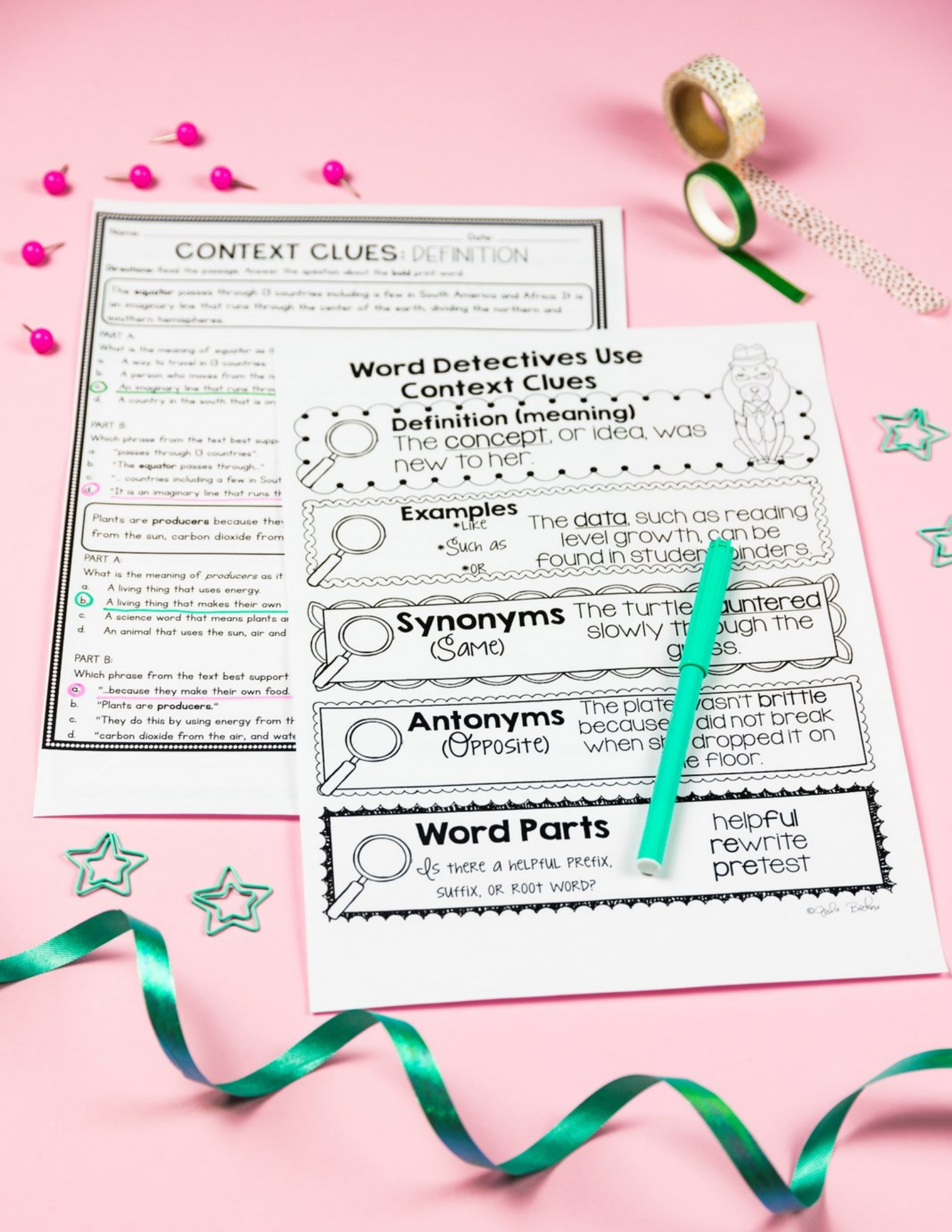
# CONTEXT CLUES

# Targeted Practice

## 2nd & 3rd grade




Common CORE Kingdom


CONTEXT CLUES: DEFINITION
Word Detectives Use Context Clues
Definition (meaning)
The concept, or idea, was new to her.
Examples
*Like
*Such as
*OR
The data, such as reading level growth, can be found in student binders.
Synonyms
(Same)
The turtle sauntered slowly through the grass.
Antonyms
(Opposite)
The plate wasn't brittle because it did not break when she dropped it on the floor.
Word Parts
Is there a helpful prefix, suffix, or root word?
helpful
rewrite
pretest

# CONTEXT CLUES

## 2nd & 3rd grade

## Table of Contents


1. How to use this resource
2. Types of context clues anchor chart
3. Context clues targeted practice for definitions, examples, synonyms, antonyms, and word parts
4. Context clues assessment

# How to Use This Resource

This resource is a great review of context clues practice. It is also a great remedial intervention for students who need more explicit, targeted practice before applying this skill to books and passages.

This resource is broken up into five different types of context clues: definitions, examples, synonyms, antonyms, and word parts.

### Teaching

- Create a teaching anchor chart displaying the five types of context clues. Review one example of each type.
- Model how to read a portion of text and search for context clues before, after, and around the word. Underline the clues found. It is important to point out that the author does not always include context clues and sometimes the author may include more than one.

### Guided Practice

- Allow student pairs to go on a scavenger hunt to search for different types of context clues in their books. Have students notate what type of context clue the author uses.

### Independent Practice

- Assign one type of context clue practice page per day. Review student answers to clear up misconceptions and reinforce the skill.

### Assessment

- After students have had ample practice with all types of context clues, give students the mixed practice. This can also be used as an assessment.

### Next Steps

- After this targeted practice, students should be able to apply their context clues skills to their everyday reading. Students can practice honing this skill with my context clues passages and in their independent reading.

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# CONTEXT CLUES: DEFINITION

**Directions:** Read the passages. Answer the questions about the **bold** print words.

The **equator** passes through thirteen countries, including a few in South America and Africa. It is an imaginary line that runs through the center of the Earth, dividing the northern and southern hemispheres.

PART A:

What is the meaning of **equator** as it is used in the text?

a. A way to travel in thirteen countries
b. A person who moves from the north to the south
c. An imaginary line that runs through the center of the Earth
d. A country in the south that is on the continents South America and Africa

PART B:

Which phrase from the text best supports your answer to Part A?

a. "passes through thirteen countries"
b. "The **equator** passes through..."
c. "... countries, including a few in South America and Africa."
d. "It is an imaginary line that runs through the center of the Earth..."

Plants are **producers** because they make their own food. They do this by using energy from the sun, carbon dioxide from the air, and water from the soil.

PART A:

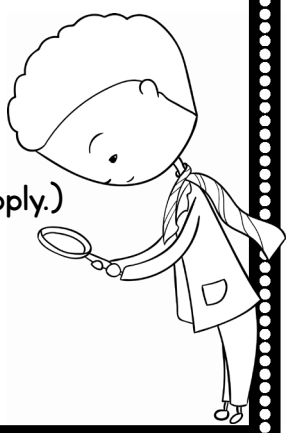
What is the meaning of **producers** as it is used in the text?

a. A living thing that uses energy
b. A living thing that makes its own food
c. A science word that means plants and animals
d. An animal that uses the sun, air, and water to live

PART B:

Which phrase from the text best supports your answer to Part A? (Choose all that apply.)

a. "...because they make their own food"
b. "Plants are **producers**..."
c. "They do this by using energy from the sun..."
d. "carbon dioxide from the air, and water from the soil"



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# CONTEXT CLUES: SYNONYMS

**Directions:** Read the passages. Answer the questions about the **bold** print words.

Gladys celebrated her one hundredth birthday with her family. She was a **century** old.

PART A:

What is the meaning of **century** as it is used in the text?

a. Ten years old
b. One hundred years old
c. An important birthday
d. Being in the center of your life

PART B:

Which phrase from the text best supports your answer to Part A?

_____

_____

Joaquin felt **fortunate** to have a brother to hang out with on vacation. He was lucky he wasn't left to fend for himself, or he would be bored.

PART A:

What is the meaning of **fortunate** as it is used in the text?

a. Lucky
b. Glad
c. Jealous
d. Pleased

PART B:

Which phrase from the text best supports your answer to Part A?

a. "Joaquin felt **fortunate**..."
b. "... to have a brother to hang out with on vacation"
c. "He was lucky he wasn't left to fend for himself..."
d. "... or he would be bored."




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# CONTEXT CLUES: SYNONYMS

**Directions:** Read the passages. Answer the questions about the **bold** print words.

The Pilgrims endured many **hardships** during their journey to America during the first winter. It was a difficult journey.

PART A:

What is the meaning of **hardships** as it is used in the text?

a. Success
b. Luck
c. Suffering
d. Comfort

PART B:

Which phrase from the text best supports your answer to Part A?

_____

_____

On April 14, 1912, the *Titanic* hit an iceberg. A lookout had spotted the iceberg, but a **jagged** part of it ripped a hole in the ship anyway. The ship sank less than three hours after it hit the iceberg.

PART A:

What is the meaning of **jagged** as it is used in the text?

a. Rugged
b. Flat
c. Smooth
d. Continuous

PART B:

Which phrase from the text best supports your answer to Part A?

a. The ship sank less than three hours after it hit the iceberg.
b. "A lookout had spotted the iceberg..."
c. On April 14, 1912, the *Titanic* hit an iceberg.
d. "but a **jagged** part of it ripped a hole in the ship anyway."



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# CONTEXT CLUES: WORD PARTS

**Directions:** Read the passages. Answer the questions about the **bold** print words.

In math, we were learning about coordinate planes. Our teacher, Mr. Silva, gave us coordinates to plot that created **intersecting** lines.

PART A:

What is the meaning of **intersecting** as it is used in the text?

a. To cut across
b. To be parallel
c. To spread apart
d. To make a right angle

PART B:

Write the meanings of the word parts that support your answer to Part A:

a. **Inter-:** _____

b. **Sect:** _____

Lucia loves to read **biographies**. Some of her favorite people to read about are older actresses such as Julie Andrews, Lucille Ball, and Audrey Hepburn.

PART A:

What is the meaning of **biography** as it is used in the text?

a. Serious books
b. Stories that are fictional
c. A written book about a person's life
d. A funny story that may or may not be true

PART B:

Write the meanings of the word parts that support your answer to Part A:

a. **Bio-:** _____
b. **Graph:** _____

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# CONTEXT CLUES: WORD PARTS

**Directions:** Read the passages. Answer the questions about the **bold** print words.

The boy who cried wolf is a story about a boy who keeps lying and yelling, "Wolf!" when there is no wolf. The lesson of the story teaches us that lying is wrong and it can lead to **mistrust**.

PART A:

What is the meaning of **mistrust** as it is used in the text?

a. Trusted
b. Demonstrated
c. Believed
d. Disbelief

PART B:

Write the meanings of the word parts that support your answer to Part A:

a. **Mis-:** _____

b. **Trust:** _____

There was a **plentiful** amount of food at our family Thanksgiving. We had macaroni and cheese, turkey, ham, cranberries, and corn. For dessert, we ate pumpkin pie, chocolate cake, and ice cream.

PART A:

What is the meaning of **plentiful** as it is used in the text?

a. Meager
b. Large
c. Scarce
d. Small

PART B:

Write the meanings of the word parts that support your answer to Part A:

a. **Plenty:** _____
b. **-ful:** _____

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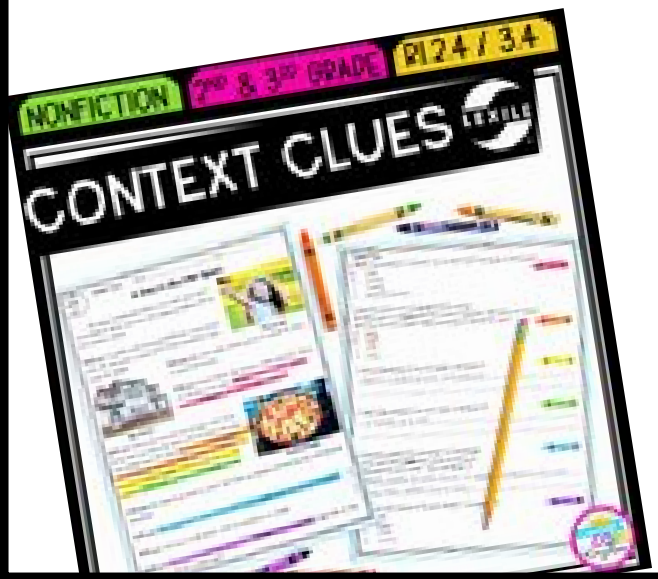
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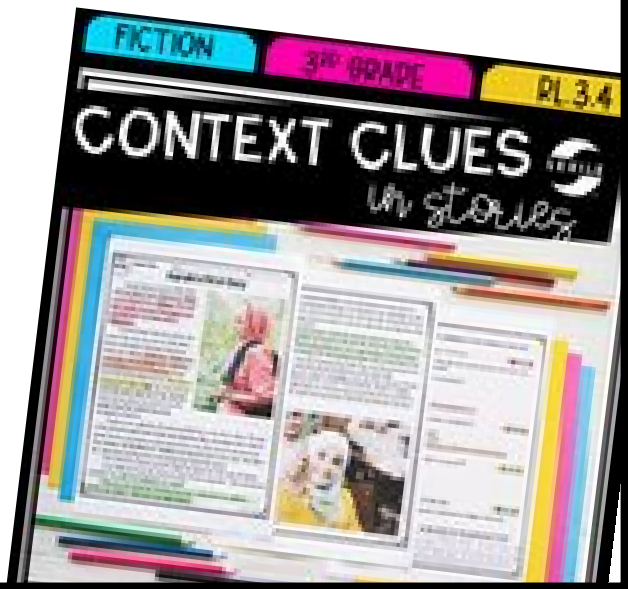
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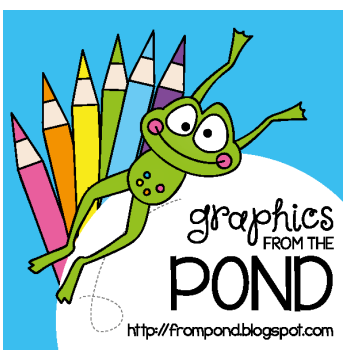
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