

**Objective:**

To introduce Cloze as a procedure to the student/s.

**Teaching Points:**

Cloze can best be introduced in oral work by discussing a variety of situations with the students from everyday situations.

I rode to school on my .....  
I cleaned my ..... after dinner.

This provides students with an understanding of picking up clues in context.

This activity can be introduced with the whole class discussing answers for the first few spaces. This is an opportunity to illustrate that there may be more than one correct answer for each space.

Number 2 could read: pretty flowers **or** pretty daisies

Encourage students to review the choices when they exist and select the one that they feel is most appropriate for the situation.

Encourage students to read their answers several times, emphasizing that the answers will appear correct or incorrect as they are read as a part of a group of words.

**Evaluation:**

As an introductory exercise little emphasis should be placed on the number correct, however students who have not had success should be noted, as this indicates an inability to select words in context and will require revision. Cloze may need repeated direct teaching before a good understanding is obtained.

**Answers:**

- |            |                          |
|------------|--------------------------|
| 1. fence   | 6. road/street, lane     |
| 2. flowers | 7. town/village          |
| 3. animals | 8. doors                 |
| 4. ran     | 9. Jane                  |
| 5. gate    | 10. field/paddock/meadow |

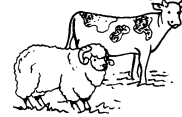
The pictures tell you about the missing words. Put in your **own** words that fit the pictures and then you will have a story.



Kate climbed over the \_\_\_\_\_ to pick some pretty



1



\_\_\_\_\_ for her sister Jane. She saw \_\_\_\_\_ in

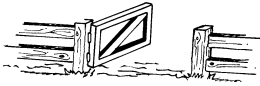
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3

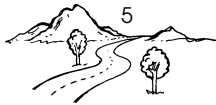
the field so she \_\_\_\_\_ away. Kate did not close the



4



\_\_\_\_\_ so a cow got out and ran down the



6



7

\_\_\_\_\_. People from the small \_\_\_\_\_ near



8

the farm closed their \_\_\_\_\_ and said that



\_\_\_\_\_ was wrong to ask her sister to pick some flowers.

9



The animal was soon back in the \_\_\_\_\_. The gate was

10

not left open this time!

COLOR THE PICTURES  
AFTER YOU CHECK YOUR ANSWERS

**Objectives:**

- To alert students to possible dangers in the community.
- To strengthen reading skills using the cloze concept in a story familiar to the students.

**Teaching Points:**

- Be sure students can read all words.
- After completing the exercise, the following points could be discussed:
  - The roles played by people in this situation (police, parents, teachers); and
  - What could happen if the situation had not ended happily.
- Students could write their own story of a similar incident.

**Evaluation:**

Are the students now aware of the danger in accepting rides from strangers.

**Answers:**

- |             |              |
|-------------|--------------|
| 1. hours    | 6. never     |
| 2. searched | 7. strangers |
| 3. missing  | 8. classes   |
| 4. parents  | 9. happy     |
| 5. police   | 10. safe     |

Fill in the spaces in this newspaper report. Use the words from the list in the box.

### DAILY TIMES



police   strangers  
hours   safe   never  
classes   happy  
searched  
parents   missing

For three \_\_\_\_\_  
1

\_\_\_\_\_ the forest near the small town of Dawton.  
2



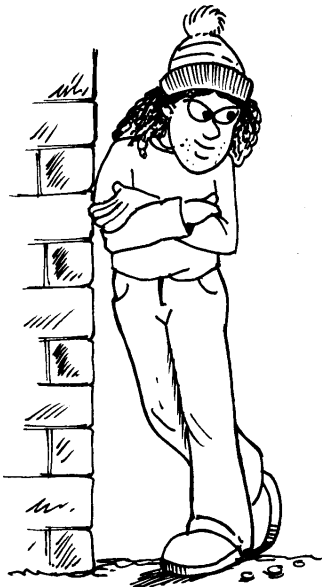
Two young children had been reported \_\_\_\_\_ on  
3

their way home from school. Their \_\_\_\_\_ were worried  
4

and had called the \_\_\_\_\_. Many times they had told  
5

their girls \_\_\_\_\_ to go with \_\_\_\_\_. Teachers  
6 7

at the school had also warned their \_\_\_\_\_.  
8



Luckily, this story had a \_\_\_\_\_  
9

ending. They were both found and are

now \_\_\_\_\_ at home with their  
10

parents.

Reporter: T. Foster

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**Objective:**

To strengthen reading skills by using context clues to differentiate between letter groups which have the same sound, but different spelling.

**Teaching Points**

- Ask the students for words to list in each group, for example, spade, plane, date.
- Point out to the students that letter groups have the same long 'a' vowel sound.
- Remind the students to check the spelling of the words they use.

**Evaluation:**

Compile a class list of common homonyms as a follow-up exercise, for example; too, two, to; rode, road. Did the students make the correct selections from the homonym pairs?

**Answers:**

- |    |         |    |      |
|----|---------|----|------|
| 1. | pane    | 6. | made |
| 2. | raining | 7. | paid |
| 3. | train   | 8. | gate |
| 4. | late    | 9. | Jane |
| 5. | wait    |    |      |

Use the letter groups in the box to fill the spaces below. Then read the story to sure it makes sense.

-aid	-ade
-ane	-ain
-ait	-ate

Mother looked through the

window p\_\_\_\_\_ and said

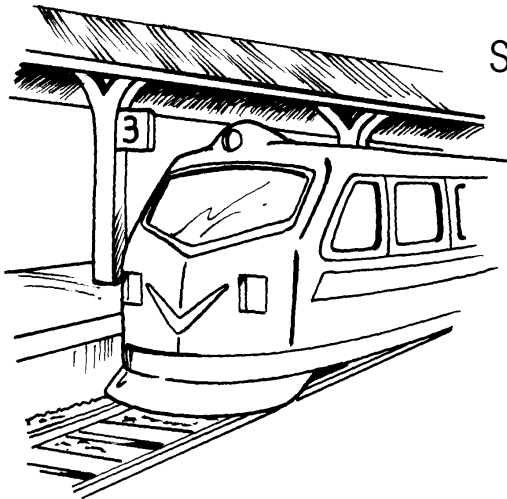
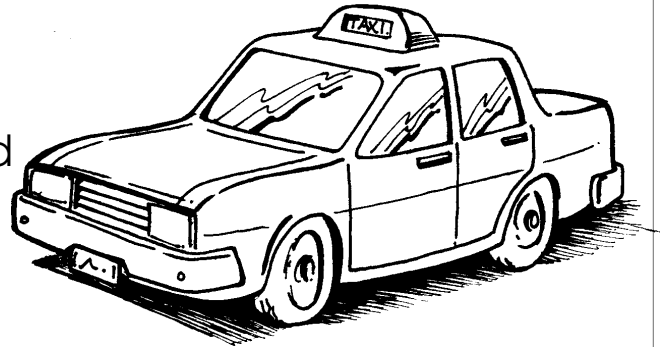
it was r\_\_\_\_\_ing. She

had to catch a tr\_\_\_\_\_ and didn't want to be

l\_\_\_\_\_. They had a long walk to the station and could

not w\_\_\_\_\_ until the rain stopped. They m\_\_\_\_\_

a phone call for a taxi and p\_\_\_\_\_ ten dollars.



Soon they went through the

g\_\_\_\_\_ at the station.

J\_\_\_\_\_ was glad she

was there on time.

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**Objective:**

To strengthen reading skills by using context clues in a cloze story.

**Teaching Points:**

- Be sure the students can read the words in the text.
- Discuss the dangers of being attacked by birds and the reasons birds do this, for example, protecting young in nests.
- Encourage students to read the whole sentence around the list word to check it has been placed correctly.
- Ask students to bring any stories about birds or animals found in newspapers and magazines.

**Evaluation:**

- Record the students' scores and compare these results with those obtained on exercises in which no word lists were provided.
- How well did the students take part in the discussion on bird attacks?

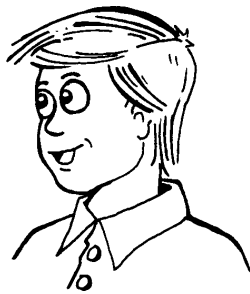
**Answers:**

- |              |             |
|--------------|-------------|
| 1. under     | 6. chasing  |
| 2. pecked    | 7. climbing |
| 3. cut/wound | 8. eggs     |
| 4. hospital  | 9. wrong    |
| 5. stitches  | 10. sorry   |

Fill in the spaces in this newspaper report. Use the words from the list.

### WEEKLY NEWS

hospital  
sorry  
pecked  
eggs  
under  
chasing  
stitches  
cut  
climbing  
wrong



Last Sunday, Robert Evans was playing \_\_\_\_\_ some tall trees. Two ravens flew down and \_\_\_\_\_ him. He had a deep \_\_\_\_\_ on the back of his head. His father took him to the \_\_\_\_\_

4

and the

doctor looked

at it. The wound

did not need \_\_\_\_\_

5

and he was soon back home.

Some boys had been

\_\_\_\_\_ the birds and

6

\_\_\_\_\_ the trees to

7

steal \_\_\_\_\_ from their

8

nests. The boys were told it was

\_\_\_\_\_ to raid nests.

9

They said they were

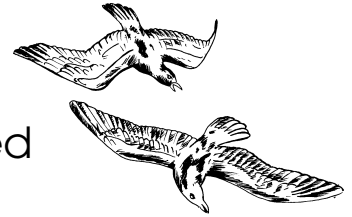
\_\_\_\_\_ and would not

10

do it again. That made Robert

and the ravens happy!

Reporter: J. Hill



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**Objective:**

To strengthen reading skills by using context clues in a cloze activity in poetry form.

**Teaching Points:**

- Remind the class of the poem's rhyming patterns found at the end of the lines. These will help to locate list words correctly.
- Use a large map of the world to locate the countries and cities featured in the poem.
- Be sure students can read any difficult words in the poem, e.g. Barcelona - scene of the 1992 Olympics.
- Make a list on the chalkboard of words, suggested by the students, that rhyme with those in the list.
- Use only one word in each space.
- Ask the class to write a few sentences on a vacation they have enjoyed - an overseas one if possible.

**Evaluation:**

- Did the students take part in the oral discussion for their own rhyming words?
- How well did the class use the rhyming patterns? Were there many errors in choice of 'sea' and 'see'?
- Did the students enjoy the poem?

**Answers:**

- |          |         |
|----------|---------|
| 1. Spain | 6. knee |
| 2. again | 7. Rome |
| 3. land  | 8. home |
| 4. sand  | 9. see  |
| 5. sea   | 10. me  |

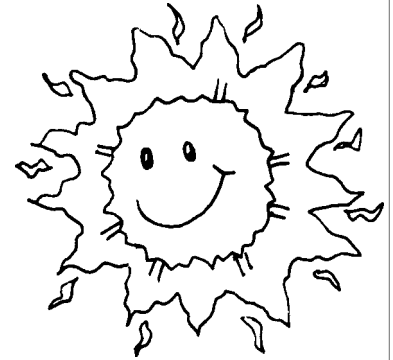
Use the **list words** below to fill the spaces in the poem so that it makes sense. Put only one word in each space.

America, Australia, Italy and \_\_\_\_\_  
1

Are countries to visit again and \_\_\_\_\_,  
2

The hot sun shines all over the \_\_\_\_\_  
3

As visitors play games on the \_\_\_\_\_  
4



We all fly there or travel by \_\_\_\_\_  
5

Students in seats or on father's \_\_\_\_\_  
6

Miami, Barcelona, Sydney and \_\_\_\_\_  
7

Cities to enjoy before we go \_\_\_\_\_  
8

Oh, what a vacation! So much to \_\_\_\_\_!  
9

Let's go again, just you and \_\_\_\_\_!  
10

sand	me	Spain	home	see
sea	Rome	land	again	knee

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