Sooner or later, beginning readers come to “tricky” words in their reading. And while we want to equip beginning readers by teaching phonics and sight words, word attack strategies are also important for when they meet “tricky” words.

This pack has color copies (pp. 3-12) & black/white copies (pp. 13-22) for student pages, book marks, and wall charts.

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for short vowel word families

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When I come to a “tricky” word, I can...

1. Look at the picture for clues.
2. Start to say the first sound of the word.
3. Skip over the word, finish the sentence, and re-read.
4. Stretch out the sounds slowly in the word.
5. Look for parts or chunks I know.
6. Think about the meaning of the story.
Reading Strategies for Beginning Readers - Bookmarks

- I can... look at the picture for clues.
- I can... start to say the first sound of the word.
- I can... skip the word, finish the sentence, and re-read.
- I can... s-t-r-e-t-c-h out the sounds slowly in the word.
- I can... look for parts or chunks I know.
- I can... think about the meaning of the story.

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I can...

When I come to a "tricky" word,
look at the picture for clues.
Start to say the first sound in the word.
skip over the word, finish the sentence, and re-read.
Sounds slowly:
S-t-r-e-t-c-h out the turtle.
I know.

Look for parts or chunks I know.
Think about the story. Think about the meaning of the story.
When I come to a “tricky” word, I can...

1. Look at the picture for clues.
2. Start to say the first sound of the word.
3. Skip over the word, finish the sentence, and re-read.
4. Stretch out the sounds slowly in the word.
5. Look for parts or chunks I know.
6. Think about the meaning of the story.
Word Attack Strategies for Beginning Readers—Bookmarks

I can... look at the picture for clues.

- Start to say the first sound of the word.
- Skip the word, finish the sentence, and re-read.
- Stretch out the sounds slowly in the word.
- Look for parts or chunks I know.
- Think about the meaning of the story.

- Look at the picture for clues.
- Start to say the first sound of the word.
- Skip the word, finish the sentence, and re-read.
- Stretch out the sounds slowly in the word.
- Look for parts or chunks I know.
- Think about the meaning of the story.

- Look at the picture for clues.
- Start to say the first sound of the word.
- Skip the word, finish the sentence, and re-read.
- Stretch out the sounds slowly in the word.
- Look for parts or chunks I know.
- Think about the meaning of the story.

- Look at the picture for clues.
- Start to say the first sound of the word.
- Skip the word, finish the sentence, and re-read.
- Stretch out the sounds slowly in the word.
- Look for parts or chunks I know.
- Think about the meaning of the story.
I can...

“When I come to a "tricky" word,

I can..."
Look at the picture.

For clues.
start to say the first sound in the word.
and re-read.

Finish the sentence,

Skip over the word,

skip over the word,
sounds slowly.
look for parts or chunks I know.
Think about the meaning of the story.