

**For Years 2 to 4**

# Cloze

# Activities

Written by Monica van Dam. Illustrated by Terry Allen.

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P.O. Box 276 Greenwood Perth W.A. 6024

Email: [info@readyed.com.au](mailto:info@readyed.com.au) Website: [www.readyed.com.au](http://www.readyed.com.au)

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# Introduction to Cloze Activities

Cloze activities are principally designed to encourage children to predict words using meaning, syntax and graphophonics. Prediction is a very important strategy for successful reading and must be encouraged in all children.

This publication aims to incorporate cloze activities into a whole language program. The cloze activities are meaningful and purposeful, and are not designed to be isolated time fillers. Ideas for introducing and following up the cloze activities are set out in the teaching notes. The activities are linked to the curriculum areas of language, maths, health, social studies and science.

The cloze activities should be used flexibly. They are not necessarily designed for whole class independent desk work. They can be worked on in pairs, small groups or as a whole class. The work-sheets are designed to cater for individual needs within a particular class. The reading levels and interests of children between the ages of 6 and 8 can vary immensely, making it difficult to design a work-sheet for a whole class to complete at the same time. Some topics have a set of three similar activities that only vary in difficulty. Other topics have three very different activities to suit differing interests between the 6 and 8 year olds.

Teachers are encouraged to explain clearly to the children the purpose of cloze activities, and how the skills being taught relate to developing their reading. Similarly, the cloze activities are designed to be shared and discussed. There is not always one correct answer. Discussing and justifying word choices adds to the value of the cloze activity and should continually be encouraged in a non-threatening environment.

Ensure that these activities are enjoyable by incorporating them in real experiences as much as possible. This will add to the children's learning immensely, and ensure that the work-sheets are meaningful and purposeful.

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# Nursery Rhymes - Teaching Notes

## Before Cloze Activity:

1. Collect a range of books, tapes, videos and CD-ROMs featuring nursery rhymes. Make these freely available for use in the classroom. Tapes of nursery rhymes being read or sung can be set up as a listening post. Reading and chanting nursery rhymes together as a class also helps children to become familiar with them. For older children, some less well-known rhymes may be used as well as tongue twisters and limericks. Time for a Rhyme (Nelson Big Book) is an excellent starting point for the 6 year olds and particularly good as a shared book. Far Out Brussel Sprout (June Factor, Oxford, 1983) and All Right Vegemite (June Factor, Hodder, 1985) have some good innovations on the well-known nursery rhymes as well as many other rhymes and chants. Each Peach Pear Plum (Janet and Allan Ahlberg, Picture Puffin, 1989) brings together some of the favourites in a hide and seek format.
2. As a class, in small groups, pairs or as individuals, make your own versions of a rhyme of your choice. Some ideas include a zig-zag book, audiotape, videotape or mural.
3. Assign a short nursery rhyme to small groups of 4-5 children, appropriate to their age. Each child can illustrate one or two lines of the rhyme depending on its length. The teacher writes the text under each child's picture, missing out either the nouns or the verbs. The child completes this independently and it is checked by the group for sense. Older children may be able to write the text for a partner with the group to complete.
4. Discuss rhyming words. As a class, list some nouns that rhyme with body parts. Then use these rhyming words to replace 'thumb' and 'plum' in Little Jack Horner. These may be shared with the class.

## After Cloze Activity:

1. As a class or in small groups, nominate a well-known rhyme. Sit in a circle. A story wand/stick may be used to indicate whose turn it is. The first child must begin with the first word/phrase of the rhyme before passing on the wand for the second child to continue with the second word/phrase and so on.
2. Glue the Story Reconstruction pictures (First Steps, Oral Language Module: Literacy-Related Skills, Appendix 5 and Story Reconstruction notes pgs. 61-64) onto card. Model orally retelling the story using the cards as a guide. Write the corresponding text underneath each picture (or on the back) and make them available for reading, retelling and sequencing.
3. Share Cloze Activity Innovations with the class or with another class. Read some of the innovations on other nursery rhymes in Far Out Brussel Sprout! pp 30-49.
4. Children dramatise some of the rhymes, or use puppets, masks or shadow puppets to recreate the story.
5. Talk about the origins of nursery rhymes. Why is there a group of songs and rhymes that we know, our parents know and our grandparents know? Look also at some of the language in the rhymes. For example, tuffet, curds and whey in Little Miss Muffet.

Name .....

## Nursery Rhymes

- Circle the word that fits in with the rhyme.  
Be careful to look at the first sound!

Humpty Dumpty (hat cat sat) on the wall,  
Humpty Dumpty had a great (tall fall call),  
All the king's horses and all the king's (men hen ten),  
Couldn't (nut cut put) Humpty together again.



Jack and Jill went up the (fill hill mill),  
To fetch a (pail fail nail) of water,  
Jack (tell sell fell ) down and broke his crown,  
And Jill (fame same came) tumbling after.

-  On the back of this page draw a picture of Jack and Jill going up the hill.

Name .....

## Nursery Rhymes

1. A verb is a doing word. Fill in the missing verbs.

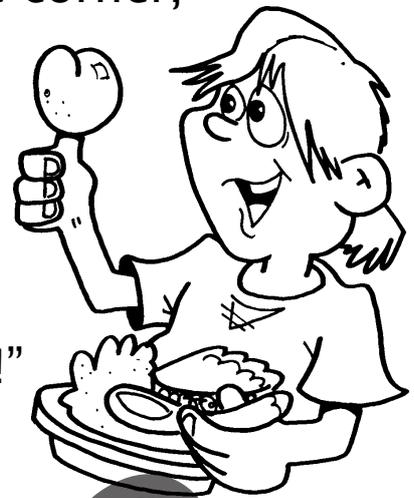
Little Jack Horner \_\_\_\_\_ in the corner,

\_\_\_\_\_ his pudding and pie,

He \_\_\_\_\_ in his thumb,

And \_\_\_\_\_ out a plum,

And \_\_\_\_\_ "What a good boy am I!"



2. Replace the word "thumb" in Little Jack Horner with a different body part. Find a word to rhyme with your new body part.

He put in his \_\_\_\_\_ and pulled out a \_\_\_\_\_.

3. Replace the verbs in Jack and Jill with verbs of your own choosing.

Jack and Jill \_\_\_\_\_ up the hill,

To \_\_\_\_\_ a pail of water,

Jack \_\_\_\_\_ down and \_\_\_\_\_ his crown,

And Jill came \_\_\_\_\_ after.

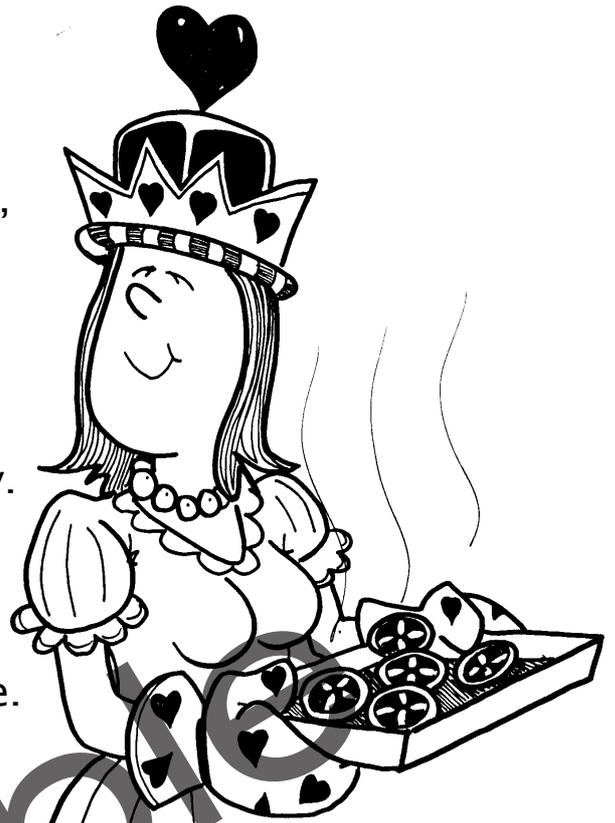


Name .....

## The Queen of Hearts

**1. Fill in the missing nouns and verbs.**

The Queen of Hearts,  
She \_\_\_\_\_ some \_\_\_\_\_,  
All on a summer's day.  
The Knave of Hearts,  
He \_\_\_\_\_ those \_\_\_\_\_,  
And \_\_\_\_\_ them clean away.  
The King of Hearts,  
\_\_\_\_\_ for those \_\_\_\_\_,  
And \_\_\_\_\_ the knave full sore.  
The Knave of Hearts,  
\_\_\_\_\_ back those \_\_\_\_\_,  
And vowed he'd \_\_\_\_\_ no more.



**2. Replace the missing words with a noun or verb of your own choice.**

The Queen of Hearts,  
She \_\_\_\_\_ some \_\_\_\_\_,  
All on a summer's day.  
The Knave of Hearts,  
He \_\_\_\_\_ those \_\_\_\_\_,  
And \_\_\_\_\_ them clean away.  
The King of Hearts,  
\_\_\_\_\_ for those \_\_\_\_\_,  
And \_\_\_\_\_ the knave full sore.  
The Knave of Hearts,  
\_\_\_\_\_ back those \_\_\_\_\_,  
And vowed he'd \_\_\_\_\_ no more.

**3. Illustrate your new rhyme in the space above.**