


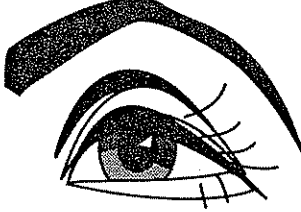

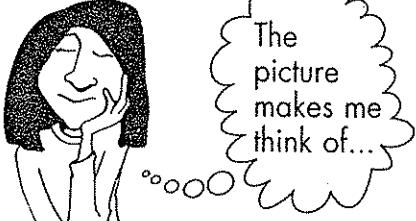
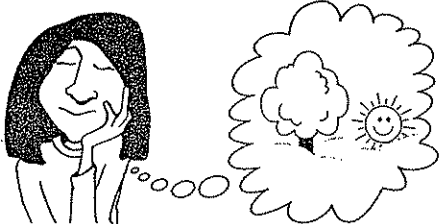

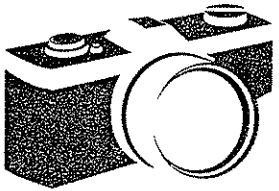


Have You Tried These?

Suggestions: Enlarge, put on cards, teach, and post.

Give to students as a bookmark.

Copy this sheet, cut on outer solid lines, fold on dotted line, laminate.

Have You Tried These?	What Do You Already Know?
Does It Make Sense? 	
Read On 	Look at Word Parts and Letters 
Reread 	Make a Prediction  <p>The picture makes me think of...</p>
Make a Picture in Your Head 	Retell in Your Own Words  <p>In this story, the...</p>
Look at Picture Clues 	Ask for Help HELP!
	Name: _____

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School District No. 44 (North Vancouver)

The Cartoon Card for Intermediate Students

Cartoon Cue Card

If I don't know a word I can:



a...ten...tion

St-retch out the sounds and ask: *Have I heard it before?*

stick

I know ...ick

Look for a spelling pattern in the word that I can pronounce.

raking

r...a...k...ing

Sound out the beginning letters and blend with the known pattern.



deceive



receive

Think of similar words with the same letters in the same place.

monument

mon/u/ment

m...o...n...u...m...e...n...t

Break it into parts and then sound the word out letter by letter.

elephant

el/e/phat

el...e...phant

Break the word up into syllables and blend them together to form a word.

interesting

interest-ing

Take off any endings to make the word shorter and then sound out the shorter word.

organize

↓ ↓ ↓
org - an - ize

Find the vowel letters then sound out the consonant letters that follow.

excitement

ex - cite - ment

Take off the beginning (prefix) or ending (suffix). Then look for a part I can sound out.



Use a dictionary or a glossary.



Ask someone to sound it out.




Write it down on a post-it note and ask someone.



I always check ✓ my reading by asking: *Does that word make sense in the sentence or story? Does it fit?*







The Five Finger Rule

 cue card for students, teachers, supporting personnel, and parents





Have students select books that they want to read either on their own, with a partner, or at home. Model this procedure and then have them use it for a quick check to see if the book is at their *independent* level of reading. Share this card with parents so they can help their child find books at the local library. Always praise your students for using the rule: Say: *I like the way you used the rule to find out that the book was too difficult or okay to read. That really shows that you know about your reading!*

The Five Finger Rule



1. Start to read the book and each time you come to a word you do not know , put a finger down into your palm.
2. If all of your fingers go down after reading a page of the book (or about 100 words) this book is too difficult.   Try another book.
3. If some of your fingers stay up  after reading a page of the book (or about 100 words) then this text is okay. Read it!  

Why am I doing this? So I can find books for practising at my *independent* level of reading and be able:

to remember more words.		to read more smoothly.	
to read faster.		to read with expression.	

Checking Comprehension After Reading

cue card for students, teachers, supporting personnel, and parents

After one partner has read, the other partner asks these questions:

Checking Comprehension		
	Ask the reader:	Reader Knows
1.	Who was in this story?	Yes No
2.	Where did it take place?	Yes No
3.	When did it take place?	Yes No
4.	What happened at the beginning of the story?	Yes No
5.	What are two other things that happened in the story? In what order did they happen?	Yes No
number correct		/ 5

Blank card for teachers or students to make up their own questions.

Checking Comprehension		
	Ask the reader:	Reader Knows
1.		Yes No
2.		Yes No
3.		Yes No
4.		Yes No
5.		Yes No
number correct		/ 5

Other questions to consider (these will fit into the chart above).

What is the main idea?	What else do you know about this topic?
What are the key events?	What or who was interesting?
What are 3 things that happened? Put them in order.	
Describe one of the characters.	Explain the plot.
What happened at the beginning, in the middle, and at the end?	
If _____ did not happen, how would the story end?	
Who?	What?
When?	Where?
Why?	How?