

Clues to Meaning

Ann L. Staman

Sampler for
Books A—E
Grades K—2



Clues to Meaning

Ann L. Staman

This series, for kindergarten through second grade, teaches beginning readers to use the sounds of letters as one strategy among many in learning to read. Exercises are carefully chosen to ensure practice in decoding and encoding in a logical sequence; most of the activities apply phonetic knowledge to reading for a purpose. The books progress in difficulty:

Book A: consonants

Book B: short vowels

Book C: blends and consonant digraphs

Book D: long vowels

Book E: digraphs, diphthongs, affixes and base words, sounds of *y* and *-le* words

All books in the series encourage the reader to use semantic and syntactic clues as well as sounds to decipher unknown words. Students match words to pictures, fill in missing words, solve crossword puzzles and acrostics, categorize, think about sounds and meanings when completing patterns, find particular phonemes in favorite books, and complete as well as write sentences.

Clues to Meaning stresses the interaction between reading and writing, asking students to read something and then respond to it by writing about their reactions or experiences.

Children learn phonetic elements and apply that knowledge by:

- categorizing words (by phonetic sounds as well as by meaning)
- predicting and completing sentence patterns
- completing journal entries
- solving acrostics and crossword puzzles
- solving riddles, mysteries, and treasure hunts
- reading pull-out storybooks within the workbooks
- identifying prefixes, suffixes, and root words

Educators Publishing Service

P.O. Box 9031, Cambridge, MA 02139-9031

800.225.5750 ● fax 888.440.BOOK (2665) ● www.epsbooks.com

Copyright © 2003 by Educators Publishing Service

Clues to Meaning is versatile and adaptable. The series can be incorporated into any reading program—whether based on phonetic principles, real books, the basal, or a combination. It provides the following benefits:

For teachers using a phonics-based approach

- Phonics activities based on research
- Gradual progression from visual introduction and simple matching, to word families, sound blending, and phonics applications in context
- Both encoding and decoding
- Use of key words, mascots
- More challenging “bonus words” for stronger readers

For teachers using literature-based instruction

- Additional support for students who need more structure
- Natural language used in connected text
- Meaningful context for phonics
- Use of books can be individualized
- Examples of real-world reading
- Open-ended writing activities
- Activities involving real books

For teachers using the basal

- Additional experiences with phonics that go beyond traditional exercises
- Fun, game-like activities
- Abstract thinking in addition to traditional exercises
- Adaptability to needs of each group
- Ability to correlate sequence to that of the basal program

For teachers using an eclectic approach

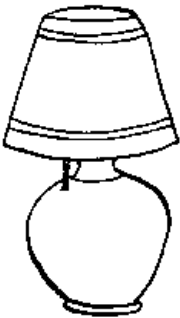
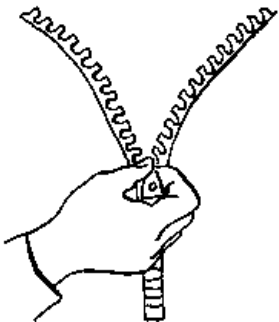

- Flexibility in use
- Best of both worlds: phonics and literature-based instruction

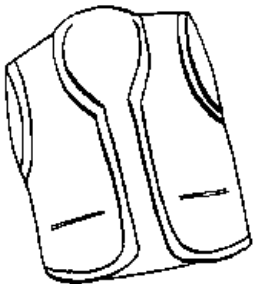


Contents



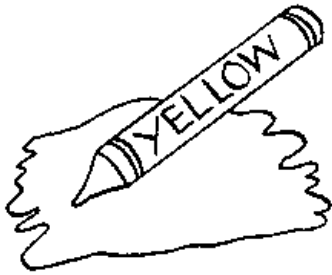
Clues to Meaning, Book A	4
Clues to Meaning, Book B	6
Clues to Meaning, Book C	10
Clues to Meaning, Book D	12
Clues to Meaning, Book E	14



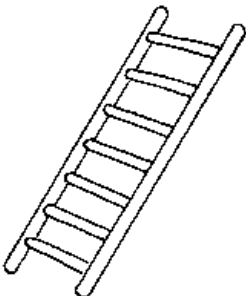
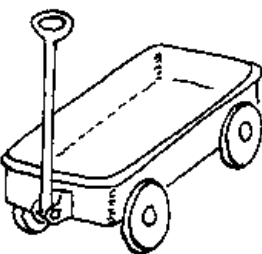
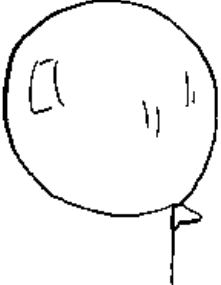
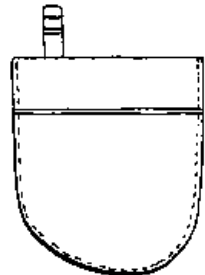
○ and write:

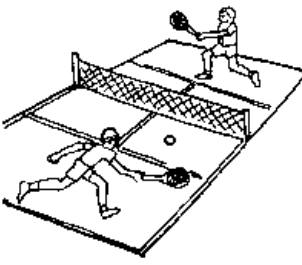
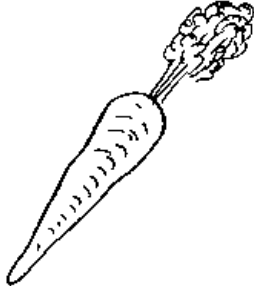


w	z	l	m	k	s
					
__ amp	__ ip	__ ey			

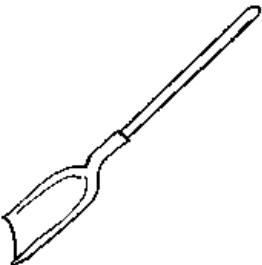

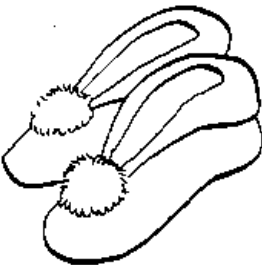

g	f	b	r	t	v
					
__ est	__ irl	__ ock			

j	d	w	p	n	y
					
__ ar	__ ig	__ ellow			



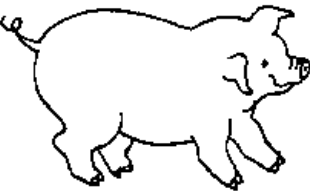



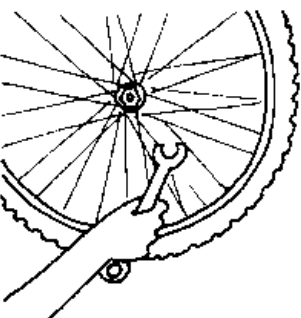


○ and write:

			
la __ __ er	wa __ on	ba __ __ oon	po __ __ et
dd ck	f g	rr ll	ck bb


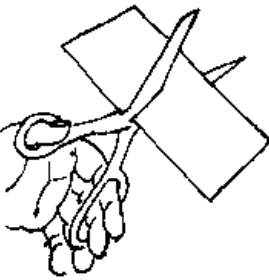




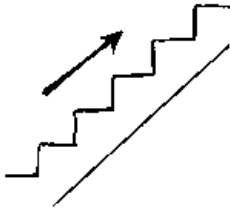



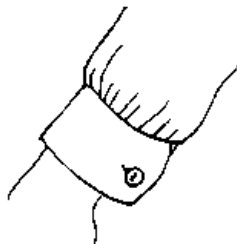
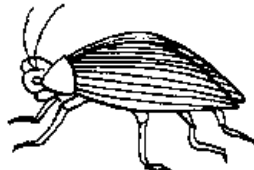
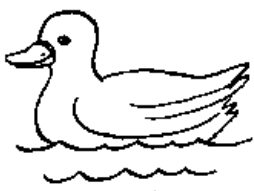


			
te __ __ is	ca __ __ ot	mu __ ic	ki __ __ en
ll nn	zz rr	s m	tt mm

			
sho __ el	li __ ard	sli __ __ ers	mu __ __ in
v p	g z	tt pp	ff ck

Write:

<p>pig wig dig</p>	 _____	 _____	 _____
<p>kick lick sick</p>	 _____	 _____	 _____
<p>six fix mix</p>	 _____	 _____	 _____

o :

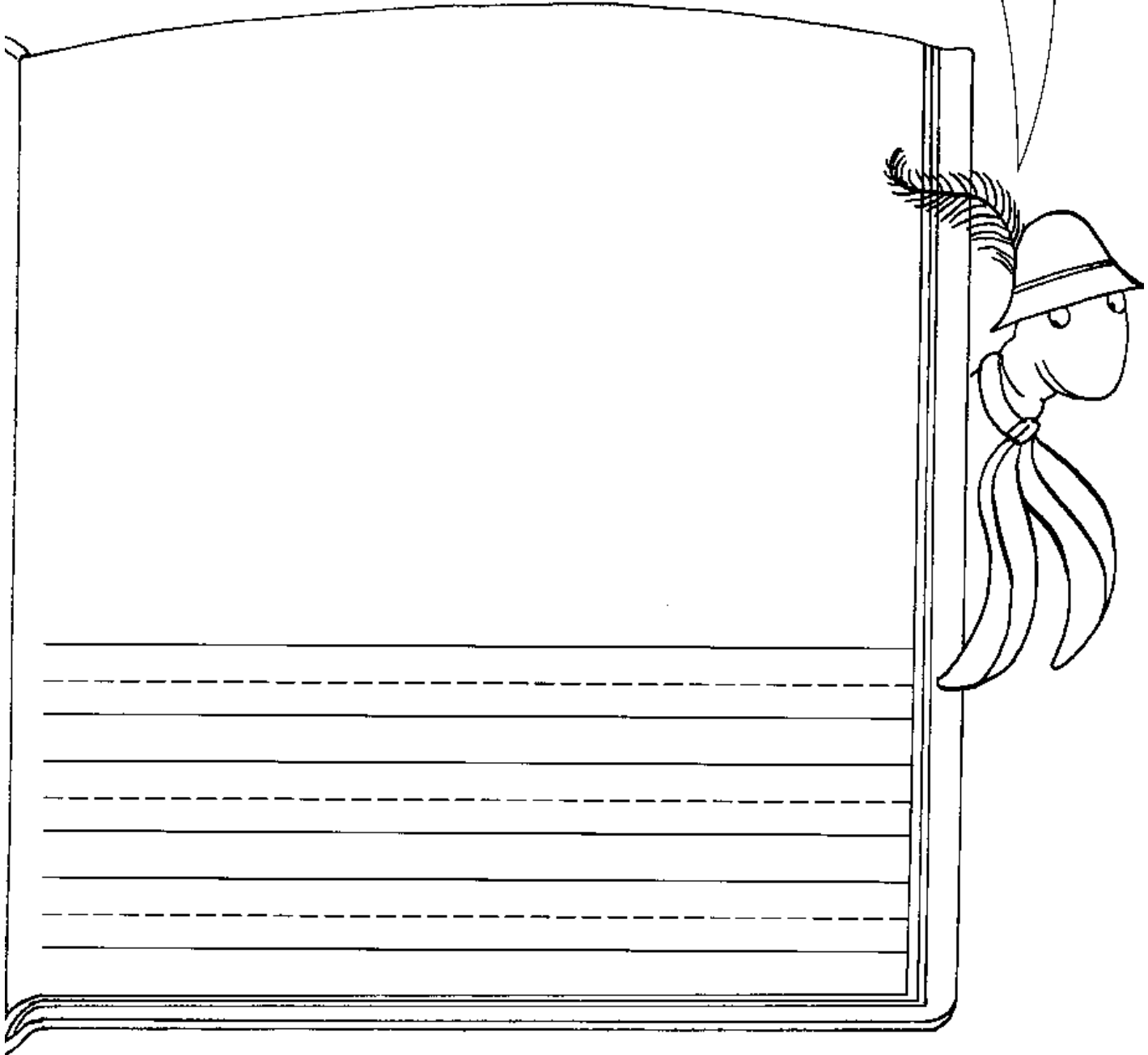
	bun mud bud dug		tuck cut cup rut		us fuss up sun
	tub rug gut tug		lug gull Gus dull		but mutt mug tuck
	pup hut us up		bun bus fun nut		mug gum hug hum
	bus sub sun rub		Buff fuzz cuff cub		bug jug bud dug
	luck duck dull cup		bun nut rug run		mud mutt bud hum

Here is a page from a book I like.
Circle all the **short-i** words.



He slid down the hill and missed
the tree by an inch.

Look in a book **you** like.
Find a word with **short-i** in it. Put it
in a sentence. Then draw a picture
to go with your sentence.



Write:

dress



sled

1

2

blocks

3

frog



lamb

1

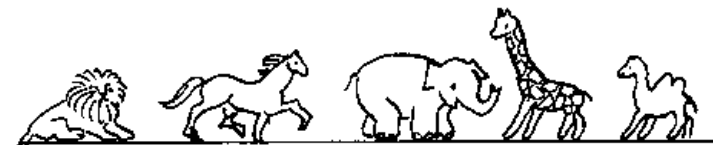
pants

2

drum

3

black



vest

1

skunk

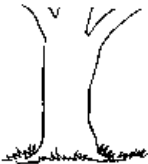










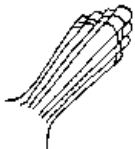
2

3

Think about the **sounds**. What word comes next?

flag	flip	flap	_____	dent flat knob stop sing
knit	knock	knot	_____	
went	lent	sent	_____	
ring	wing	king	_____	

Think about the **meanings**. What word comes next?

			_____	plum drum brush branch wing
			_____	
			_____	
			_____	

Write:



Clare likes white

_____.



Clive likes beans

and _____.



Ivy likes to be on

_____.

dimes

rice

Eve

hikes

time

mice



Zeke likes to count

his _____.



_____ likes

to play on the slide.



Hazel likes to go

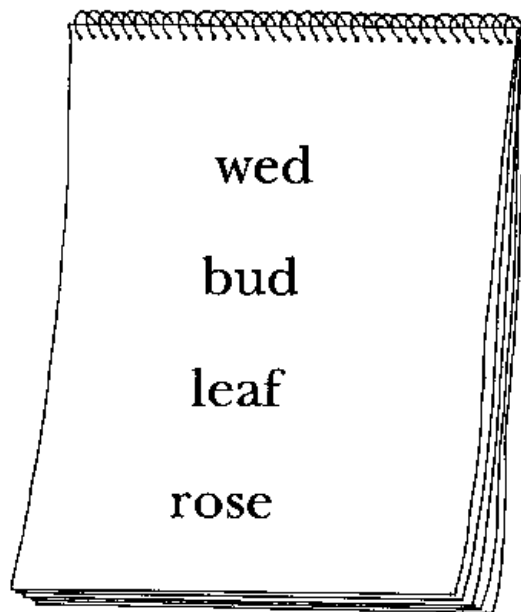
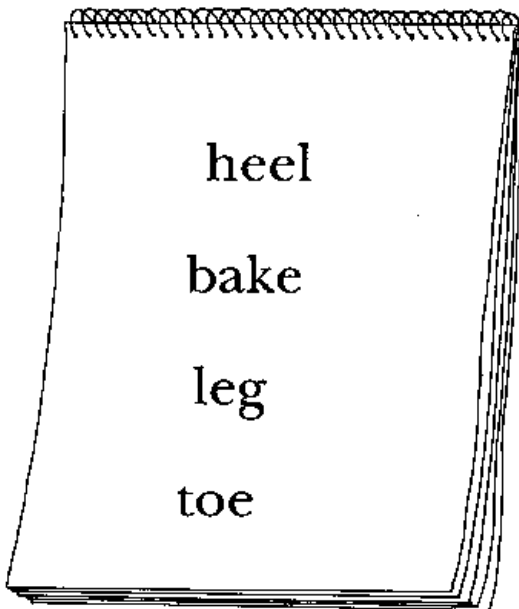
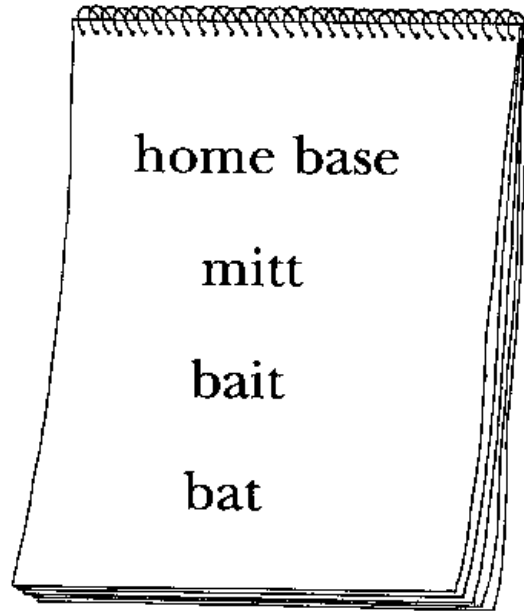
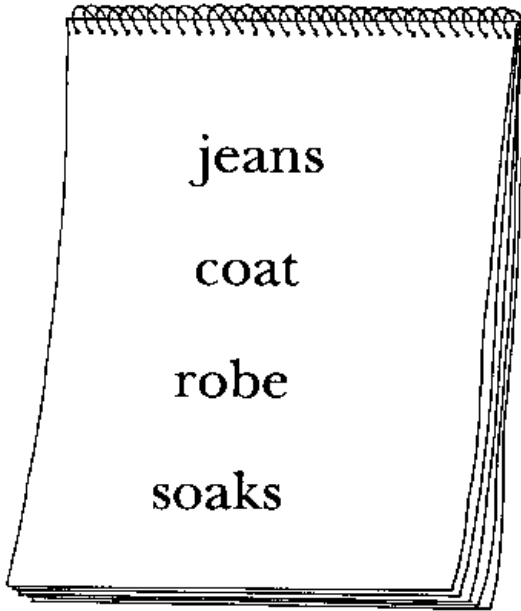
on _____.

What do you like?

I like _____

_____.

X the one that does not belong.



● Where do the words in the box belong?

King	rob	duck
cube	throne	duke
robe	cape	bed
grass	spin	snake
pine	mole	tadpole

BY A POND



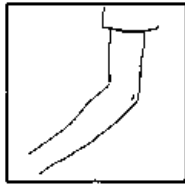
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

IN A CASTLE



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

When a vowel is followed by r, the r changes the sound of the vowel.



ar
arm



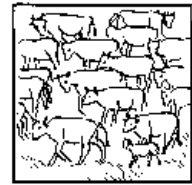
or
corn



ir
stir

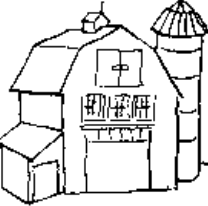
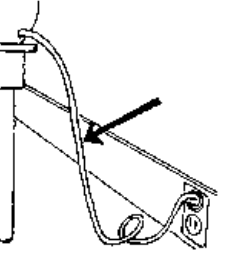
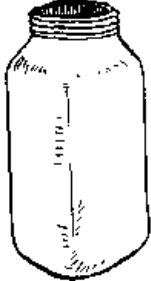










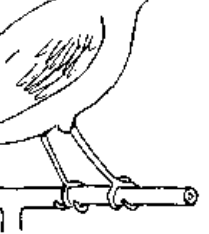




ur
nurse



er
herd

● Circle:

 <p>bard barn born burn bark</p>	 <p>corn card cord curb curd</p>	 <p>jab jot yard jar rap</p>	 <p>firm fir for fire far</p>
 <p>third dire dart dirt bird</p>	 <p>burr poor par pert purr</p>	 <p>burn barn born bird rub</p>	 <p>hard herd hoard hurt her</p>
 <p>shocks shore shorts shirts charts</p>	 <p>purse crop perk pork park</p>	 <p>star stir store wrist first</p>	 <p>arm fern firm form farm</p>
 <p>bird bard drip bored burn</p>	 <p>sharp parch perch porch chirp</p>	 <p>corn hurt hard born horn</p>	 <p>torn turn tar hurt term</p>