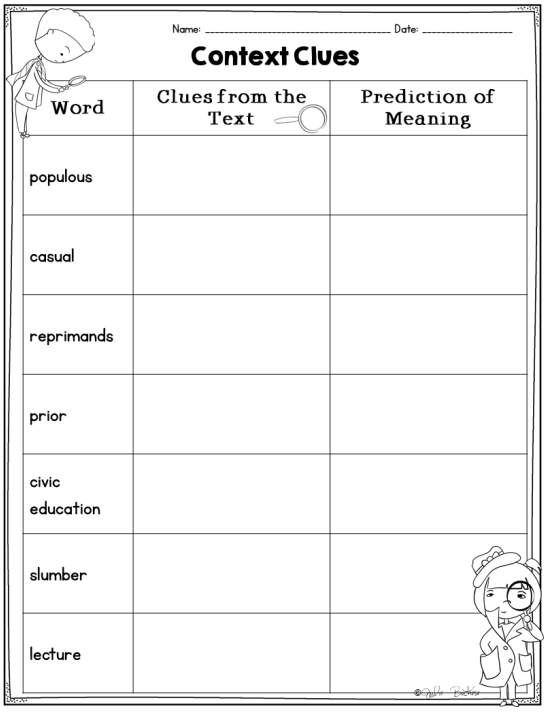
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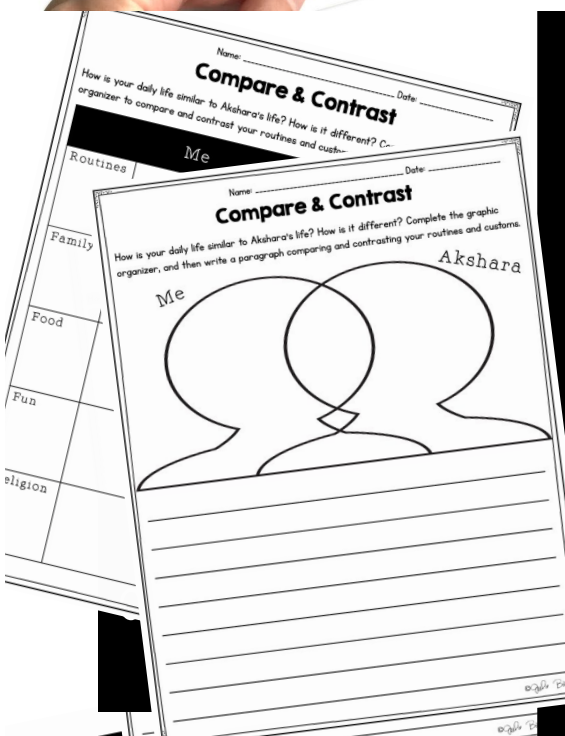
A guided Reader on Three Levels (also available as 3-page printable passages)

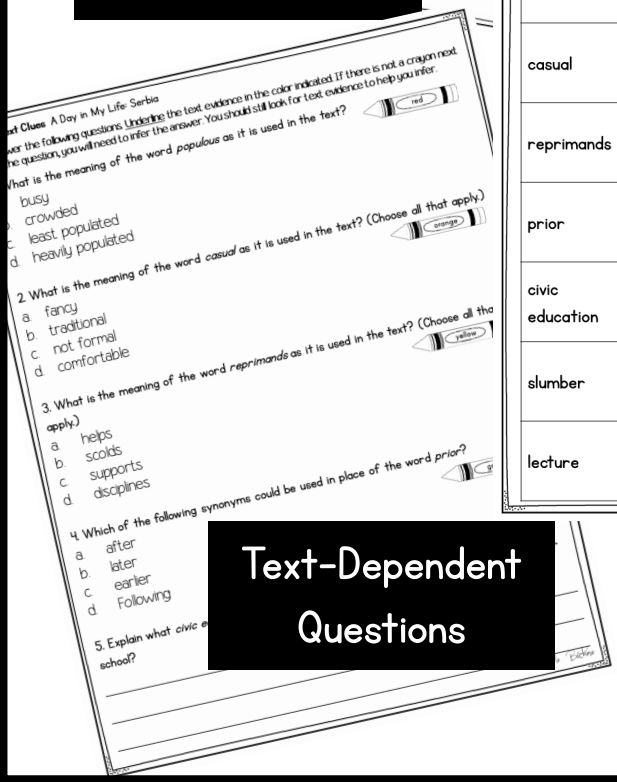




Guided Reading Lesson Plans







Text-Dependent Questions

Strategy Organizer



Exit Ticket

Small-Group Lesson Plans.

A Day in My Life: Serbia

Lesson Plans with a Focus on Context Clues

*Note: These units are designed with flexibility in mind! The three leveled texts cover the same concepts, so you can choose to use these materials in traditional guided reading groups or in small strategy groups with students who are at various reading levels.

Day 1: Prereading

1. Show students the cover of the guided reader. Tell students that they will be reading a passage about a boy named Željko who lives in Serbia.

2. Map Activity: Using a copy of the map, show students where Serbia is located. Have students color Serbia yellow on their maps. Ask them the name of the country they live in. Have them locate and color their country red.

3. Give each student a copy of the passage on his or her level. Give them a minute to flip through the pages. Ask them the prereading questions.
    - What genre do you think this is? How do you know?
      Nonfiction: there are photographs, the boy is real, there are facts
    - What do you think we will learn as we read this book?
    - What types of difficult words might we come across?

4. Allow students time to predict some words they may see. You can also have them flip through the pages to find words they don't recognize.

5. Review the cultural vocabulary words in the glossary. Remind students that they may refer to the glossary while reading to help them remember what these words mean.

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Day 2: Reading

1. Tell students that they will read the passage "A Day in My Life: Serbia" today. Review where the glossary is in case students need to refer to the meanings of some of the cultural words.

2. Have students silently read pages 2-3. Remind them to read the images throughout the passage, as well!
   - Early finishers should reread the pages until they can read it fluently. After, they may write in their journals.
   - Select 1-2 students to read the text quietly to you. Rotate through the students for different pages.

3. After all students have read pages 2-3, choral read the pages together.

4. Discussion Questions:
   - Who does Željko live with? How is this similar to or different from your household?
     Željko lives with his mother, father, and twin sisters.
   - What day is Željko telling us about? Why is this important information?
     It is Thursday. This is important because Željko is going to school.
   - What do mornings look like for Željko?
     In the morning, Željko wakes up and gets ready for school. He dresses in casual clothes. Then his father drops him off at school. He has math and language class, followed by breakfast in the dining room.

5. Students silently read pages 4-5. After all students finish, choral read.

6. Discussion Questions:
   - What are the various things Željko does during his breaks at school?
     Željko talks and plays with his friends and cleans out his desk.
   - When does Željko's school day end? How is this different from you?
     Željko's day ends before lunch at 12:20.
   - What does Željko have for lunch? How is this similar to or different from your lunch?
     Željko eats soup with homemade noodles and cabbage rolls with pork.

7. Students silently read pages 6-7. After all students finish, choral read.

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8. Discussion Questions:
    - What does Željko do after school is over?
      Željko goes to his grandparents' house for lunch. After lunch, he plays with his sisters until his dad picks him up.
    - What is his evening routine? How is it similar to or different from your routine?
      In the evening, Željko completes his homework. Then he goes to Novi Sad to learn about space with his family. After, they eat dinner and get ready for bed.

Day 3:

1. Students reread the entire passage silently. As they reread, conduct 1-2 running records with a few students using the text.

2. As students finish, tell them to practice retelling the story because they will be retelling it as a group once everyone is finished.

3. Once everyone is finished rereading, point out that this story is organized in sequential, or chronological, order. Tell students that it is important to understand the text structure of a text before we retell it. Knowing that it is in sequential order means that we should tell the events from the beginning, middle, and end.

4. As a group, retell the story.

5. Have students complete the graphic organizer titled "Context Clues". For groups that need more assistance, I suggest completing a few examples together and then having them complete a few independently.

6. **Day 3 Independent Work** (to be completed in a center rotation after the group meets):
   Students answer multiple choice and short response questions.

Note If your purpose for this group is a strategy group rather than guided reading, have students complete the questions at the table with you so that you can provide more support.

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Day 4

1. Either correct students' questions before you meet, or correct them together as a group. Review how to underline text evidence to support answers.

2. Discuss: Željko lives across the world from us. Even though he lives so far away and his culture is different from our culture, we have some things in common.
    - What did you notice about Željko's life that is like your own?
    - What did you notice that was different and interesting about Željko's life or culture?

3. Select one of the graphic organizers to give to students. The chart is intended for students who need more support, while the Venn diagram and writing prompt is intended for more independent students. Have students complete the organizers independently, and assist them as needed.

Day 5: Wrap It Up

This should be a short meeting. It can also be combined with the fourth day if you only have four days to meet with students.

1. Discuss how your students' lives are similar to and different from Željko's life.

2. Review: The skill focus was context clues. The following can be discussed together or answered on the provided sheet as an exit ticket.
    - Why do good readers notice context clues?

      Good readers notice context clues to help them comprehend unfamiliar words.
    - How does paying attention to context clues help readers comprehend texts?

      Knowing challenging vocabulary helps us better understand the entire text.

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A Day in My Life: Serbia



- Color where Željko lives yellow. Label the country.
- Color where you live red. Label the country.

J/K
600-700

Name: _____ Date: _____

A Day in My Life: Serbia

Pozdrav! My name is Željko. I am eight years old, and I am a second-grade student. I live in Novi Sad, the second most **populous** city in Serbia, Europe. I live with my mom, my dad, and my little twin sisters, Natalija and Sonja. Today is Thursday, which is my favorite day of the week because it's always jam-packed with interesting activities. This is what Thursday looks like for me.



7:10 a.m.: My mom wakes me up so that I can get ready for school. I brush my teeth and get dressed. I go to public school, and we don't wear uniforms. I like to wear **casual** clothes because I sometimes frolic and play with my friends in the schoolyard between classes.



7:30 a.m.: I get into our family car. My dad drives me to school on the way to his job.

8:00 a.m.: The first class on Thursday is math. During our math class, we practice addition, subtraction, and multiplication.

8:45 a.m.: The first class ends. We have a break between math and the second class that lasts five minutes; it is called "small break". My classmates and I stay at our desks and talk to each other. Sometimes we run around in our classroom, and our teacher **reprimands** us.

8:50 a.m.: Serbian language class starts. In the second grade, we learn to read and write Latin letters. We already know to read and write Cyrillic letters.

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9:35 a.m.: Serbian language class ends, and the second break begins. This break lasts 20 minutes, and it's called "big break". My classmates and I follow our teacher to the school dining room where all of the students have breakfast together. We eat food that school cooks prepare, which can be pizza, sausage, or pieces of bread with creamy cheese. We also have either cups of warm tea or glasses of milk. We all try to eat our breakfast as fast as we can so that we can go out in the schoolyard to play with friends.



9:55 a.m.: The third class, art class, begins. We learn how to draw different shapes.

10:40 a.m.: The third break is also a small break. Our teacher tells us to clean our desks from the **prior** class and get ready for the next one.

10:45 a.m.: We are all happy when the fourth class begins because it is physical education. When the weather is nice, we have our class outside in the school field. First, we do exercises to warm up. Then, we play soccer, while the girls play a game called "between two fires".

11:30 a.m.: Unfortunately, physical education lasts only 45 minutes. I spend the fourth break going back to my classroom to attend the fifth class.

11:35 a.m.: Today's last class begins. It is called **civic education**. We play games and learn about human and children's rights. Our teacher always tells us that we are all equal and that we all have the right to be healthy, educated, and happy with our families.

12:20 p.m.: School is over for today. At this time, my parents are still at work, so my grandfather picks me up after school.

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1:00 p.m.: I attend private English classes twice a week. My grandfather takes me to my English teacher. The class lasts for about an hour and 15 minutes.

2:30 p.m.: For lunch, we go to my grandparents' home. That is where my mom and my sisters meet me after school. We have a warm soup with homemade noodles and cabbage rolls with pork. My grandfather likes to have a glass of *rakija* before lunch. He usually tells me, "Shhhh, don't tell Grandma!" Then we both laugh.

3:30 p.m.: After lunch, my sisters and I go out to the back yard where we run and play. We wait for our dad to come back from work to take us home.

4:00 p.m.: Once we arrive home, I go to my room to complete my homework. This is also when my parents and my young sisters are **slumbering**.

7:00 p.m.: Every Thursday during the school year, the Novi Sad Astronomical Society organizes lectures and workshops related to our solar system and space. My family and I love to go. My sisters enjoy when a star blinks at them.

8:15 p.m.: After we return home, my mom sets the table so that we can have dinner. We like to eat *gibanica* and yogurt. For dessert, we eat pancakes with chocolate cream. Yummy!



9:30 p.m.: I get ready for bed. I take a shower, brush my teeth, and put on my pajamas.

9:40 p.m.: My mom comes into my room to wish me a good night and sweet dreams. *Laku noć*!

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Name: _____ Date: _____

Context Clues

Word	Clues from the Text	Prediction of Meaning
populous		
casual		
reprimands		
prior		
civic education		
slumber		
lecture		



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Name: _____ Date: _____

Compare & Contrast

How is your daily life similar to Željko's daily life? How is it different? Complete the graphic organizer to compare and contrast your routines and customs.

	Me	Željko	Both
School			
Family			
Food			
Fun			

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