Prompt Sheet

The lesson is divided into sections to provide opportunity for children to learn in different ways.

Give specific praise so your child will know what he or she did that was right and will be encouraged to try that strategy again.

Praise for:

Rereading to have another "go" at the hard part.
Using sound/letter knowledge
Noticing errors
Fixing errors
Reading in phrases (groups of words rather than one word at a time
Reading fluently and expressively (like talking)

Wait... Give child opportunity to try, but not so much time that he loses the meaning.

Prompts that support readers:

Child stops: "What could you try?" "Think about what would make sense and read that part again." Get child to initiate some action. Show approval for trying, even if the attempt was not successful.
Child substitutes a word with similar meaning: "Does that look right?"
Child's word doesn't sound right: "What word would sound better?"
Child's word confuses the meaning: "Does that make sense?"
Child inserts words: "Read that again and point to each word."

These words appear frequently in children's early reading and writing. Use words from this list during the first three minutes of the lesson until you know what words your child uses frequently and should learn to write correctly.

mom	cat	I	a	go	no	to	zoo	my	in	dad	yes
dog	look	ball	can	and	see	me	he	she	is	at	stop
play	run	you	the								