







STRATEGIES TO SUPPORT WORD SOLVING

<p>I Can Get Un-Stuck!</p> <p> Stop.</p> <p> <u>Try something!</u></p>	<p>Sound it.</p> <p></p> <p></p>
<p>Look for Chunks</p> <p></p>	<p></p> <p>Look for Small words</p>

NO
GUESSING

Prompts for Parents:

- Look at each letter and say the sound. Blend the sounds together.
- Do you see a part of the word that you already know?
- Let's cover up a part of the word and read the part we see. (For example, if the word is *jumping*, cover up the -ing)

****Keep in mind that some words are *irregular* (said, want, was, etc). For irregular words, it is okay to give your child the word. However, this would be a good word to work on (see **Heart Word Method**)**

Our goal is for our readers to stop themselves when they realize something didn't make sense and re-read to correct the mistake(s). This is called monitoring. Correcting readers right on the spot can hinder them from learning how to make sense of what they read *for themselves*. So instead of jumping right in the moment the word is misread, wait until the end of the sentence. At that point you could prompt, "You said _____. Does that make sense?"