Strategies Pack 2

9 Word Solving Strategies
3 Reading Comprehension Strategies
20+ Strategy Posters
Student Pages

148 PDF pages
9 word solving and 3 reading comprehension strategies

All posters and pocket chart cards provided, this pack addresses 3 comprehension strategies

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*Activities included for strategies in green.

*Note: All 20 strategy posters are included. This pack addresses 9 of the word solving strategies (in blue), and 3 of the reading comprehension strategies (in green).

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Strategies Pack 2
9 Word Solving Strategies
3 Reading Comprehension Strategies
20+ Strategy Posters
Student Pages

Nine
Word Solving
Strategies
Pack 2

Read Non-Stop
With word solving thoughts!

Fix-Up Bear
Does it sound right?
Does it look right?
Does it make sense?

Elephant Ears
Do the sounds match the letters?

Eagle Eyes
What are the word solving strategies?

Do I have to use ALL of the word solving strategies?

148 pages, PDF

bookmarks, teaching posters, work pages, activities

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Helpful Kangaroo is sometimes overlooked as the children being asked may not know the answer, so the child who wants to ask is working on being caught talking. One idea would be to have 3 slips or boxes to place on the desks of students who could help, on a rotating basis and only when needed. Perhaps this could be used on other subjects as well. Different children could help in math who might not be able to help during writing, for instance. A slip or box asking for help and getting help could be near the teacher, or prevent students from leaving. The teacher would be busy with small groups, but the child needing help would quietly take a slip, which the teacher would notice and not have to say anything. The child who helps writes his or her own name, the child asking for help signs the slip, and it goes in the jar. Perhaps there is a drawing for the slip to show it works fast, or the jar. Perhaps there is something special to do the take a note to another teacher, or return a library book. The rewards would have to be very small to keep such as system under control. This could still work with mystery worker, as it would be disconnected calling. The reason for this, of course, is to allow teachers uninterrupted time with small groups.

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Practice:
I will fly one day, Stellaluna thought. Then no one will see how ________ I am.

What could the missing word be?

Skip it, skip it!
Then go back and read it!

Use Skippy Frog to figure out the missing words for MISS NELSON IS MISSING sentences:
The next pages have the printables for a missing words center, paper jumping frogs, scene, sentences, and word cards. To make the frogs “jump” just fold up, press down on a table, and let go. They won’t jump far, but can help make the point. Skippy frog is all about using context to figure out words. Many times children stop reading completely when they get to an unknown word. They need to learn that by skipping a word and continuing to read, more often than not they can go back and figure out the word they didn’t know. By using word solving, children should keep reading and not stop when reaching difficult or unknown words. Usually, children stop and wait if the parent at home is jumping in to “help.”
Use Skippy Frog to figure out the missing words for Miss Nelson is Missing sentences.

| They were even _____ during story hour. | And if you _____, you'll be sorry. |
| And they _____ to do their lessons. | Some of them went to the ________. |
| And she _____ on her desk with a ruler. | Detective McSmogg was ________ to the case. |
| And she _____ them down with homework. | Detective McSmogg would _____ be so much help. |

| The shades were ________ drawn. | And if you _____, you'll be sorry. |
| Maybe something ________ happened to Miss Nelson! | Some of them went to the _________. |
| Maybe she was ________ up by a shark! | Detective McSmogg was ________ to the case. |
| Maybe Miss Nelson went to ________! | Detective McSmogg would _____ be so much help. |

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<th>rapped</th>
<th>loaded</th>
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What's that you say?
The work page was easy?
Good, now try saying the first sound, skipping the rest of the word, and returning to read the word.

Get your lips ready!
Practice:
Get your lips ready for

stump

Use lips the fish to say the first sound of an unknown word, and then return to read the whole word.

This is the second part of Lips the Fish, returning to read the unknown word.

Student places Lips the Fish (jumping back in the water) over end of unknown word, makes the beginning sound, finishes sentence, and returns to read the word. This strategy works as then the student has some context and will probably figure out the unknown word. Adults use this strategy without even thinking about it, and we hope students will use this and other word solving strategies with automaticity.

She slept in a st______ outside.

She slept in a cl______ inside.

She ran across the gr______ outside.

She ran in fr______ of the squirrel.

He ran be______ the book.

He ran th______ the hole.

He saw the fl____ and stopped.

Sentences for INSIDE MOUSE, OUTSIDE MOUSE include the following.
He ran in front of the squirrel.
He ran behind the book.
He ran through the hole.
He saw the flower and stopped.
She slept in a stump outside.
She slept in a clock inside.
She ran across the ground outside.
She ran over a stone outside.

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<th>front</th>
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<tr>
<td>stump</td>
<td>clock</td>
<td>ground</td>
<td>stone</td>
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</table>
**Stretchy Snake**

S-t-r-e-t-c-h it out slowly! Whispering works the best.

Sound it out doesn't always help as much as whispering the sounds. Try it both ways:

- **c-h-o-c-o-l-a-t-e**

Which way works best for you?

**Stretchy Snake (whisper it out instead of sound it out)**

Name: 
Date: 

Make 3 whisper snakes. Wait for instructions from your teacher before putting them.

Grass for stretchy snake. Color, cut out, fold in middle, place snake between the two sides and pull slowly.

**Tryin' Lion**

Try again! If at first you don't succeed, Try, try again! If one strategy doesn't work, use another.

- We reached the line of pine trees, black and poleantly against my face.
- We reached the line of pine trees, black and poleantly against my face, and Pa held up his hand.
- Pa raised his face to cut out again, but before he could open his mouth an echo came ‘bleeding’ its way through the trees.
A tasting center may be set up for children to try tastes using the different areas of taste buds on their tongues. The photos illustrate one way to set this up. Alternately, there could be a station for each of the 4 tastes. One Q-tip per student per taste works best. Students need to be told not to double dip for health reasons.

Flip the Sound

Try flip the sound when words do not make sense while reading, even when reading longer words.

1. What is the photo caption on page 149?
2. What is the glossary word that begins with e_________? What does that word mean?
3. What tells you how food tastes?
4. What do your eyes and ears see?
5. What does your brain send to y_________?
6. Why are some words in bold text?

Dipper with the Dog

Dig deep when reading nonfiction text.

1. What is the photo caption on page 149?
2. What is the glossary word that begins with energy? What does that word mean?
3. What tells you how food tastes? The brain
4. What do your eyes and ears send to your brain? messages
5. What does your brain send to your muscle? messages
6. What do muscles and bones help you do? Run, walk, lift, and bend (pg. 14)

The words in bold are explained in the glossary. (List of words in the pronunciation guide sheet which should be stressed—not required.)

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This pack addresses 9 of the word solving strategies. Teaching posters for all 12 are included.
This pack addresses 3 of the reading comprehension strategies. Teaching posters for all 8 are included.

All posters and pocket chart cards provided, this pack addresses 3 comprehension strategies.
Common Core State Standards for Strategies Pack #2, Grade One

CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.  
   Pages 12, 13, 27, 28, 35-45, 66, 67, 72, 73, 74, 75, 98, 99, 100, 133-148
CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.  
   Pages 64, 65, 66, 67
CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  
   Pages 55, 56, 57, 58, 59, 60
CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.  
   ALL THE READING COMPREHENSION STRATEGIES
   CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
   ALL THE WORD SOLVING STRATEGIES  
   Pages 10, 11, 12, 13, 25-54
CCSS.ELA-Literacy.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  
   Pages 99, 100
CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  
   Pages 95-98
CCSS.ELA-Literacy.L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.  
   Pages 29-44, and 49-54
CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
Pages 93, 95, 96, 97, 98

CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Pages 99, 100

CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
Pages 56, 57, 58, 59, 60

CCSS.ELA-Literacy.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.
Pages 26-28, 29-54, 64-68

CCSS.ELA-Literacy.L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
Pages 93, 95, 96, 97, 98
**Common Core State Standards for Strategies Pack #1, Kindergarten**

*ALL THE READING AND WORD SOLVING STRATEGIES*
(select pages applicable to class)

**CCSS.ELA-Literacy.RI.K.10** Actively engage in group reading activities with purpose and understanding.

**CCSS.ELA-Literacy.RL.K.1** With prompting and support, ask and answer questions about key details in a text.

   Use pages 12, 13, 27, 28, 72, 73, 74, 75, 99, and 100 as small or large group oral discussion.

*Human Body, Scholastic Science Readers Level 1, Ages 5 and 6*

**CCSS.ELA-Literacy.RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

   Tongue tasting activity, Pages 95-98