**How Can I Help My Beginning Reader?**

# Reading-

The goal is to develop an **independent** reader who enjoys reading for fun. When your child is reading books **at his/her level encourage** the use of strategies to help figure out words. If your child pauses at a word. Use the strategies and prompts below. *Be careful not to interrupt your child at the point of the error.* Allow your child to finish the sentence to see if your child recognizes the error and pauses. This is called “self-monitoring” and is an important skill for independent reading. Tell your student great job if they paused or says it didn’t make sense. Then encourage rereading and suggest a strategy for self-correcting. If the error is not noticed, ask your child, “Did that make sense?”, and then encourage rereading and finding a strategy to self-correct.

**BEFORE READING** **Strategies**



**Look at the pictures** - BEFORE your child begins reading the page, they should look at the pictures to get ready to read. As long as there are pictures, your child can use them to help figure out words, but they shouldn’t read and then look when they are having difficulty. This may make them get in the habit of guessing only by the picture.

Logo

Description automatically generated **Look at the word Strategies – Your child should make an attempt at what the word might be.**

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Description automatically generated**Get your mouth ready**- Say the beginning sound of the word. Sometimes it helps think of the word that fits. If the word is short (3-5 letters) and the letters make their basic sounds, you could encourage tapping out the word. Use the ABC chart as a resource. If your child doesn’t know the sounds after the word, just tell them and keep reading. We will work on it at school!



**Tap it out-** If the word is short (3-5 letters) and the letters make their regular sounds, you could encourage tapping out the word. Use the ABC chart as a resource. Students are learning to tap sounds as a strategy in the classroom. Each sound gets a tap on a different finger. It should be quick or the word is too hard at this time. If your child doesn’t know the sounds after the word, just tell them or show them, and keep reading. Students are learning to tap sounds as a strategy in the classroom. Each sound gets a tap on a different finger.

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Description automatically generated**Scoop it. Look for parts.** - As we learn more word parts and letter patterns, encourage your child to use them to help figure out words. “Look! That word has the ‘all’ glued sound like ‘ball’.” OR “Look! I see the ‘ing’ ending. Let’s take that off and see what is left. What could it be?” Students will learn to take off endings like -s, -ed, and -ing. Use the Fundations Unit parent letter to help with other word parts we are learning.

**Check the word** Strategies

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**Reread and What makes sense?** - Reading is a process for making meaning. Always ask your child, “Did that make sense?” You are learning that your reading should always make sense, and you should reread and check if it does not. Encourage rereading any time your child has slowed down to solve a word to keep the meaning of the story flowing.

\*\*\*If your child is stopping to solve words more than 1 out of every 10 words, the book is too difficult. You should go ahead and read this book to your child for enjoyment. Pushing through a book that is too difficult causes more harm than good!