



Grade One Reading Strategies

Reading

Learning to read is going to be very exciting this year. It will be more successful with a team approach. **The best support you can be to your child is to read with them daily. Your involvement** is a huge contributor to their success as they learn to read. **Children who read at home and practice the various reading strategies we've learned at school are more likely to become better readers than those who skip home reading.**

We know that teaching your child to read seems like an overwhelming task. We also know that the strategy parents most often rely on is "sounding out the words". We have included several other strategies that you can use with your child as they are learning to read.

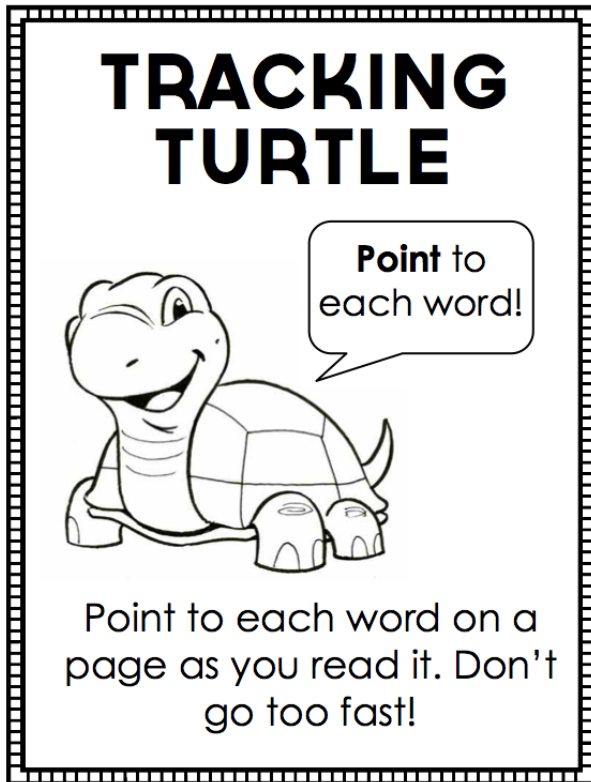
Our goal is to provide you with strategies so that reading can be a positive, exciting time with your child each day!

Please remember to give your child lots of praise as they are learning, and to celebrate their successes. They will need lots of practice, patience and encouragement to make this a *successful* time.

This is the foundation of their reading, and will serve them though their whole education. Reading is a gift, and we want it to be delivered in a positive way so they can experience the joy of reading.



Please have
them read to
you each day,
but also keep
reading to them!



TRACKING TURTLE

Aka: "Point to the words"

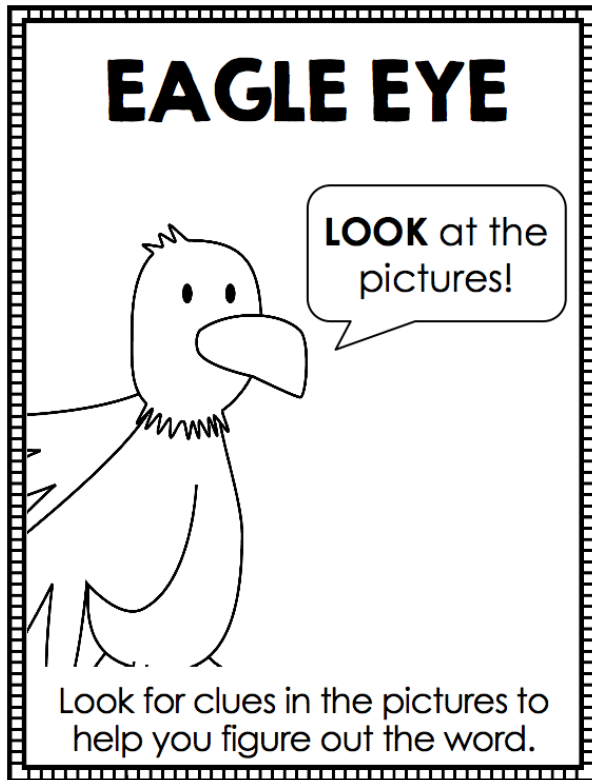
What is it?

Children run their finger under each sound/letter as they read the word.

* Best for books leveled A-F, though is good to continue up to level I books.

Parent Prompts:

- "Take a good look at the word before you say anything. Run your finger under it (*demonstrate*) and look at each letter."
- Run their finger under the word and say it slowly.
- If your child does not know the word right away, don't supply the word automatically. Give them time to process and try. Patience makes the difference.



EAGLE EYE

Aka: "Using the Pictures"

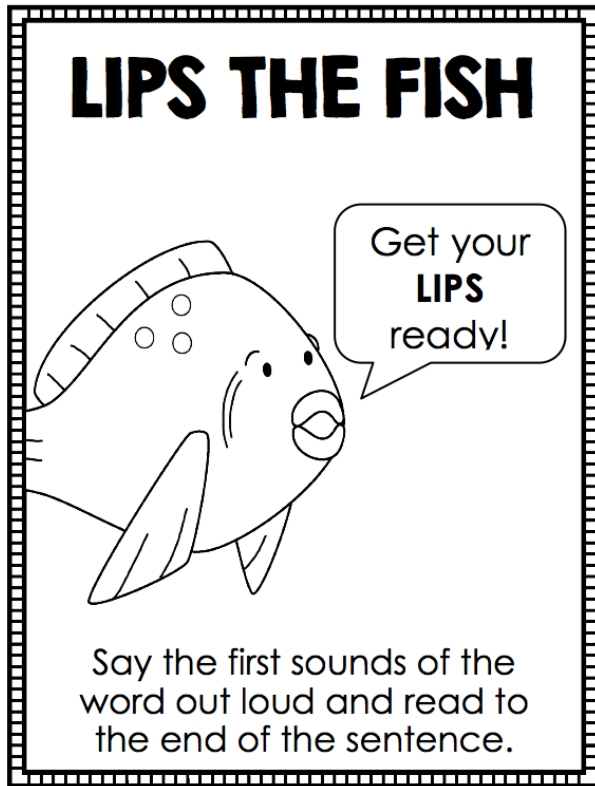
What is it?

Looking at the pictures for clues and additional information.

* Best for all books with pictures.

Parent Prompts:

- "Let's look at the picture for clues."
- "Does the picture confirm what we read?"
- "Let's make a guess and see if the picture can help us."
- "Does the picture tell more of the story that the words don't?"
- **Cross Checking:**
 - Does the word we are supplying match the picture?
 - Does the word we are supplying make sense?
 - Does the word we are supplying match the first letter of the unknown word?



LIPS THE FISH

Aka: "Look at the first sound"

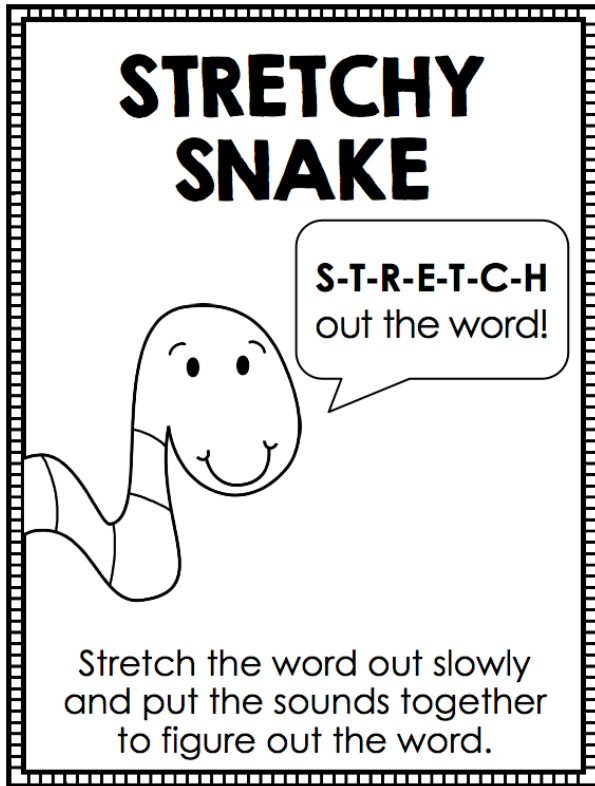
What is it?

Using the first sound of a word to begin to decode the word.

* Best for picture books with images that match the word.

Parent Prompts:

- Have your child say the initial sound of the word and then check the picture to see if there is a clue in the picture that matches the sound.
- "Get your lips ready for that sound."
- "Does that sound match the letter?"
- "Does it look like 'f'? (*Adjust to sound*)"
- Look at the beginning of the word and think of another word that starts like that.



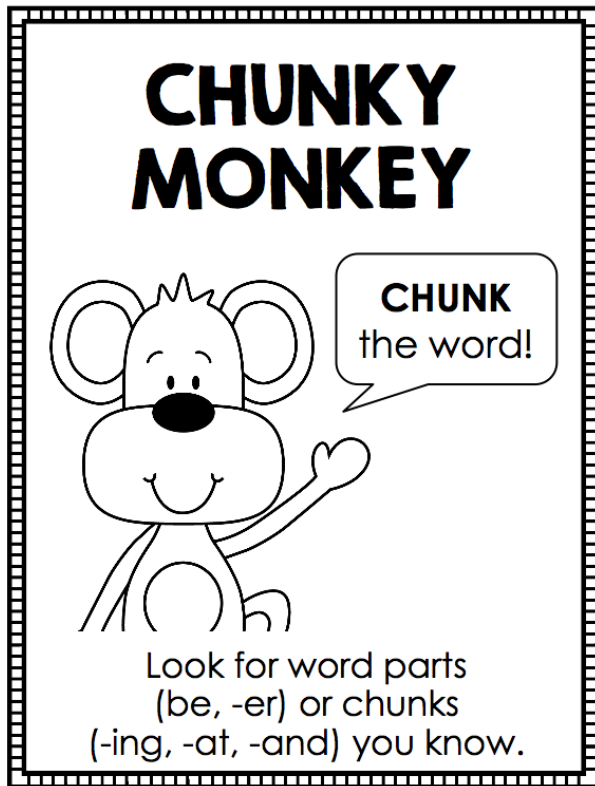
STRETCHY SNAKE

Aka: "Sound it out"

What is it?

Sounding out words by the letter sounds.

* Best for words that follow the conventional phonetic spelling.



CHUNKY MONKEY

Aka: "Look for word parts"

What is it?

Looking for smaller parts within words such as small words or blends.

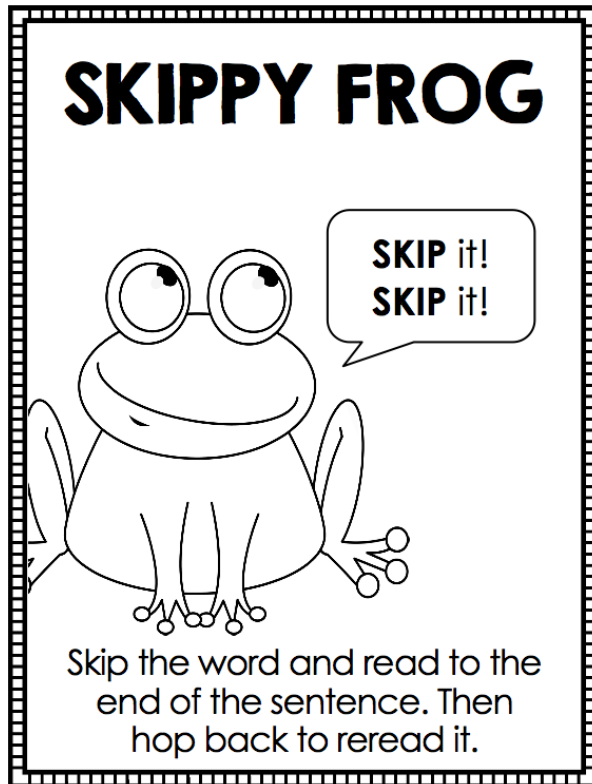
* Best for big words that have lots of little chunks.

***This strategy gives your child confidence and keeps them from becoming overwhelmed when reading larger words.*

Parent Prompts:

- "Do you see any smaller words in that big word?"
- "Let's try breaking it into smaller parts!"
- "Can you find a piece you know?"
- Demonstrate: Have your child use their fingers to cover parts of the word so that they can see the smaller parts.

ch-un-k



SKIPPY FROG

Aka: "Skip the word, then come back"

What is it?

Children read a sentence skipping the word they don't know to see if they can guess it once they've read the whole thing.

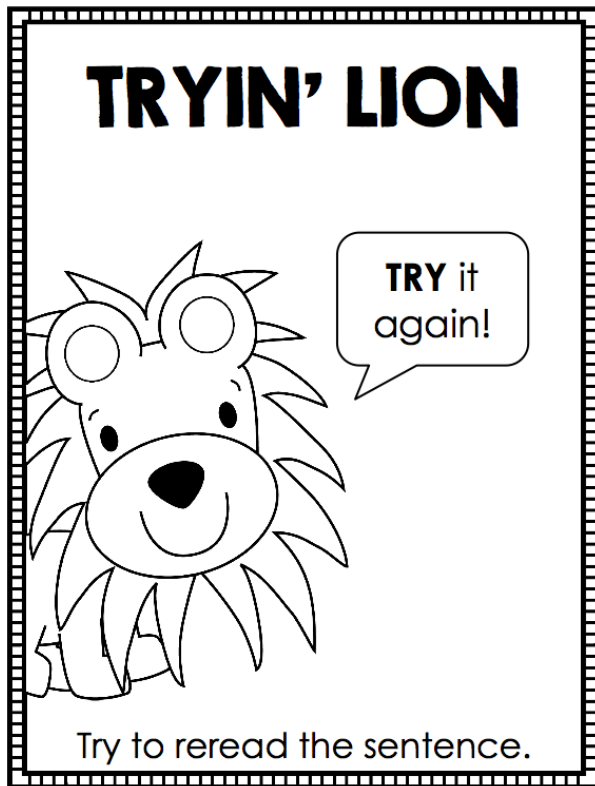
* Best for books that don't have pattern sentences. Usually level D and beyond.

***After they have tried a few of their other strategies and are unsuccessful, rather than supplying the word, suggest they skip the word, read on and gather information from the rest of the sentence that may help them solve the word.*

This strategy is not helpful for beginning readers (A-C) as they are still developing comprehension skills and will lose the meaning of the story if they skip words.

Parent Prompts:

- "Let's skip it and read the whole sentence for clues!"
- In the place of the unknown word, supply a "mmm" or "hummm" so you can read the whole sentence for clues.
- Once they've discovered the word, have them read the whole sentence again.



TRYIN' LION

Aka: "Try again"

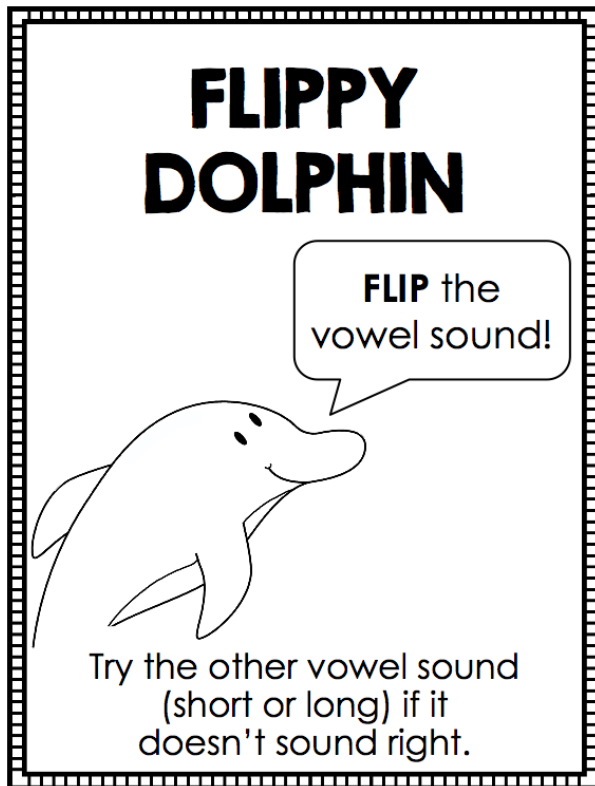
What is it?

Children keep trying other strategies to decode words.

* Best for levels C or D and beyond.

Parent Prompts:

- If they are struggling, suggest some other animal strategies they can try, but do your best not to supply the word.
- ** If you have suggested all of the strategies and your child is frustrated and close to tears, please feel free to demonstrate how you would use a strategy to find the word. We never want children to reach the point of tears!



FLIPPY DOLPHIN

Aka: "Flip the Vowel Sound"

What is it?

Children first try the short vowel sound and then the long when sounding out a word. Also works for soft and hard c and g.

* Best for small words with vowels

Parent Prompts:

BOSSY E

- Remember that when the Bossy E is at the end of a word, it sometimes jumps over to the vowel to remind the vowel to say it's name (the long sound).
- "That doesn't sound right, let's try flipping the sound."
- "Let's try the other sound that 'a' makes."



HELPFUL KANGAROO

Aka: "Ask for help"

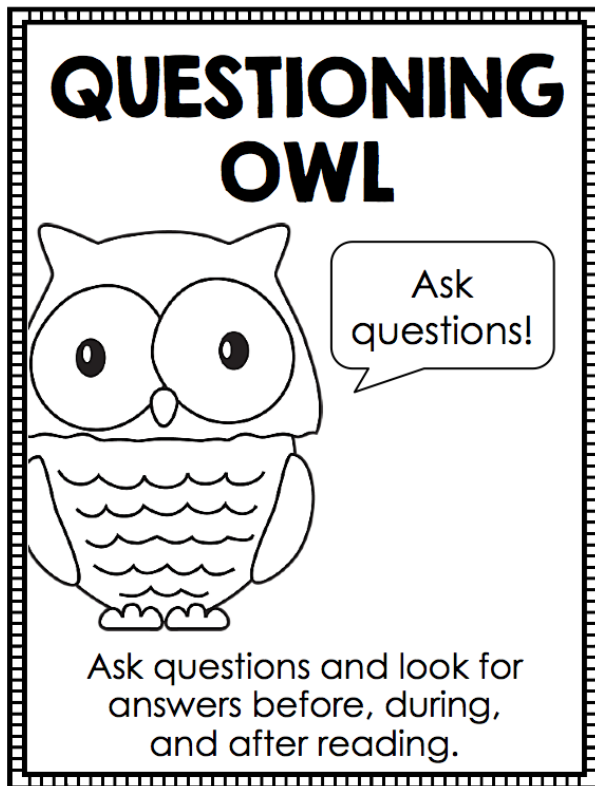
What is it?

After your child has tried all of their other strategies, they can ask for help.

* Best for days when you feel your child is having an off day and needs more support.

Parent Prompts:

- Once your child has tried all of the strategies they know, they can ask for help. Demonstrate how you would use a strategy to find the word.
- After you have finished the text and talked about the meaning, ask your child to go back and find the word that you supplied. This helps them gain confidence with tricky words.
- "_____ was a tricky word. Can you go back and find it?"



QUESTIONING OWL

Aka: "Finding Meaning/Comprehension"

What is it?

Asking questions to increase comprehension.

* Best modeled when you read to your child.

***Because children are just learning to read, they often are so focused on reading the words properly that they don't stop to think about what the story is about. It is very important that they are able to maintain understanding so they learn to read for meaning.*

Parent Prompts:

- "Who's the **who** and what's the **what?**" (Every few pages)
- Encourage your child to generate their own questions.
- Model this questioning process by reading to your child and stopping during the reading to question what is going on in the story:
 - "What does this mean?" "Is this important?"
 - "How do I think this story will end?" "What does this word mean?"
 - "Do I need to read this again?"