***Tips for Helping Your Child While Reading***

 ***at Home***

**Solving Tricky Words**

**When the reader does not try to work on a tricky word, or asks you to read the word:**

**Say “You Try It”**

* Be sure to give a bit of a wait time (about 10 seconds) before and after, telling them to try it. Children should be expected to work on a tricky word each and every time, on their own.
* They may realize when you don’t jump right in to help, that they need to do something, and you may not have to tell them to “try it.”

**When the reader is working on the word, but not getting much closer to solving the tricky word:**

**Say “What would make sense here?”**

* This is the first prompt listed because making sense of print is what reading is all about.

**Say “Take a quick look and reread”**

* Encouraging the child to reread the sentence, after taking a quick look at the word, can sometimes help solve words by hearing what word might come next.

**Say “Look for something that might help you.”**

* This encourages the child to look for and use sounds or parts they know, to solve a word they don’t know.

**If the child has still not tried to work on a tricky word (after being told to “Try It”), or if the child has worked on it, has reread, and is still stuck:**

* You may want to go back to this word after finishing the story, and talking about the story. Expect the child to try it and give them a chance to do so. If they are still stuck and not moving on, simply tell them the word to help the reader move on and keep the meaning of the story.

**When the child makes a guess, but does not move on,**

**or appeals to you (asks if it is right):**

**Say “Check it.”**

**Say “Were you right?”**

**Say “Does it make sense, sound right, and look like that?”**

* These prompts make the reader responsible for deciding if his/her attempt is correct or not. This is key in developing reading independence.

**To Make the Reading Sound Good**

**When the child is reading slowly, word by word:**

**“Did it sound good?”**

**“Put these words all together so it sounds like talking.”**

* You may need to model a page or two to show your child what good reading sounds like.