

# Parents as Partners

# READING AT HOME



## CHAPTER 2

## Pause, Prompt, Praise / Pause, Guide, Félicite

When your child is reading, use a *pause, prompt, praise* approach.

### Pause

When your child stops at a difficult word, have him/her pause briefly and give him/her time to use a reading strategy to figure out the word.

### Prompt

If your child is unable to figure out the word on his/her own, prompt him/her to use one of the strategies.

### Praise

When your child uses one of these strategies, you might say:

- I like the way you tried to work that out.
- I'm glad you noticed that didn't make sense/ sound right/look right.
- I saw you checking the picture. Good idea.
- I like the way you skipped the word and then went back.

What do I do when I come to a word I don't know?

|                         |                                               |            |                            |                                  |                                |                                     |                                  |
|-------------------------|-----------------------------------------------|------------|----------------------------|----------------------------------|--------------------------------|-------------------------------------|----------------------------------|
| <br>LOOK at the picture | <br>LOOK at the first letter. Guess the word. | <br>reread | <br>LOOK for little words. | <br>LOOK for something you know. | <br>Skip it. Read on. Go back. | <br>Put in a word that makes sense. | <br>ASK if you really need help. |
|-------------------------|-----------------------------------------------|------------|----------------------------|----------------------------------|--------------------------------|-------------------------------------|----------------------------------|

Qu'est-ce que je fais lorsque je rencontre un mot que je ne connais pas?

|                      |                                                |            |                                            |                             |                                             |              |                                        |
|----------------------|------------------------------------------------|------------|--------------------------------------------|-----------------------------|---------------------------------------------|--------------|----------------------------------------|
| <br>Regarde l'image. | <br>Regarde la première lettre. Devine le mot. | <br>Relis. | <br>Trouve le petit mot dans le grand mot. | <br>Cherche ce que tu sais. | <br>Saute le mot, continue à lire et relis. | <br>Demande. | <br>Observe les signes de ponctuation. |
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## Sounding out slows down reading.

This makes it difficult for your child to understand the meaning of the story. Encourage your child to use one of the other strategies.