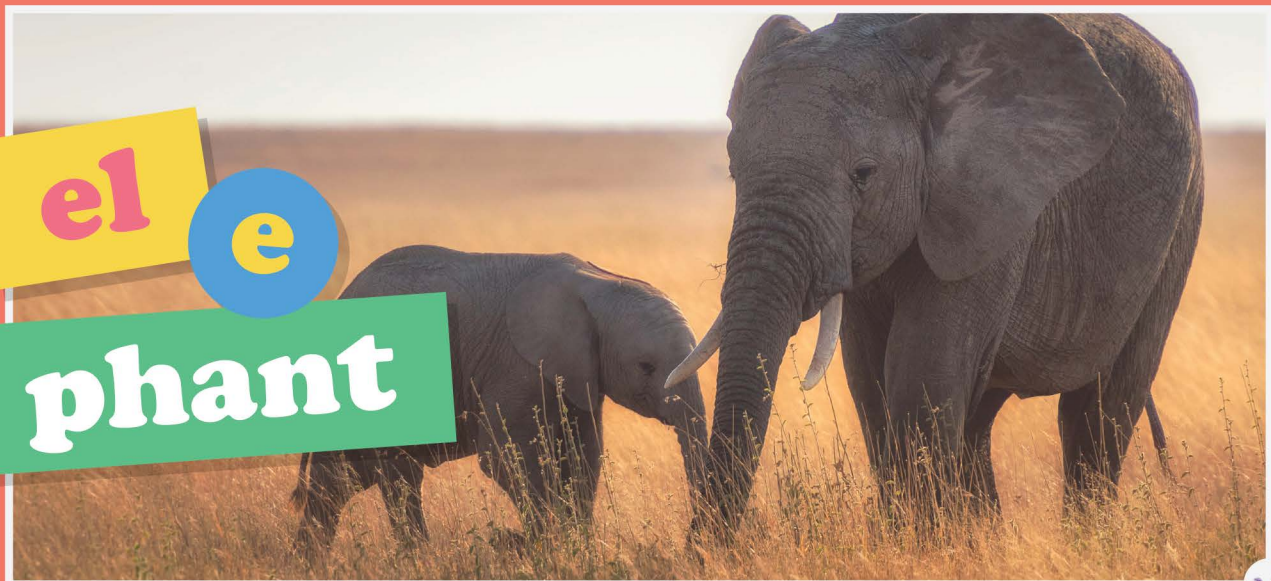


# Joyful Literacy AND Parent Power

You can teach your child at home.

*Their First and Always Teachers*

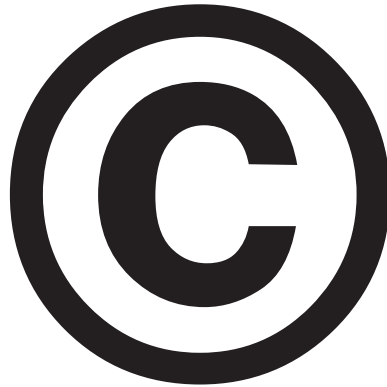


**EARLY LEARNING  
WOMB to GRADE 3**

**Dr. Janet N. Mort**  
Literacy and Early Learning

Author of Joyful Literacy Interventions (2014)  
Order of British Columbia 2020

Foreword by  
**Dr. Tim  
Rasinski**



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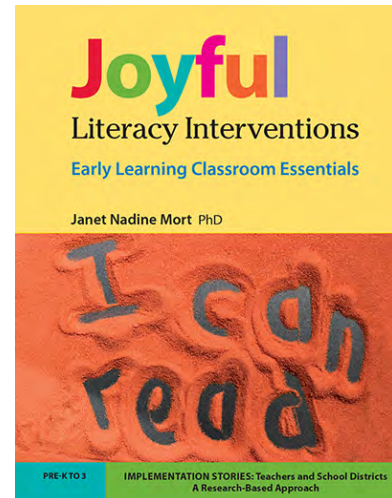
# Dr. Janet Mort's Previous Work

BOOK

## Joyful Literacy Interventions

### Joyful Literacy Interventions Series Part One: Early Learning Classroom Essentials Paperback

Joyful Literacy Interventions describes a research-based, comprehensive classroom intervention approach that promises over 90% literacy success for all children by the end of third grade when implemented in its entirety. This book is a “must-read” for advocates of vulnerable children.



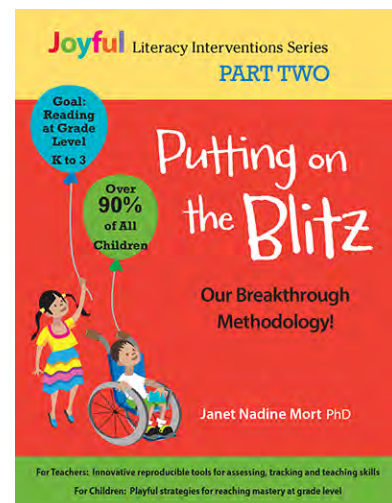
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BOOK

## Putting on the Blitz

### Joyful Literacy Interventions Series Part Two: Our Breakthrough Methodology

Putting on the Blitz is a sequel to Joyful Literacy Interventions (Part One). Putting on the Blitz: Our Breakthrough Methodology documents teachers' stories describing their success and challenges of implementing our Joyful Literacy strategy in their classrooms.



Available on Amazon.com

For more information, visit [JoyfulLiteracyOnline.com](http://JoyfulLiteracyOnline.com)



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## With Gratitude!

Michael, my husband, who has always lovingly supported me and my work – including my decision to continue the pursuit of a PhD and writing instead of retirement.

Mom and Dad, Margaret and Henry Swain, who taught me the value of education and cheered me on throughout my career.

Natasha Mort, our granddaughter and the owner of *The Power of Play* as well as our great grandchildren Piper and Reid; they are living symbols of the importance of literacy in children's lives (photo on page 103).

Linda Smith, who taught with me in 1970, for her "silky" editing and continued concern for vulnerable children in 2020.

Clara Sulz and Leslie Lambie, senior educators who partnered with me and were willing to take risks to implement the *Joyful Literacy Framework* and prove its potential impact.

The Joyful BC Literacy Team, who put *Joyful Literacy* into practice in their classrooms and proved it would work (Dianne Bassendowski, Christi Munch, Chelsea Mytko, Nathan Reist and Darci Dheensaw).

Lucas Bell, our graphic artist, who immediately understood the passion and the message and interpreted it so beautifully in this book design.



# Foreward

## Timothy Rasinski, Ph.D.

---

Professor of Literacy Education  
Rebecca Tolle and Burton W. Gorman Chair in Educational  
Leadership



Timothy Rasinski is the 2020 recipient of the William S. Gray Citation of Merit, the highest award given by the International Literacy Association. He is also a member of the International Reading Hall of Fame.



Kent State University



When it comes to learning to read, parents matter – actually parents matter a lot! I am the father of four adult children, all of whom were early readers and writers and now are lifelong and passionate readers. Although they attended preschool, their preschool experience was more about socialization and play than it was about learning to read and academics.

So what did my wife and I do that led our children in becoming literate people? Quite simply, we read to our children regularly, not daily, not multiple times daily; we encouraged our children to read with us as we recited poetry or sang songs; they saw us reading and writing on our own and saw how we valued literacy; they were surrounded by books and other reading and writing materials that were part of our household and that were also regularly borrowed from the community library; and we conversed with our children regularly, not only about reading and writing, but also about things that interested

them as well as things that we ourselves found interesting. We also regularly played games with our children that involved letters, words, and sounds. In other words, we did what many parents all around the world do to bring their children into the world of literacy. We made literacy an integral part of our family's life.

Unfortunately, there are many parents and family members who are not familiar with these simple invitations to children to become members of the literacy club. Many are not sure what to do, while others are more willing to buy into the next new "high tech" "gizmo" program for teaching children to read, giving the task of inviting children into literacy to someone or something other than themselves. *Joyful Literacy - Parent Power* is a wonderful antidote to this type of thinking. In this book author Dr. Janet Mort provides parents with the road map for how parents can travel to the land of literacy in ways that are engaging, authentic, and as she is fond of saying, "joyful."



I have known Janet for several years as a colleague and friend. She is one of the most passionate advocates for literacy for children there is. She is an equally ardent and enthusiastic supporter of teachers, parents, and families as they work to make literacy accessible to all children. Moreover, throughout her career she herself has also been a teacher, a school leader, and a literary scholar who has studied how children learn to read in classrooms, the clinics, and homes. In short, Dr. Janet knows her stuff!

*Joyful Literacy and Parent Powerful* is truly a joy to read. In a readable and friendly tone Dr. Mort covers all the major concepts in early literacy. Appropriately, she begins with shared reading and

shared writing, the foundation for any literacy program where children and supporting adults read together. Then she moves on to the precursors to phonics – learning the letters and phonemic awareness. In her final chapter Dr. Mort focuses on the development in children of sight vocabulary, words that readers recognize instantly on sight, much as proficient adults do when reading. What strikes me about her presentation is the joy-filled manner in which she encourages parents and children to “play” in these various domains of literacy.

Each chapter is filled with authentic literacy experiences, activities, games, and opportunities for parents to explore reading and writing together with their children. Moreover, each activity is presented in easy-to-follow-steps that will make implementation easy as pie! Janet completes her book with several appendices of valuable titles and websites that she has found through her years of experience of working with children, teachers, and parents.



When asked to speak to educators, I often speak about the “art and science” of teaching reading. Teaching reading does require teachers to follow scientific principles, which by the way, Janet has embedded in her book. Master and most effective teachers, however, are also artists. They find ways to make the science of reading instruction come alive for children. *Joyful Literacy and Parent Power* truly combines the art and science of teaching reading in the home.

I am honored to be able to write this foreword. This book not only provides a roadmap for bringing students to literacy at home, it also is a guide for making learning to read a joyful experience that will lead to lifelong reading for students. I would love it if every new parent was given a copy of this book before leaving the hospital. It could make the difference for so many children (and families).

Thank you Janet!



## **Dr. Janet N. Mort**

Instead of retiring, after 50 years as an innovative educational leader, Dr. Janet Mort has designed and implemented an evidence-based Early Learning Intervention Framework. It has been field tested in hundreds of classrooms with remarkable data-driven results and has been presented at over 30 educational Summits with thousands of educators. In numerous schools and school districts where Joyful Literacy was implemented, 90% of all children leaving kindergarten were joyfully reading and subsequently, grade four results increased from 49.8% reading at grade level to over 85% reading at grade level. This book provides you with the research base that will get you started on your way to Joyful.

## *Introduction*

# *Janet's Message to You*

## ***Joyful Literacy: Fifty-Five Years of Wisdom and Experience***

### ***Joyful Literacy Results in Heightened Student Success***

After 40 wonderful years as a teacher, principal and superintendent, I retired from the school system feeling frustrated, knowing that more than 30% of North American school children are challenged to succeed at school. I also knew that if children are not reading comfortably in the primary years, they are likely to struggle throughout their entire school experience.



*The story continues...*

I returned to university at age 60 to research the reasons behind this state of affairs and what we could do to change it. Subsequently, with a team of 60 teachers I developed the *Joyful Literacy* framework, based on literacy science. Its implementation has brought about dramatic changes in the degree of student success. In one school district where only 49% of students were reading at grade level in grade four, 85% are now reading at grade level. I discovered in the process that early learning is the key to student success.

**Why not start earlier with parents so that children can get a jumpstart even before their first day of school?**

## **A More Meaningful Role for Parents**

Throughout my 40-year career, parent partnerships were always a high priority for me. In my schools and school districts, I ensured that parents had significant roles as advisors and volunteers; together, we worked hard to foster mutually positive relationships; however, it simply wasn't enough. Now we know from the NELP (2009) report that family participation is in the top five most impactful factors contributing to literacy success. I refer to parents throughout the book, and am including in that generic term, all those who care for children – guardians, caregivers, grandparents and any others who spend time nurturing early learners.

We have always counted on schools to play the lead role in literacy instruction, and they will continue to do so. The Covid-19 pandemic shocked us all and put children's progress in jeopardy.



**Many fell behind as parents struggled to assume essential responsibility for instruction with cries of “I don’t know how to teach!” I thought about it and asked myself, “How could we help you?”**

## **That’s Why I Wrote This Book for Parents**

I believe that parents could and should play a much more important role in literacy instruction, even beginning in the womb; that said, it is important that parents do so with knowledge and understanding about literacy science and what it has to say about teaching young children. I wrote this book to provide a road map for meaningful parent involvement in literacy preparation, instruction and coaching.

**What does the science have to say about what teachers need to do?**

## **The Role of Joy and Play in Early Learning**

Research is clear that young children learn best through playful activities. Decades ago, we encouraged what we called free play (meaning unstructured and creative play invented by children). Free play is an important part of child development, but we have discovered that we can also structure play in such a way as to achieve learning goals. In this way, the *Joyful Literacy* framework has been so very effective: maximizing learning by integrating foundational skills with playful games and activities. We know that if children are frustrated or sense disapproval, they shut down and learning ceases. That’s why *Parent Power* provides dozens of games and playful activities to help parents

keep learning joyfully. You will find this to be a continuous theme throughout the book.

**What else does the research tell us?**

## **Literacy Science Guides the Way**

I am a firm believer that literacy instruction must be embedded in reliable recent research. This book, therefore, is grounded in significant research conducted by leading international experts. The NELP (National Early Literacy Panel) of 2009 and subsequent investigations are the research base for this book.

**What surprised me and had the most impact on my work?**

## **Surprise! Over 90% of Children are Capable of Proficient Reading in Their Primary Years.**

Decades ago, we believed that children who struggle probably had disabilities or other challenges that prevented them from experiencing school success. We also assumed that children living in poverty were disadvantaged to the extent that we would not be able to close literacy learning gaps.

Hurrah! We know now that if we use the right strategies, over 90% of all children, regardless of past experience, are capable of reading at grade level unless there is a diagnosed medical issue.

We also know that that the more often they engage in rich literacy experiences, the more successful they will be in school. This wonderful news offers hope to all children and their learning. Parent-school partnerships, combined with active parent participation in the early years at home, promise to bring about encouraging literacy results for your child. You, their first and always teachers, **will** make a big difference!

Be Joyful and Have Fun with Them!

**Janet N. Mort PhD**





## Chapter 1

# Shared Reading and Shared Writing

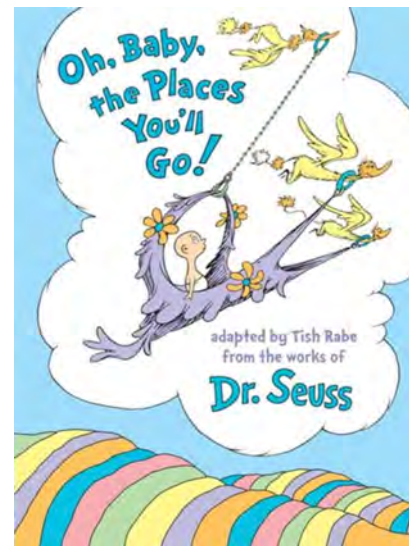
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## Chapter 1: Part 1

# A Powerful Vehicle for Teaching Foundational Skills

### Reading? In the Womb? The *Dr. Seuss* Theory

When I learned that my granddaughter Natasha was having a baby, I was enrolled in a PhD Early Learning Literacy Program and very aware of research in the field. I was intrigued with research I had been reviewing about a baby's ability to communicate while within the womb. In particular, I was fascinated with a story about the late Dr. Seuss's work. His wife described this research as the inspiration that resulted in the book *Oh, Baby the Places You'll Go*.



Dr. Seuss's wife put this little book together from his works. This is for a mother reading to her baby in the womb and she is introducing all the zany characters of the Dr. Seuss world to the baby. The premise is we cannot wait for you to get here. It's like a tour of the greatest hits. His wife uses Dr. Seuss's word play and words, so it does sound like a Dr. Seuss work. The book is advertised as "An introduction to the world of Dr. Seuss—for babies and babies-to-be!"

I decided to conduct my own research with Natasha's cooperation. I gave her the book and explained the premise behind the research:

*Science has shown that reading to your baby in the womb promotes brain activity and can promote early literacy skills and language*

*development. Literacy skills continue to develop while reading to your baby after they are born. Even though a baby is not able to talk, they are learning about the world around them (terracentre.ca, 2020).*

Several months later, close to her due date, Natasha visited us with the typical prenatal glow and plenty of excitement. “Come and sit Grandma – watch this!” She made herself comfortable in a big chair and bared her eight-month belly. “Look how calm he is,” she said as she gently stroked the surface of her skin. “Now watch” she alerted me as she pulled the *Dr. Seuss* book out of her bag. She began to read quietly and with rhythm and expression. After just a few pages I saw small flickers of movement on the side of her belly. Halfway through the reading there were movements on both sides and on the top. By the end of the book her belly was undulating; my mouth had dropped in awe and Tasha was laughing with joy at the whole experience.

When she had finished the reading, we discussed her experience. She reported that three months earlier when she first began there was no obvious instant reaction but gradually that changed. She read it at least once a day, as I had proposed, and each week she noted more and more responses to the reading from baby Reid who appeared to begin wiggling, turning, pushing and seemingly, as it felt to her, dancing in the womb. Reid continued to respond to the same book in similar ways after he was born.

When I read high-quality research, I consider it with a degree of skepticism; when I watch an experiment unfold before my eyes, I become a believer. You can find hundreds of articles and viable research that supports this story. In an article entitled *Born to Read* Rebecca Price-Donahue describes it this way:

## ***Born to Read: Developing Baby's Brain***

*By the third trimester, your baby's ears are ready to hear! While a baby in utero hears what's going on outside the womb at about 10 decibels lower than you do, the rhythm, melody, and other language patterns that serve as the foundation of speech are actually crystal clear. Wondering what the world sounds like to your baby? Try placing your hand over your mouth and speak. What you hear is very similar to how your voice sounds in the womb! Additional research suggests that third-trimester babies not only pick up on language patterns, but after birth, they can recognize words they first heard in the womb. Though the extent to which babies in utero can learn has yet to be determined, prenatal reading is nonetheless a wonderful way to kick-start healthy brain development (cpl.org, 2017).*

It will also give you private practice at learning to be silly if this is your first baby!



## **Talking to Baby: Baby Talk?**

When I as a first-time mom in the 60's, Dr. Benjamin Spock was the mommy advisor of the day then. He urged us to talk with our babies as we fed them, changed them, bathed them, and walked them in their buggies - and he said no baby talk! Speak in real adult words so they grow up imitating the correct sounds. Even then, the concept of building vocabulary and relationships with our newborns was a high priority. Literacy success was not high on the agenda. I was a stay-at-home mom, as most of us were then, and I tried my best. I remember mindlessly trying to turn burping up lunch and diaper changes into cheerful conversations about texture, colour and sound to which my baby responded with



more of the same; it stretched my creative energy and I longed for adult talk at the end of the day.

In the 70's, the trend shifted to experts who advised us to read to our babies every night before they went to sleep. And that was a good idea!

**But a story at bedtime is not nearly enough!**



**Why is Shared Reading so important to literacy success?**

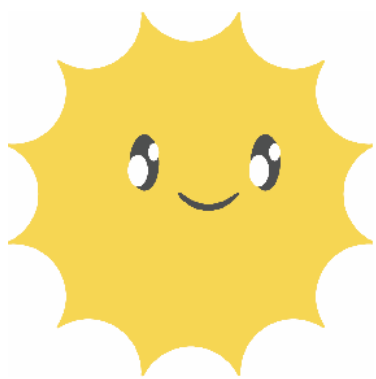
Initially (50 years ago) innovative childhood experts encouraged us and believed it was important to read to our children every night for a number of reasons. They believed:

- It gave children and parents a chance to cuddle, feel loved;
- It settled and calmed children before they went to sleep;

- It provided an opportunity for a child oriented daily debrief; and
- It introduced children to good books and the concept of literacy.

### **How has thinking about Shared Reading in schools evolved over time?**

Fifty Years ago, most primary teachers read to their classes every morning to start the day, for many of the same reasons listed above often called Circle Time because children would sit in a circle on a carpet at the teachers' feet. Innovative teachers, especially those who enjoyed good books themselves, increased the frequency of the daily experience – sometimes as a way to introduce other subjects or topics under study, or themes that could be linked with upcoming art projects.

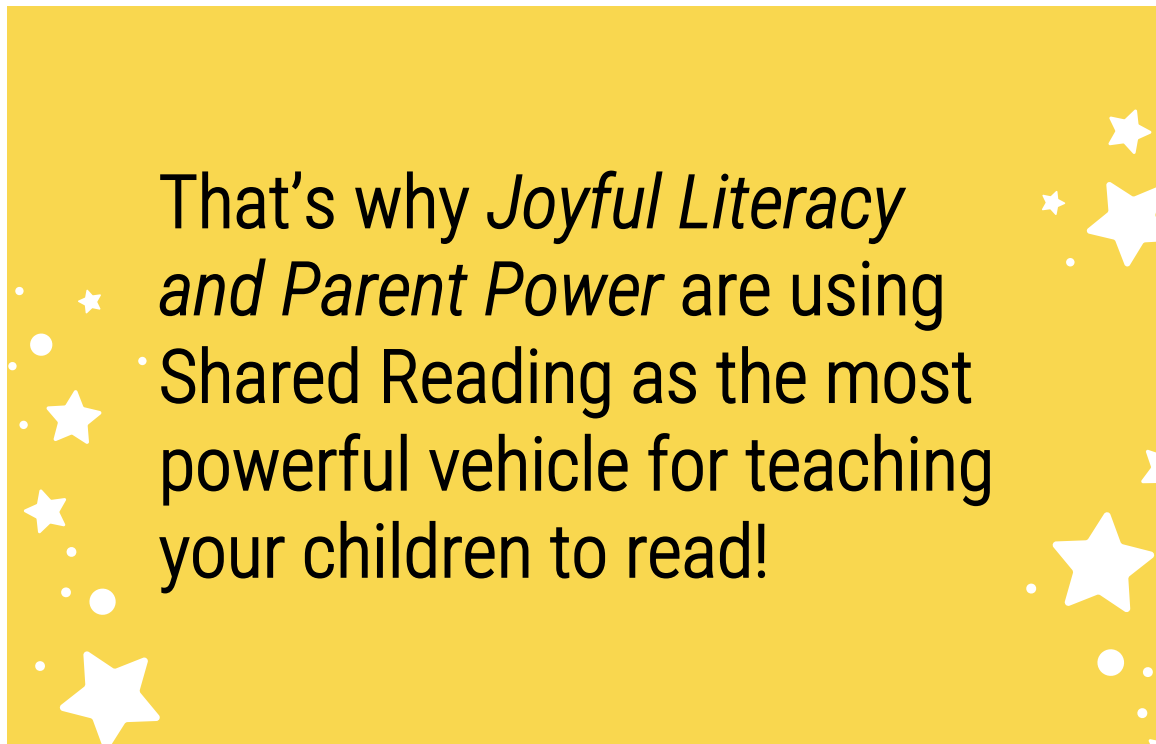


Eventually, researchers began to study the impact of Circle Time reading and discovered that when teachers used this special reading time to introduce and discuss foundational skills in the context of great books children's interest and achievement were enhanced. This practice (teaching skills while reading a great book) was renamed Shared Reading in formal

research because the children were no longer passive recipients of the story, rather they became active participants in dialogue about the story as well as examples of skills contained therein. Dr. Lesley Mandel Morrow (2015), one of the most revered literacy researchers, recommended that teachers should conduct as many as five Shared Reading experiences each day in classrooms (difficult with all the other demands but highly desirable).

It was no surprise then that the latest international literacy research (in both Canada and the United States) identified **Shared Reading** as one

of the six factors that have the most impact on literacy achievement in early learners. (The other five are family involvement, alphabet knowledge, phonemic awareness, sight word recognition, and fluency. We can teach all of these critical skills using Shared Reading. The next three chapters cover all of them!)



## **Shared Writing (Emergent Writing)**

Reading and Writing have a reciprocal relationship. They travel together hand in hand, ultimately relying on each other to create effective communication and a complete message.

Reading is the act of decoding and making meaning of 'jumbles' of letters and words: combining them until they make sense and tell a story.

Writing is the act of developing an idea, a feeling or a message in our heads and hearts: then, through images, letters and words, expressing that idea as a message that others can read and understand.

To be fully literate we have to be capable readers as well as effective writers. In practice, this means that reading (and speaking and listening) can be used as a springboard for writing projects, and writing can be used as a way to understand reading.

### **Our Focus in *Parent Power***

We have intentionally placed our greatest emphasis on the Reading aspect of literacy. Children will not be able to use letters and words to write and communicate effectively until they achieve the ability to manipulate letters, sounds and words. For this reason, in the next three chapters we emphasize the Foundational Skills of alphabet knowledge, phonemic awareness and sight word mastery.

Writing always has an important, scheduled place in daily classroom plans, and we are committed to establishing writing development as an equal partner with reading for literacy success.

In light of that commitment, you will find writing strategies embedded in every chapter in this book, often with a focus on learning to print and spell individual letters and words. Whenever we teach an isolated skill, we expect children to practice the skill within the context of reading books and expressing ideas. There are many ways you can support children in their writing development as you teach reading.

### **What is emergent writing and what skills should I focus on?**

Ruth Culham, our team expert on writing, identifies six skills that are important in the writing process. The first two skills are high priorities

for emergent (beginning) writers.

1

**Ideas:** Writing starts with an idea. Before children have learned any Foundational Skills, they are fully capable of expressing their ideas using multimedia such as play dough; plasticine; building materials like Lego and blocks; felt pens and paper, or by inserting words and phrases to help communicate the message. Any effort to illuminate their ideas, even random scribbles, are the child's effort to write and we want to honour these efforts as their first writing experiences.

2

**Organization:** This is the framework that holds a sequence of thoughts together. Encourage children to draw their stories in a series of pictures to illustrate that sequence. In the earliest writing stages, we emphasize a story's beginning and ending. Asking children to tell and retell their stories through pictures will help them with this skill. Offer to label, title or caption with words, the drawings or sculptures if they are yet unable.

Ruth also identifies four other skills that are next stages.

- **Voice:** the author's passion for the topic;
- **Word Choice:** selecting words that express our feelings best;
- **Sentence Fluency:** the grammar and the way sentences sound;
- **Conventions:** use of letters and words, spelling, punctuation – making writing correct and understandable.

Although these skills are more advanced, keep them in mind as part of your daily experience and discussions. If your child has progressed beyond the emergent or beginning stage and seems ready for more advanced writing skills, visit Ruth



Culham's website [culhamwriting.com](http://culhamwriting.com) for a rich assortment of articles, strategies and ideas.

### **What is shared writing?**

- Shared Writing is all about children and adults writing and talking together. The adult holds the pen and acts as the scribe for young children who may not yet be ready to write themselves. The adult leads the conversation using a process such as the following:  
Select large pieces of paper so that both adult and child can see the process. (You can even use newspaper as long as you have a really dark felt pen.)
- Decide what you are going to write. (It could be a story, a list, an experience, a plan for a family party, a letter, a text message – anything that excites both of you.)
- Talk through the plan: what you want to say and in what order; what is most important; what should we say next; how should we end it; what colour pens we should use.
- If your child has started to print, share the pen and ask her to fill in known sight words or print the first letter of the word.
- Compose her work, word by word, reading and re-reading each part.
- Stop to talk about words, letters, ideas, and punctuation.
- Share your writing with another member of the family. Practice reading it together. Echo read it with your child. Celebrate your successes.

*Shared Writing Practice Area*

*What excites both of you?*

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Shared writing is a wonderful way to role model writing for children. It is a terrific bridge to independent writing and a way to introduce writing to children **through** writing. Magic happens: children learn skills; they read what they are able; they write what they can even if it is just a letter; they scribble, they draw – they begin to understand the power of being literate.

“Like all complex pursuits, becoming a good writer is slow-going and challenging. However, the younger the travellers, the more willing they will be to climb writing’s rocky slopes and traverse its tricky trails. We’re confident that if we approach children’s early learning attempts with energy and enthusiasm, those children are much more likely to write with energy and enthusiasm.”

Ruth Culham (2009)



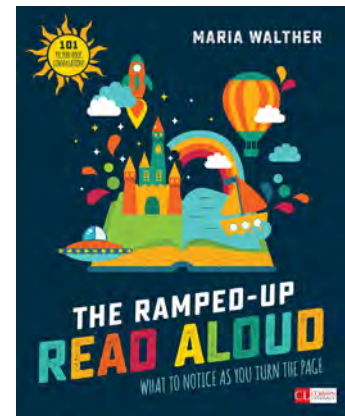


## Chapter 1: Part 2

# Ramped Up Read Alouds: Conversations That Begin in the Womb

Joyful Literacy is all about celebrating the joy of reading; the adventures that await us in books; and the promise that an education brings to future career possibilities and economic success. For this reason, my colleagues and I have spent the last few decades innovating, researching and refining how to create frameworks that integrate the joy, the play and the foundational skills essential for young children to thrive in a literate world.

One of these colleagues is my friend and author Dr. Maria Walther who recently wrote *The Ramped-up Read Aloud: What to Notice as You Turn the Page* (2019). It is an exceptional book rich with practical ideas for achieving an integrated literacy experience. I highly recommend it for your parent resource library. I love the title of her book because it represents the kind of reading experience I am proposing for you and your children.



Maria lists 10 compelling reasons to read aloud. Read-Alouds:

1. Promote reading;
2. Foster a strong sense of community;
3. Celebrate the written (and illustrated) word;
4. Build a foundation for future learning;
5. Expand vocabulary;
6. Showcase a proficient reader's strategy use;
7. Support budding writers;

8. Spark collaborative conversations;
9. Encourage perspective-taking and empathy; and
10. Open windows to other worlds.

Maria's book describes a list of 100 of the books she feels are 'best' for Read Alouds. I highly recommend it as a guide for parents who are selecting best books for children.

### **It's a Conversation! How do you converse with a non-verbal baby?**

Think of your time spent reading to your child as a chance for an intimate and dynamic opportunity for a long, uninterrupted chat with your child. Teachers do their best to accomplish this goal multiple times in a day; however, they are encumbered by the fact they are surrounded by as many as 25 children all at once. Have you ever tried to lead a conversation with 25 people? God bless teachers for trying and also for really effectively achieving it! As your child's first and most important teacher, you have wonderful opportunities to have the same kinds of conversations with just one or perhaps a few children.

As described in Part One, you can have a major impact while your baby is still in the womb and even more so once you are holding the baby in your arms. The vehicle to deliver this impact is a great book; but how do you have a conversation with a baby that can't yet talk? How does one define a conversation anyway? The thesaurus describes it variously as a chat, discussion, tête-a-tête, dialogue, exchange, or banter. Let's plan with those ideas in mind.



When we are planning an important conversation with best friends or family, we show respect for our loved ones by setting aside uninterrupted time; we make eye contact; we ignore technology; we prepare tea in advance; we listen; we take turns. We might smile, laugh, or cry as the conversation unfolds; we aim to be honest and genuine; we plan the opening of the conversation as well as the closing. We are respectful.

### **Special Tips for Parents in Conversation with Womb-Babies or Newborns**

*1. Plan the conversation just as you would for any loved one.*

- Plan your time for the conversation; let friends and family know that it is conversation time with baby; it is your highest priority in the day;
- Decide in advance how much time you want to take;
- Shut off the phones, the TV, the computer, any possible distractions;
- Decide on your preferred mood – quiet, playful, funny, gentle, lively;
- Choose a comfortable place: nestle in a comfy chair, recline on the couch near a crackling fire;



- Stage the conversation setting with anything you or baby might need such as water, tissues, snacks, a baby bottle; a warm blanket or sweater;

2. *Select your book or poem based on the mood you want to create.*

- Create a shelf of your favourite books, ones that you have considered in advance.
- Read passages over and over, watching how baby responds;
- Read with expression;
- Read poetry regularly, emphasizing rhyming words;
- Show the pictures to a baby-in-arms;
- Summarize the message of the text in your own words;
- Ask questions and answer them yourself;
- Plan for at least one formal reading conversation every day, more if you can manage it. If there are additional opportunities during the day, read smaller pieces of the same text or refrain. Sing it or clap it or tap it.



### *3. Baby can't talk yet but that's not a problem.*

- Stop every few lines and ask a question: then answer yourself;
- If the story reminds you of a time earlier in your life, tell the story to baby;
- If baby wiggles in the womb or if a newborn gurgles or makes small noises, it is his way of responding to your conversation; your 'answer' could be with a touch or an imitation of the sound.
- Make eye contact as often as possible; let her know you are talking just to her.
- Show your feelings with smiles, laughter or tears.
- Touch or stroke the baby in loving ways.



Remember, it's a conversation with your baby: a chat, discussion, tête-a-tête, dialogue, exchange or a banter. You are building a brand-new relationship. You are beginning to teach your baby how to read and inviting a response.

**You are investing in your baby's future!**

## Shared Reading is a Conversation!



**How do you converse with a conversational child? With lots of enthusiasm and seven days a week!**

### Why seven days a week?

Many conversations within our family households are centered around necessary daily routines as we deal with everyday events like taking a bath, mending a broken toy, making and having lunch, or getting dressed. However, let's revisit our concept of Shared Reading as being another kind of conversation between parent and child. Our aim there is to use every conversational opportunity to extend vocabulary, teach lessons, explore ideas, and cement relationships and trust. Of course we do!

Shared Reading gives us an opportunity to structure conversations every day: **rich** conversations that are carefully planned and have a distinct purpose.

Shared Reading gives us an opportunity to structure conversations every day: **rich** conversations that are carefully planned and have a distinct purpose.

This is exactly what teachers implemented five days a week with the Joyful Literacy Framework. They adopted the theories and practices recommended by Dr. Tim Rasinski – noted researcher, author and expert on reading fluency. His work has made a pivotal contribution to our progress in building levels of reading success. In fact, teachers

using his five-day fluency strategy have seen leaps and bounds in the degree of success. They have also reported what a joyful experience it has been for them and for their students. This is why we are recommending the same process for you to use at home. It is tried, true, effective **and** joyful.

*(Note: We assume you will read other books or poems at other times in the day in a less formal way. This is your structured teaching time.)*

What makes Tim Rasinski's work so important? His concept of Repeated Reading. He proposes that we read and re-read the same text, changing the focus each day in a carefully planned and integrated strategy. The following table describes how you might plan your weekly Shared Reading experience. Adjust the plan to suit your unique situation although remember, this is a powerful strategy, one that our best teachers can only employ during the school hours of each week. How fortunate you are to have seven days and the comfort of a home environment to practice these strategies! You are going to enjoy this experience and your child will certainly reap the benefits.





## Day One: Modelling Exceptional Reading

### Parents' Role

1. Choose a really special book or poem. You might select one that is connected to the season (snow or spring); a family event (birthday or travel plans); the child's most recent interests (skating or swimming or dinosaurs); or a fictional or non-fictional topic.
2. Choose a comfortable place to share at a time when interruptions are unlikely.
3. Read the text from beginning to end using your best expression and fluency. Resist the urge to stop and discuss the illustrations or ask questions; there will be lots of time for this later in the week. If your child wants to point something out to you, that's just fine, but try to keep the rhythm of the reading intact. Your child will soon learn that the first day each week is your day to model.
4. Re-read the text again but this time emphasize and discuss print concepts as listed next) and illustrations.

Discuss how much fun it will be to perform a small part of the poem or story for a family member. Discuss possible usable props that connect with the text during the performance (for Hallowe'en it might be a broom, a mask, a pumpkin, a stuffed black cat).

### Purpose of Day One's Shared Reading Experience

- To model excellent reading.
- To build a love of literacy.
- To motivate your child
- to want more reading.
- To focus on illustrations and print concepts (as follows).
- To start getting ready for the performance at the end of the week.



## **Print and Illustration Concepts to Feature: Day One**

### *Book Concepts*

- ☐ Cover
- ☐ Title
- ☐ Print carries a message

### *Directionality*

- ☐ Beginning of text
- ☐ Left to right sequence
- ☐ Return sweep (reading to the end of the line, sweep back and start at the beginning of the next line; demonstrate with your finger)

### *Word Concepts*

- ☐ One word
- ☐ First word
- ☐ Last word
- ☐ Spaces between words

### *Letter Concepts*

- ☐ First letter in word
- ☐ Last letter in word
- ☐ Middle letter in word

### *Punctuation Marks*

- ☐ Period
- ☐ Capital letter
- ☐ Question mark
- ☐ Exclamation mark

### **Illustration Concepts to Explore**

- ☐ Media (photos, water colour, cartoon etc.)
- ☐ Colours
- ☐ Connection to message
- ☐ Feelings felt and expressed

## Day Two: Focus on Foundational Skills

### Parents' Role

1. Choose a comfortable place to share at a time when interruptions are unlikely.
2. Decide which Foundational Skill you want to focus on today. (It should be one you have already introduced or taught, such as an alphabet letter or a few sight words or rhyming words.)
3. Re-introduce the skill again and demonstrate to your child that you can find examples of it in the book or poem.
4. Read the text again with enthusiasm. You might want to read a smaller portion, so you have time for focusing on the skill you have chosen.
5. Walk through the pages again, working together to find examples of the skills they know. You might want to play a game like "I Spy" to keep it exciting. This should not feel like work; it should be exciting for children to discover how much they know.

Discuss the child's favourite part of the text. Decide together which part you want to perform at the end of the week. Practice the part you choose together. Use echo-reading to help them (described in Part Three of this Chapter).

### Purpose of Day Two's Shared Reading Experience

- The Foundational Skills: how to teach them, practice them with games, and assess them as outlined in detail in Chapters 2, 3 and 4.

Day Two is your chance:

- To enjoy the poem or book again (or a part thereof).
- To demonstrate to children the link between the skills they are learning and the act of reading.
- To experience, find and practice the foundational skills in the context of a book.

<b>Day Three: Focus on Understanding (Comprehension)</b>
<b>Parents' Role</b>
<ol style="list-style-type: none"> <li>1. Choose a comfortable place to share at a time when interruptions are unlikely.</li> <li>2. Decide which Comprehension Skill you want to focus on today (described below). Discuss the skill, looking for examples in real life or in the text.</li> <li>3. Read the text again with enthusiasm. You might want to read a smaller portion, to make time for asking and answering questions.</li> <li>4. Practice the part you chose for your performance later in the week. Use echo-reading to help them (described in Part Three of this Chapter).</li> </ol>
<b>Purpose of Day Three's Shared Reading Experience</b>
<ul style="list-style-type: none"> <li>• To practice using different comprehension skills each week to ensure understanding.</li> </ul>

## **Comprehension Skills (Understanding the Story or Poem)**

These are critical. Many children learn to read without really comprehending what they are reading; this lack of understanding causes significant problems later in the intermediate grades since, by then, students are expected to be able to analyze data critically and write interpretive reports.

**Here are seven important comprehension skills.**

1. Making Connections: Children use their own background knowledge to consider what they are reading, link their own experiences with the story and make predictions based on these links.
2. Asking and Answering Questions: Children are able to pose and answer a variety of questions about the reading (what if, why do you think, how might, what do you wonder).
3. Visualizing with Sensory Skills: Using their imaginations, children describe what they think may be happening in the text. (Have them close their eyes and visualize what might happen on the next page.)
4. Determining Importance: Children identify words, events or characters that are most important to the meaning in the story.
5. Self-Monitoring Understanding: Children recognize when they are having a problem understanding something and they ask about it.
6. Predicting: Children draw conclusions and are able to predict what is going to happen.
7. Retelling the Story: Children are able to retell parts of the story.

Depending on age, we want children gradually to become more sophisticated at using these skills.

## Day Four: Focus on Growing Vocabulary

### Parents' Role

1. Choose a comfortable place to share at a time when interruptions are unlikely.
2. Read the text again with enthusiasm. You might want to read a smaller portion, so you have time for talking about new words you find in the text. Define the words together and use them in new sentences.
3. Make a word wall or a wordbook where you can keep track of new words and practice them from time to time.

Assign acting roles for your planned performance. Using your props, have a dress rehearsal. Contact the audience to set a time and place. It might be grandma on Face Time! Think big.

### Purpose of Day Four's Shared Reading Experience

- To explore the meaning of new words and how to use them in real life.
- To look for similarities in words.
- To add to the child's working (daily) use of new vocabulary.



## Day Five: Focus on Performing and Having Fun Sharing with Others

### Parents' Role

1. Set the place and stage for your performance. Have one last practice with your props. Coach your child with some last-minute ideas. If your child is a non-reader, use the echo reading strategy. You should be looking at the book and following the words with your finger. This is about reading even though your child may even have memorized the words.
2. Perform! Video it for future reference and celebrations.
3. Be sure to leave time for the audience to applaud, celebrate and admire your young reader.

### Purpose of Day Five's Shared Reading Experience

- To build the child's confidence that they are learning to read.
- To engage other family members in the excitement.
- To make reading the highlight of the week.



<b>Day Six and Seven: Extend the Experience</b>
<b>Parents' Role</b>
<p>Now it is time to integrate the book or poem into your child's daily life. Brainstorm possibilities for extending the experience.</p> <ul style="list-style-type: none"> <li>• Develop an arts and craft project;</li> <li>• Reproduce the story in other kinds of media like paint, Play Doh, block building;</li> <li>• Take a field trip to a local event or place;</li> <li>• Find more books on the same topic;</li> <li>• Research related topics on the internet through songs, games or poems.</li> <li>• Select a book to start next week's cycle!</li> </ul>
<b>Purpose of Day Six and Seven's Shared Reading Experience</b>
<ul style="list-style-type: none"> <li>• To increase your child's awareness that literacy is connected everywhere in our lives.</li> <li>• To make connections between what we read and the real world.</li> <li>• To extend your relationship with your child through new strategies other than reading.</li> </ul>

## Summary

Once you start using the seven-day cycle you will want to adjust it to suit your own home schedules and circumstances. These structured sessions need not take more than 10 to 20 minutes, depending on your child's attention span and interest. If your child loses interest, let it go! There'll be time another day. Unless these experiences are enjoyable, they are of no value. Children learn best when they are joyful.





## Chapter 1: Part 3

# Reading Together: Joyfully and Fluently

### What is *fluency* and why is *fluency* so important?



When we read fluently, we read with expression and volume, at a smooth pace and paying attention to punctuation. If we don't read fluently, we will experience problems with comprehension and a good understanding what we are actually reading.

In the past we didn't teach fluency as a separate skill but now we know better. We know that when we begin teaching fluency at the prekindergarten age, we can raise their reading levels in the primary years dramatically. This is because as adults we are modelling our best reading behaviour and encouraging them to mimic us. This is a terrific way to build confidence and enthusiasm for reading.



Reading experts recommend that children read aloud every day for 60 minutes. The following three read-aloud strategies will help to achieve this with playful drama and lots of laughter. Have fun!

## **What are the skills we want children to learn as we teach and practice *fluency*?**

There are four main skills we will be teaching children:

### *1. Expression and Volume – “like talking to a friend.”*

This is the most important skill we can teach young children who are not yet reading themselves. At the youngest ages we want children to observe modelling of exceptional reading. Even newborns will begin absorbing the patterns and rhythms of language when they are read to daily. Once children can talk we will be able to engage them in participation even though they can't read at all. A great strategy to use is echo reading (which follows). As we read each sentence changing expression and volume as the text suggests, we ask them to repeat it after us. This is building powerful expectations and experience for their own independent reading later.

**Note:** *The following three skills are more relevant once children have begun to read independently. If your child is reading already these skills become very important. The same three strategies offered next will work well to teach and practice these skills.*

### *2. Phrasing – “adhering to punctuation.”*

As we are using the fluency strategies (which follow) we want children to observe and learn that we want to read sentences in clusters of words that make sense. We want to emphasize breathing comfortably, the tone indicated by the text, and acknowledging that punctuation is a signpost that indicates when we stop, start and pause.

### 3. *Smoothness – “knows to self correct.”*

Children are able to recognize when they need to pause to correct difficult words and sentence structures.

### 4. *Pace – “conversational.”*

We are working towards children being able to read to others as if they are in a meaningful conversation. The chart at the end of the chapter will guide parents who have children reading independently.

## **What strategies can we use to teach fluency skills?**

### **Strategy #1: Echo Reading**

#### **What is Echo Reading?**

- The parent reads a sentence to their child.
- The child echos, or re-reads, the same sentence out loud trying to sound like the parent did – same tone, same volume and same rhythm.



## **Why should I Echo Read with my Child?**

- Practice is the key to reading success.
- When parents read just one sentence and have children read the sentence back right away, parents are modelling good reading in small doses and children get to practice in short, successful spurts.
- Echo reading is a powerful way to increase your child's reading ability.

## **What do I need for Echo Reading with my child?**

- A parent (or grandparent, guardian, an older brother or sister, or any loving relative) to lead the echo reading;
- A book or poem that the child can read easily.

## **How do I Echo Read?**

Sit together so you can both see the sentence. Say:

1. I will read a sentence out loud.
2. You listen carefully to the words and how I read them with good expression. Follow the words with your finger as I read.
3. You read the sentence out loud back to me following the words with your finger. As you read, try to copy how I read it with expression.
4. Continue this practice for 5 to 10 minutes or until the child loses interest.



## Tips for Parents

- ★ If your child has trouble mimicking the sentence you read, it is okay to repeat the sentence and have them mimic it several more times.
- ★ Remember this is practice! If they have trouble copying too many sentences you may need to try with an easier book.
- ★ You want this to be a happy experience so show excitement as they copy your reading. “Good job! Terrific! Great reading! Well done!”
- ★ Point out exclamation marks, question marks, commas and periods and explain how they affect how you read.
- ★ Find a special time in the day for echo reading. Make it a fun, special experience just between the two of you. Try to echo read several times a week.
- ★ **A treat at the end would probably be welcome!**



## Strategy #2 Paired Reading

### What is Paired Reading?

- Paired Reading is like choral reading we did in the old days but it is just two people – an adult or an fluent older child reading with a young child. Another name for it is 'assisted reading' where the child gets one-on-one help.
- For 10 minutes (or as much as the child enjoys), the two readers read the same print at the same time together.

### Why Pair Read with my child?

- Practice is the key to reading success. Research is clear that daily paired reading with children can make wow progress in every area of their reading - learning new words, fluency, understanding of reading, and best of all - reading success overall.

### What do I need to Pair Read with my child?

- A parent (or grandparent, guardian, an older brother or sister, or any loving relative) to lead the echo reading;
- A book or poem that the child can read easily.

### How do I Pair Read with my child?

Sit together so you can both see the sentence.

1. Let the child choose the book or poem. This will make the child is more likely to want to pair read. Check to be sure it is not too hard for them to read.

2. On a signal from the leader, begin to read together. Ask the child to follow each word with a finger. The leader reads slowly enough so that the child can easily keep up. If it is easy for the child, the leader can speed up.
3. If the reading is too hard for the child, the leader can read louder (which will help the child) and slow down a bit. If it is still too hard the leader can find an easier book).
4. Continue this practice for 5 to 10 minutes or until the child loses interest. Remember Paired Reading is a special and fun experience for both readers.







## Tips for Parents

- ★ If your child makes a word mistake when Paired Reading the leader points to the word, says the right word, has the child repeat it, but don't stop. At the end of the reading go over the ones that were errors and practice saying them, repeating them and talking about them. The leader might make a list to practice later. Try putting it on the fridge for lots of daily practice.
- ★ Remember to use lots of expression
- ★ You want this to be a happy experience so show excitement as they copy your reading. "Good job! Terrific! Great reading! Well done!"
- ★ Point out exclamation marks, question marks, commas and periods and explain how they affect how you read.
- ★ Find a special time in the day for Paired Reading. Make it a fun, special experience just between the two of you. Try to Pair Read several times a week.
- ★ **A treat at the end would probably be welcome!**

## Strategy #3 Come-Alive Reading

### What is Come-Alive reading?

- In schools we often call this Readers' Theatre but you can do it at home too with all your children together no matter what grade they are in - or just one child because you will be the main reader.
- You can bring reading and drama together and enjoy each other as you do so.



### **Why use Come-Alive reading?**

- Come-Alive Reading is a fun and exciting way to increase reading success and keep children excited about reading.
- Research tells us that this is a great way to increase fluency in reading.
- Fluency is also one of the most important skills in reading success in grades 3 to 12.
- If children do not get practiced at it in grades K to 3 they will struggle more in later grades.

### **What do I need for Come-Alive reading with my child?**

- A parent (or grandparent, guardian, an older brother or sister, or any loving relative) to be the leader of Come-Alive Reading;
- A book or poem that has interesting characters or chants in it that children can act out. This book does NOT have to be a book your child can read, just a book you can read comfortably and one you can enjoy. Choose one that will be exciting for your child. It can be an old favourite or a new one you have found. We want children to love this experience with you!

### **How do I Come-Alive Read with my child/children?**

- Practice the story by yourself first to plan; look for lines the character says that can be dramatized. Look for lines that are repeated throughout the book or poem – lines that the children might enjoy repeating.
- Invite your child to listen to you read the whole story to them without stopping for discussion or questions. Model your best reading.

- Tell the children/child you need them to help you make the reading more exciting. Ask them which characters they liked the most and talk about why.
- Tell them you are going to read the main part of the story but you need them to be the characters as you meet them in the story.
- Read the story again slowly. As you get to the lines said by a character, read the line to the child then ask them to say it in a different way – with more expression; the way the character is feeling (scared, happy, sad); the kind of voice the character might use (yelling, whispering, screaming); the pace of the reading (slow, fast, halting). Ask them to practice as many as four times until you are all satisfied.
- Ask them to use their bodies to go along with the way they are reading (face, legs, hands, arm actions).
- When you have finished with the story or poem and have done your best, plan a performance for someone else in your home. Perform for someone far away via technology if you can do it.





## Tips for Parents

- ★ If you have more than one child and they are in different grades – all the better! The older children can help you lead the reading.
- ★ Poems are perfect as they often have refrains; you can read the main part and they can do the refrain.
- ★ Remember to use lots of expression. This helps build confidence in reading and will help children to want to read more. Your teachers will appreciate it too; this is one of the skills they are working on.
- ★ Children love to perform for others after they have practiced. You might even find a few props around the house that fit with the story or poem.



**Most of all laugh a lot, be silly and encourage them to have fun as well!**





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## Chapter 2

# **The Alphabet: The Most Necessary Skill**

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## Chapter 2: Part 1

# How to Introduce and Teach Alphabet Letters

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Immersion Comes First: Teaching and Coaching Comes Next

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# How to Introduce and Teach Alphabet Letters

**We need to teach the alphabet. Why is it so important?**

Today's employment opportunities identify literacy as one of the most required skills and even the most basic jobs require a high school

graduation diploma. Research informs us that if we want to have the greatest impact on student success, we should ensure a child's mastery of the alphabet as early as possible.

The alphabet is the basis of languages worldwide: English French, Spanish, German and numerous others. As our world becomes more and more connected and technology continually creates new opportunities, our children will need and want access to multiple languages. Children who struggle with their home language are less likely to manage second language instruction offered in their middle and secondary schools.

Setting all other persuasions aside, there is nothing quite as wonderful as cuddling up with a good book to immerse ourselves in imaginary, suspenseful and fantasy worlds, to experience the joy and delight of literary adventures. The magic can begin as soon as a child is born.

### **Does literacy start at birth? Immerse Them Early!**

It's never too early to begin planting those literacy seeds. Beginning at birth, we can surround our babies with alphabet books or stuffed alphabet letters that say the letters' names when squeezed. We can play them multiple varieties of songs on YouTube. We can decorate the walls by their cribs with colourful 3-D alphabet letters. We can post their names all over the house and spell them in singsong as we carry them past.





A real story becomes a true story: My granddaughter read a favourite book over and over while Reid was in her womb. A week after he was born, whenever she would read it to him, he would transform into a wiggling, squiggling ball of movement and joy. He knew her voice and sensed her delight. He felt it with her!

As babies become toddlers (and stop swallowing small and dangerous things), we can surround them with magnetic block letters for building towers. If we can't afford expensive toys, we can create them with cut-up milk cartons covered with bold felt pen letters; we can cut out magazine pictures that correspond to the letters. Just use your imagination! Alphabet letters are visible in our neighbourhoods, towns and cities on street signs and shop windows. In our homes we can immerse and surround children with alphabet letters, words, books, poetry and songs.



### **When will my children be ready to for me to start actually teaching the Alphabet?**

Your children will let you know when they are ready, but research tells us that most children aged three to four are developmentally at the starting gate, especially if they have been surrounded with literacy materials since birth. If you begin teaching them and they lose interest or don't want to participate, let them try another time. It is extremely important that literacy be taught and experienced with joyful play. If



they don't seem ready, let it go, or try different approaches with more exciting strategies. Mucky, messy materials work best! New and unusual tools will help as well. No stress allowed!

### **How do I begin (to teach the alphabet)?**

Choose a special place for teaching the alphabet. Create a small storage space nearby for organizing toys, tools, books and pens – any materials you might want to use during your teaching. Systematic and explicit instruction is necessary right from the beginning. Young children have limited attention spans and it is important that we respect each child's limitations. Plan your teaching time to be no more than five to ten minutes in one session. If your child seems to enjoy the experience, you may repeat the same activity one or more times through the day. The following guidelines may help in considering appropriate activities at each age level:

#### ***Birth to Three***

- General immersion with letters, words, and books, pointing out letter names,
- Singing and listening to songs. Be sure to include the ABC song, and
- Daily reading of books with animated conversations about pictures and letters.

#### ***Age Three to Four***

- Continue the activities listed above,
- Begin to make or draw shapes of the letters,
- Begin to make familiar words,
- Teach the names of random letters, and
- Introduce alphabet order.

## *Age Four to Five*

- Begin the process of selecting three or four letters to teach more formally each week.

### **Which letters do I begin with? How many letters should I teach at a time?**

The most recent practice in schools is to teach a letter a day, or two to three letters each week. In this way, the alphabet is introduced a few letters at a time and is not too overwhelming. Over the course of their preschool years you will be teaching them and practicing letters multiple times. This creates long-term memory strength and will result in the promise of school-entry success.

#### **Your Child's Name**

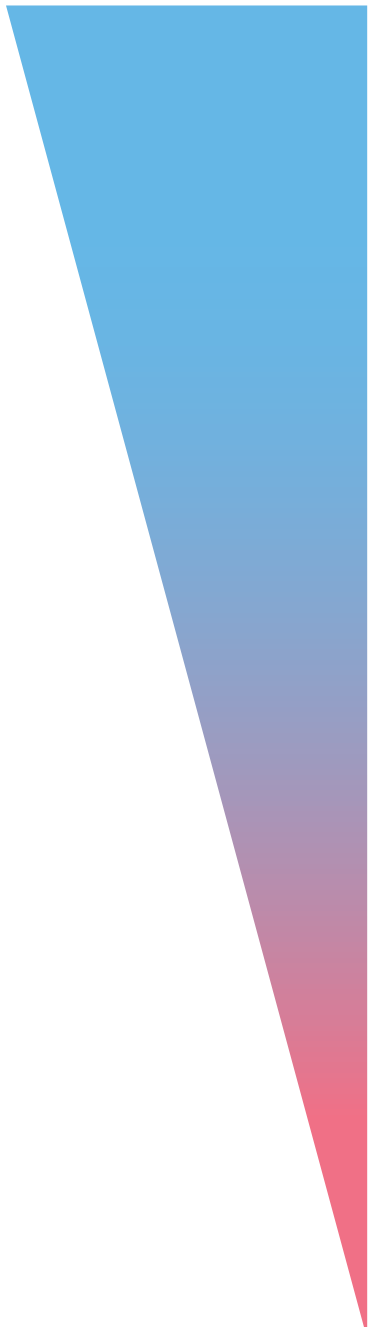
All experts agree that the more personal connection we can make between children and their learning, the more successful we will be. It is recommended that we help children identify the letters in their own names first; this is the most effective way to introduce the alphabet. Children already know how important their names are. It is like magic for them to discover that their names have special letters and sounds that they can learn to print – and mommy and daddy will be so proud!

For this reason, most teachers begin the school year focused on children learning the letters in their names. They gradually begin to recognize their own names, learn them, spell them, make them from interesting materials and perhaps even print them.

## Order of Difficulty: Alphabet Letters

Refer to the following chart for examples of which letters are most easily taught and in what order to teach them. Letters that are more difficult to learn may need more time spent on teaching them. Different researchers suggest different orders for teaching the letters. Some propose beginning with the most frequently used letters first, whereas others propose that children learn the letters of their name first or letters that are important in their lives like Grandma or Mom or Dad.





<b>In general, the following charts list alphabet letters arranged in order of difficulty.</b>	
Letters that are in their own names or classmates' names	a to z
Letters that are part of a family holiday or seasonal theme like Hallowe'en	b for boat, t for train, p for pumpkin and g for ghost etc.
Vowels because they appear in almost all words	a, e, i, o, u
Letters that have a similar sound to their letter name	b, p, d
Letters that appear most frequently in print	r, t, n
Letters that don't say their own name	y, w, h
Letters that look similar to each other: they should be taught separately or in different weeks	m, n, w p, b, d, q l, n, h r, w, m, x, k, y t, f
Letters that do not appear very frequently	q, x, z

## **If children successfully master a letter what do we want them to be able to do?**

We want children to be able to do the following tasks:

1. Name the letter in upper case and lower case form.
2. Say the most common sound the letter makes.
3. Find the letter in a book or story.
4. Generate words that start with the sound from their own vocabulary. (This will be difficult for children who have a limited vocabulary, so be patient.)

## **What are the most important things I should do when I teach a letter?**

Explicit teaching is required for all new learning. Explain to the children that they will be learning to name, say, sound, and write both upper and lower case letters because knowing the letters will help them learn to read and write.

Write an upper case letter on a paper or board and identify the letter by saying its name; the children respond together naming the letter. Then write the lower case letter following the same process.

After explicit instruction, create experiences that allow children to explore letters specifically, spontaneously, and in meaningful contexts. In the following chart there are multiple suggestions for practicing the alphabet through manipulation and hands-on activities.



## Mix Types of Teaching Modes Often



While teaching a series of letters over the course of a week as suggested, include the following types of activities so that the child has a broad skill experience with the three letters. Mix the four types of activities so that you are changing learning modes frequently.

### Your Role is Active: Teach and Coach and Be Present

Please remember to participate actively in the games as both teacher and coach. Later, in the next stage, you will expect them to practice independently with other games and activities. Although you will be teaching and coaching at the same time, work right along with them; in this way, they learn from their own successes as well as from their mistakes.

## Types of Teaching Modes:

1. Auditory 2. Visual 3. Writing 4. Kinesthetic

### 1. Auditory Teaching Strategies

- Put the letters of a child's first name in a baggie along with a paper that shows the spelling of the name. The child then lines up the letters by placing them on top of her own printed name while she calls out each letter (with your help if necessary). Make one baggie for upper

case letters and one for lower case letters. Start with just the child's first name until she masters it, and then move to the last name.

- Choose a wonderful story to read from beginning to end. Then go back and have the children play I Spy as they spot the letters they are learning. Have them repeat the letter each time they find it and also the word that starts with it.
- On the table, mix up the three letters of the week. Call out the names of the letters as you hold them up. Have children mimic you loudly.
- Look up various alphabet songs on *YouTube* (there are hundreds) and have them chant and sing along with the music you find.
- Sing the ABC song. Stop at each of the three letters and chant the letter over and over as they clap or stomp. Ask them to call out words that start with the letter.
- Make posters of the letters they have learned. Take turns calling out the names of the letters. Now have them make the sound each letter makes using the format: *"The name of this letter is b bee and it makes the sound b bu as in bird."* Using the letters you've taught begin training them to use this format until it becomes natural.
- *"The name of this letter is b bee and it makes the sound b bu as in bird."*

## **2. Visual Teaching Strategies**

- Use letter stencils to trace the letter outlines.
- Use alphabet flashcards to practice recognition.
- Use magnetic letters and cookie trays. Ask children to place letters on the tray as you call them.
- Use felt letters and felt boards to identify letters as they are called out.
- Use a variety of types of letters (felt, magnetic, paper, etc.) and put them in clusters of the same letter names.
- Lay out papers that have the letters printed on them. Have children cut pictures of items from magazines that start with each sound and paste them around the letter. Keep the finished papers for review and practice later.

## **3. Kinesthetic Teaching Strategies (Trace and Touch)**

- Make tactile letters with sandpaper, or glue some sand onto paper for tracing. Any activity like this that involves touch benefits memory.
- Draw letters in sand trays or in Jell-O with fingers. (Let them lick!)
- Use any letters that have a raised surface (like puzzle pieces) for tracing –. Have them close their eyes and



play guessing games about what they think they are sensing.

- Make letters with their body; write letters on their backs for guessing.
- Finger-paint letters on various surfaces.
- Make letters out of Play-Doh, Lego, Wiki Stix or other products for touching, tracing and naming.
- Eat snacks after naming the letter they make: alphabet cookies, soup and pretzels.

#### **4. Writing and Drawing Teaching Activities**

- Write letters on mini chalkboards or mini whiteboards.
- Write letters on windows with erasable pens.
- Find and write letters on computers.
- Print letters on reusable labels and put them on related objects around the house.
- Paint a large letter on an easel and decorate it with smaller versions of the letter in other colours and sizes.
- Trace and decorate pre-made letters.

## What Kind of Schedule Should I Follow?

Follow the energy, interests and responses of your child! Most Early Learners have short attention spans, often in the ten to fifteen-minute range. Introduce your letter in a concise and exciting way, and then take your child through a series of different activities. Move on to the next activity if your child becomes restless or irritated. *Planning Suggestion: Have the series of activities ready before you start.*



### ***First Half of the Teaching Session***

1. Teach the letter using one of the auditory strategies for ten minutes maximum.
2. Next, use one of the visual strategies for ten minutes.
3. Take a nutrition break and look for letters in the snacks. If they need a really big break, switch to something entirely different: physical exercise, a dance break. Or, if they need a loving break, cuddle up with 'stuffies' for a book share.



### ***Second Half of Teaching Session***

4. If they seem ready and interested, continue with a writing strategy.
5. Finish with some fun - a kinesthetic strategy.

**Once the three letters of the week have been taught, it's time for Independent Practice! Independent Practice HAS to be joyful. For this reason, we have provided 20 games for practice in the Part Two of this Chapter. You will have as much fun as they do, we promise!**

## Chapter 2: Part 2

# Alphabet Games: Twenty Joyful Games for Practicing Letters

Every child is different in the way they approach their world. It's not about whether any one individual is better or worse, faster or slower, distracted or focused. Their differences arise from valid reasons and circumstances, most, quite beyond the child's control. They are born of different parents; come from different cultures; are raised in extended families or by single moms; attended day care or had a live-in nanny; were raised in literacy rich environments or may never have held a book. Regardless, they all need and deserve to become literate!

We now know that over 85% of children are perfectly capable of learning to read. (The other 10-to-15% of the population may have medical issues that could cause a slower developmental learning rate.)

That makes game-like learning experiences very important. We call them doses, and this is where PRACTICE enters the picture. Few children learn a new skill the first time it is taught. You may need to re-teach the same skill several times in a week for the child to understand and apply that skill. This is where the games and the practice become critically important; the skills must be embedded in memory and this only happens with practice. Some children will master the skill after three doses (games); some children might need twenty. Our job is to be patient, encouraging, playful and supportive.

They **can** and **will** learn the skill. If, after multiple efforts they appear frustrated, switch to a different game or skill and revisit the first one later with a different strategy or game. Keep the practice environment happy, exciting, upbeat and the session brief. Fifteen minutes is a long time for young children learning multiple new skills.

In the next chapter we offer you a variety of tried-and-true games. Have fun with your children and make literacy the heart of your family fun and learning!



## Shaving Cream Writing Bags

### *Purpose*

The **sensory writing bags** are a great alternative to giving children pen and paper while they practice printing their letters. Cookie sheets are ideal for learning letters with shaving cream. It becomes an engaging, playful and multi-sensory experience for your child - and the clean up is not a huge chore!

### *Resources Required*

- A large Ziploc bag or a cookie sheet, shaving cream, food colouring, and Q-tips.

### *Instructions*

- Use about 2 cups of shaving cream for these 30cm x 20cm bags, just enough to have it completely cover the inside surface. Then add about 2 tablespoons of food colouring to the bag before removing the air and sealing the Ziploc bag completely. Ask your child to start carefully massaging the bag so that the colouring mixes with the shaving cream. You can use more than one colour and have your child experiment with mixing colours - a little science lesson added to the literacy fun!
- Pile shaving cream in the middle of the tray and have your child spread it out evenly. Printing letters with their fingers in the shaving cream will add another rich layer of sensory delight to the activity.

## *Variations*

- Use dirt or sand in the tray and use a stick to make the letters.
- <https://youtu.be/NM-KbR6lCDE> A video for more shaving cream writing ideas.

## 2

# Race Time Dinosaur Game

## *Purpose*

Teach letter identification and letter sounds.

## *Resources Required*

- Print the editable board game board from the site given below, or draw your own on paper, or use the game online with your children.
- Dice.
- <https://www.bingobongokids.com/product/abc-to-xyz-upper-case-alphabetenglish-race-time-game-1/>
- <https://funlearningforkids.com/editable-dinosaur-theme-board-game/>



## *Instructions*

- Students will roll a dice, move it that many spaces, land on a word and identify the beginning letter and its sound. This game can also be played online with dinosaur icons.

## 3

## Kitchen Cabinet Hunt

### *Purpose*

Practice with the sounds and the names of the alphabet letters while demonstrating to children that words are always all around them.

### *Resources Required*

- Letters of the alphabet (on flash cards, magnetic, cardboard), and your kitchen cabinet grocery items,
- Cereal boxes are great for this since the lettering is usually large and colourful.



### *Instructions*

- Spread the alphabet letters out on the kitchen table or counter. Ask your child to choose a letter, say the name of the letter and then say the sound the letter makes (usually at the beginning of a word). Have them find words on any of the containers in the cupboard that start with the identified letters.
- Go to the cupboard together and find something that starts with that letter such as *b* for *box* of cereal or *banana* or *bag* of rice. Have them partner the letter and the object on the table.
- After you have partnered as many as you can, have them go through the different items to practice sounds and names.

## *Variations*

You can change this activity by turning it into an I Spy game in any room in the house or in the yard. For example, “I spy with my little eye something whose sound begins with . . .” Reverse the activity by starting with that object in the room and asking your child to find the alphabet letter that starts its name.



## **Bubbly Literacy**

### *Purpose*

Practice rapid naming of alphabet letters.  
Speed with recognizing letters and sounds quickly plays a role in memory and fluency.



### *Resources Required*

- Bubbles: a good recipe for making large, strong bubbles at home can be found at: <https://www.homesciencetools.com/article/how-to-make-super-bubbles-science-project/>
- Cards with alphabet letters or any collection of letters

### *Instructions*

- Write letters on cards or cut out letters or sets of letters. Have your child pick a card or letter and identify the letter by sound and by name.

- You blow bubbles as your child races to pop as many as possible while naming either the letter or the letter sound every time a bubble is popped. Lots of bubbles? Lots of practice!
- You can also say a letter and have them busily popping the bubbles while telling you the letter sound.

A good rule of thumb is to use the letters that your child has already mastered, plus a few new ones. For example, for a child who knows only a few letters of the alphabet you will want to start slowly. The key here is to build their confidence steadily; that way, they may be more willing to take risks with new learning challenges. Add more letters as your child masters the alphabet.



## The Great Cookie Alphabet Mystery

### *The Bureau of Delicious Investigations*

The family's cookies have gone missing!! A crime has been committed, and we have hired the top detectives in town to help solve the mystery. We need help and keen observational skills to study the clues and find the top suspect.

Imagine the feeling of losing the chewiest, most chocolatey cookies you could dream of. Please accept our challenge and bring justice to this kitchen catastrophe! You can start by making cookies with the children and then staging a theft with great dramatics. Together you and your child will solve the GREAT MYSTERY!



## *Purpose*

Practice identifying beginning letter sounds while also fine tuning observational skills.

## *Resources Required*

- Yummy fresh cookies,
- A collection of 'stuffies' each with its own loot bag,
- Lots of objects that start with a variety of letters,
- An imaginary magnifying glass.



## *Instructions*

- Parent “detectives” gather a series of clues, and then bring in some prime suspects. Here, parents set up some ‘stuffies’ who are the suspects, each with their own bag of loot. The detectives then set them all up on the sofa. Inside each bag, the parent has secretly put several objects and has kept track of the beginning letters of each item. Make sure one bag (the guilty party) has objects that begin with letters you are not going to use.
- Read the clues one at a time, such as “it begins with b (banana, bib, ball, bell). The child goes through bags pulling out objects that begin with the letter b.
- Use the clues to eliminate objects and suspects until it is clear that the suspect who took the cookies is the only one left.

CASE CLOSED! Happy ending? Have a ‘stuffedie’ party when the suspect whispers to you where the cookies are? Your choice!

## *Variations*

Have your child lay objects on paper and print the beginning letter of the items beside them in big felt pen letters. Find the letters in books. Make up more words that start with that beginning letter.



## **Parachuting for Literacy**

### *Purpose*

Practice letter knowledge while playing with a homemade parachute.

### *Resources Required*

- Plastic bag and string or ribbon,
- Scissors,
- Light weight parachute rider such as a Lego person or plastic toy.



### *Instructions*

- Parent Cut a square out of a plastic bag. Put a hole in each corner of the square and tie a piece of string or ribbon through each hole. Tie the other ends of the strings or ribbon to your parachute rider. Ready for some parachuting!

- Place target items on the ground using pieces of paper or draw chalked circles. Toss your parachute from a bit of height, perhaps off a deck, down a hill, or from a chair.
- Remember - safety first when choosing a launch point! If your parachute lands on a letter, identify the name or sound of the letter.
- An extra challenge? Have the child check the surroundings to find and name an object that begins with the same letter.



## Soaking Literacy

### *Purpose*

Practice letter knowledge while breaking rules by deliberately getting messy or wet!



### *Resources Required*

- Water-gun or clean spray bottle,
- Water,
- Paper, pencil, or felt pen,
- Tape or string.

### *Instructions*

- Print chosen letters on cards or pieces of paper. Tape or string up the papers in an outdoor area. On separate cards or small pieces of paper, print the same letters and put them in a pile. With your child's spray

device fully loaded with water, you are now ready for some wet, messy fun!

- Have your child flip a card, identify the letter and letter sound and then race to find the matching paper hanging somewhere. When they find one, they blast it with squirts of water and think and say other words that start with the same letter. Then they return, flip another card and carry on with the delight of this squirting game!
- Make it a timed game: they have to see how much faster they can finish the course.
- Make it an obstacle race where they also get some physical exercise having to crawl under and over various hurdles.



## Beginning Sound Hunt Using the Child's Name

### *Purpose*

Connecting objects with their beginning sounds and building your child's understanding of the connections with the letters in their names.

### *Resources Required*

- Camera
- Pencil and paper
- Colouring supplies



## *Instructions*

- Have your child think of the beginning letter of their name. Talk about that letter. What sound does it make? Have them look for items in and around the home that begin with the same letter. e.g. Haylee, hairbrush, headband, house, hand, hat,
- Give your child a camera to take pictures or paper to draw the items they found. They can then label their items with their special letter.
- Encourage more practice by having your child share their connections with a family member later in the week.
- Adapt this to use as a birthday party game activity with friends.



## **Scavenger Hunts**

### *Purpose*

To recognize that alphabet letters are all around us.

### *Resources Required*

- Link to free alphabet chart:  
<https://kindercaze.com/alphabetchart-freebie-and-sale>



## *Instructions*

- Write, or have your child write letters on pieces of paper. Place them all over the house, even outside.
- Give your child a list of letters that they are searching for; when they find a letter on the list, have them say the letter, the sound, and a word that begins with that letter.
- Check it off or print it on a recording sheet. There could be prizes for, say the first 5 words, then the next 5 words. Checking boxes is good, but simple, tangible rewards are even better!

## *Variations*

Ninja crawl: Place the cards low to the ground - taped to the underside of chairs, beds, or tables so that the kids have to ninja crawl and roll around to find them. Use a flashlight or lantern when it is a bit darker to hunt for and find the letters and words. The letters and words could carry a theme such as Hallowe'en or Christmas words. Speed round: See how fast you can find the letters and words using a timer. Try to beat your own time.





## Balloon Pop

### *Purpose*

Put some fun and excitement into learning letters



### *Resources Required*

- Water balloons
- Chalk

### *Instructions*

- Find an area outside where you can write with chalk. Write the letters that your child is working on inside a circle.
- Blow up and fill the water balloons and use the filling time to build excitement and anticipation. Gather the water balloons in a pail and get ready for a lot of fun!
- When you yell out a letter: 1. Your child first has to say a word that starts with the letter. 2. They have to draw the letter in chalk. 3. They have to indicate the letter by throwing a water balloon at it.
- Finally, while attempting to pop the balloon, they must call out the letter. If the balloon doesn't break, they have to throw it repeatedly until they are successful. Sounds like a great excuse for permission to throw a lot of water balloons!



## *Variations*

To up the excitement, pin the letters on your own clothing and make yourself the living target! Just a small sacrifice of a little dignity all for the cause of learning, right?

End with a letter water fight just for good measure. Make up your own rules!



## **Alphabet Toy Hunt**

### *Purpose*

To use your child's everyday toys to turn them into a busy alphabet hunt

### *Resources Required*

- Any set of toys such as Lego, blocks, plastic dinosaur sets, plastic doll collections,
- Erasable felt pens,
- Scotch tape,
- Cut up pieces of blank paper.

### *Instructions*

- Without your child's knowing, gather a set of their favourite toys. Either write alphabet letters on the toys with wipe-off pens, or tape alphabet



letters to them. As a surprise, have the activity on hand when they are ready for alphabet practice.

- Hide the toys under and behind things.
- Have your child find the toys one by one while magically discovering the letters. They then have to say the letter, say its sound, draw it, find it in books, in the room or in their name. You can wait and do all the naming later or one by one. Marking their chart successfully and perhaps a small reward would reinforce success.

## *Variations*

Find or make a wee shoulder bag for each of their stuffies and cut up tiny letters to leave in the bag. They can practice the letters as they play with their stuffies. Bury letters in bowls of rice or in a tray of sand to be found as they dig for them saying the names and sounds of the letters as each letter is discovered. Pin letters on their clothes for the entire day with an expectation that they will know them all by supertime.





## Windows and Letters Everywhere!

### *Purpose*

To draw attention to alphabet practice in unique ways that will motivate children

### *Resources Required*

- Any washable felt pens,
- Water-based paints,
- Windows anywhere in the house or garage,
- An alphabet model or sample to copy.

### *Instructions*

- Work with your child to study the shape of an alphabet letter.
- Encourage them to take care copying it and printing it on the window; use different colours and sizes.
- Move from window to window, filling the windows with letters.
- Block the window frames off with tape first to avoid getting the colour on them.

### *Variations*

Leave the letters on the windows for a week so your child can practice and show off with other family members. Later in the week, circle the letters with a black pen as they master them (as described on the checklist in Chapter One, Part Three). Be sure to check off all their successes and celebrate!



## Glitzy Bottle Shake

### *Purpose*

To create ways to make letter hunts more exciting

### *Resources Required*

- Empty water bottles
- Beads or hard paper bits with letters on them
- A jar of glitzy powder mixed with rice or dry sand
- Newspaper and felt pens

### *Instructions*

- Mix the glitz, sand, rice, beads or pieces of hard paper and fill the bottle with the mixture. Be sure the lid is screwed on tight.
- Cover the table with newspaper.
- This can be a quiet activity while you are busy at other tasks. Show your child how to (independently) shake the bottle then stand it up to see which letters can be identified through the glitz. The job is to write the letter down with big felt pens on the newspaper – making the letters a couple of inches tall.
- Then their job is to circle all the same letters they can find in the newspaper text.
- Come back to check and listen as they name the letter and say its sound. Then it's time for their reward!

## *Variations*

Provide them with another set of alphabet letters – magnetic, or on cards, or wooden (Scrabble tiles), or cutouts. On a separate table they match and line up all the letters they were able to identify in the glitz bottle. Once they have reviewed those with you, have them repeat the same exercise with the letters remaining on the table.



## **Monster Word Challenge**

### *Purpose*

To help children understand that there are intriguing words made up of interesting letters. To teach and practice how to match large numbers of letters. To teach them that they are capable of reading really BIG, exciting words.

### *Resources Required*

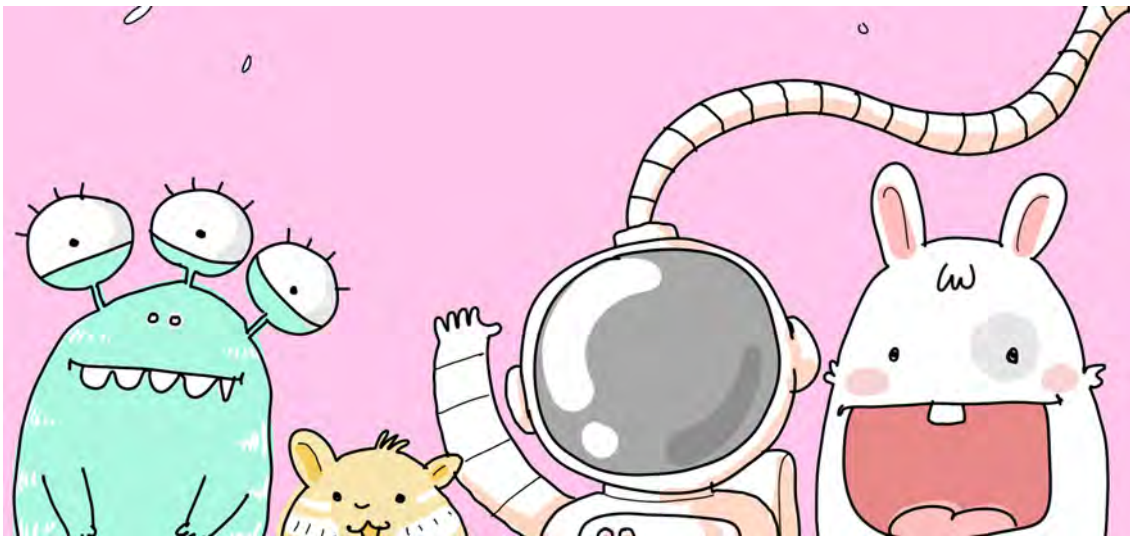
- Sets of letters with enough letters to spell big words
- A white board
- Pens and paper
- Sticky notes
- A book of amazing, wondrous words (find a dinosaur book or a book of fairy tales that has big words). Examples: tyrannosaurus or brontosaurus or unicorn or princess – or whatever captures their imaginations. Look for a personal and highly motivated connection to the word.

## *Instructions*

- Read the book with great enthusiasm and interest. Use the sticky notes to mark words that your child is most excited about and finds most interesting. Remember you are looking for BIG words.
- Your next job is to print those words on newspaper spread out on the table. Your child's job is to match the beginning letters using the alphabet set, putting the match for each letter directly below each of the printed letters.
- When finished, they read all the words, practicing using the initial letters (t - tyrannosaurus) to help them recognize the word.
- Return to the book to find the original word. Have them show other family members the big words they can now recognize.

## *Variations*

If your child enjoys the activity, help them make a fold-over book where they print the words on each page accompanied by a drawing of the word's image. Now they are constructing a book of favourite words they can read over and over.



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## Literacy Blast

### *Purpose*

To practice letter knowledge and letter sounds with two or three friends or family members.

### *Resources Required*

- Beanbags or small lightweight ball-pit balls,
- Styrofoam balls, or even crumpled paper balls,
- Felt pens,
- A bucket or large container,
- Some things to use as barriers (tables, chairs, boxes).



### *Instructions*

- Choose some throwing objects (beanbags, plastic balls, paper).
- Print letters on those objects (based on the targeted skill). If you do not want it to be permanent, use masking tape on the object and print the letter on the tape.
- Players collect their projectiles and set up a barrier that they hide behind. Between all the barriers is a bucket or large container with one person chosen to sit in the middle of the barriers.
- When the signal is given, players poke their heads up and attempt to throw their projectiles into the bucket. As they throw, they must yell out

the letter. They must avoid being seen by the person in the middle - by ducking their heads behind the barrier after throwing.

- If they get caught, you could have them sit out for 10 seconds, or quickly read off a list of letters they have at their barrier before returning to throwing.

## *Variations*

For added fun, wear ice-cream buckets on your heads as helmets.



## **Tower Tumble**

### *Purpose*

To experience an energetic alphabetic practice session

### *Resources Required*

- Felt pens,
- Masking tape or painters tape,
- Blocks.



### *Instructions*

- Each player stands behind a table, desk, or similar flat surface. Space out players as needed.



- Each player is equipped with one throwing ball, a die, and a handful of building blocks. Print letters on masking tape or directly on the blocks. The blocks can be differentiated (one student might have one set of basic letters on their blocks while another player might be working on more complex letters).
- A signal, players begin rolling their dice. If they roll a one, two, or three, they stack the corresponding number of blocks into a tower, reading each letter as they build their tower. If another one, two, or three is rolled, they continue to build on the existing tower. If they roll a 4, 5, or 6, they can start a new tower. If any tower falls over, the child who owns the tower (or the family member) has to name all the opponent's letters.
- The game is played for as long as you like. Change the rules with mutual agreement.

## *Variations*

This game could be played with partners in teams of two. A small reward for the highest tower.







## The Bag with the Spy Hole

### *Purpose*

To encourage children to experiment orally with sound and letters using objects

### *Resources Required*

- A brown paper bag or envelope with a small spy eye-hole,
- Choice of two or three letters for practice represented by physical alphabet letters kept outside of the bag (magnetic or cutouts or Scrabble tiles),
- Two or three items that start with each letter (total about nine items in the bag).

### *Instructions*

- Present the bag to your child. Lay out the two or three letters that represent the items in the bag. Tell your child that there are surprise items in the bag that begin with these letters. Have them practice the different sounds the letters make. Also ask your child to generate words that start with that letter (after all they might be in the bag). Just for fun have them speculate whether the object might be in the bag (would the item be too big or too squishy etc.).
- After a few guesses they get to feel the bag and guess again.
- Then they get to look in the I Spy hole to get any hints. You can give them clues too. Eventually you want them to say the sound, name the letter and guess the object. Then they get to keep it! Some ideas for

contents of the bag: b for ball, box, banana, book; c for candy, car, can, cookie; s for spoon, soap, straw, stick.

## *Variations*

The children themselves could look around the house for small appropriate items to put in the bag for the other players: for example, 'm' for a toy monkey, a spoon for 's', or 'p' for a pencil.





## Golf Tees and Styrofoam

### *Purpose*

To practice alphabet letter recognition playing SNAP using golf tees and Styrofoam

### *Resources Required*

- Random pieces of Styrofoam retrieved from packing boxes,
- Small, safe play hammer,
- Cards with letters of the alphabet on them or letters in a bag to be drawn out of the bag,
- Felt pens.

### *Instructions*

- On the sides of the Styrofoam, draw alphabet letters in a long straight row near the top – perhaps placing lower case on one side and upper case on the other side.
- Place the letter cards face down. Person One flips the cards one by one. Person Two calls out the name of the letter, the sound it makes and a few words that start with the sound.
- Once Person Two has succeeded (offering help is a good idea) she gets to pound a tee into the Styrofoam above the letter.
- Have lots of fun!

## *Variations*

An old Cribbage board with coloured pegs could be used to keep score rather than the Styrofoam.



## **Kitchen Cupboard Sorting Trays**

### *Purpose*

To encourage children to first identify an object, secondly the beginning sound of its name, then match all three together by categorizing them in the same container. This activity is asking children to engage in reverse thinking so it will be a bit more difficult but important.

### *Resources Required*

- Collection of containers from the kitchen cupboard,
- Box of random objects collected from junk drawers or old jewellery boxes or toy or sewing boxes,
- Pictures from old magazines,
- Set of letters.

### *Instructions*

- Give your child empty trays that are not labelled.
- Bring out a big box of random items. Go through many of the items naming the objects together. (Note: Some items may be called different things. A ball of wool could be called a ball or wool or yarn.

This is okay and to be encouraged, especially if they have learned most of the alphabet already.)

- Have your child work independently to begin sorting the different objects into different trays according to beginning sounds and letters.
- Ask him to place a letter in front of each tray so he stays on track and remembers the reason for the sort.
- If your child struggles, work with him to problem solve or trouble shoot. It is not the final result that matters: it's generating the name and sound internally, hearing it internally, making the sound verbally and putting it into action through the sort.

## Variations

Move it outdoors! Put the trays on the front steps in a row. Together, take a basket into the yard or on a neighbourhood walk. Collect things you find along the way - stick, rock, grass, feather, snail, flower, leaf, cone, bug. Once you have a good collection return to the trays and prompt your child to sort the object as described above. Have them say it aloud and then make their matching and sorting choices.



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## Any Pre-schooler Can Do This

### *Resources Required*

- Paper,
- Play Doh or plasticine, or any gooey home-made stuff.

### *Instructions*

- Print the letters of the week on pieces of paper.
- Give the children the Play Doh or other gooey stuff that they can manipulate.
- Have them make the shape of the letter with the goop right on top of the pattern you have made.
- Once finished, have them trace the letter shapes, say the name of the letter, and make the sound of the letter.
- Then practice thinking up words that start with the letter sound.



### *Variations*

Children can use your patterns to do other activities: finger paint on top of the pattern; put glue on the patterns and add glitz or sprinkles; lay buttons or other small objects onto the letter patterns; ask them for ideas!

## Chapter 2: Part 3

# Assess and Track Alphabet Success

### Why is the alphabet so important?



Learning the alphabet is the most important skill our children must have in order to learn to read. If children do not know the alphabet, they will not be able to 'sound out' words.

### What do children need to know about the alphabet letters?

There are four ways children need to know about each letter:

#### 1. The name of the letter (upper-case letters and lower-case letters (B b))

We want children to know the name of the letter whether it is an upper-case (capital) letter or a lower-case (small) letter (B b). Many children seem to learn the capital letters more easily at first, although there is no rule about this. Children need to be able to name both upper and lower case. Do what works best for your child. The alphabet (ABC) song that we all sing does a good job of teaching the names of the letters, but we also want children to be able to name letters when they are not in order. (Ask – what is the name of this letter?)

**2. The sound the letter makes. (B b) says b as in ball, or big or bat.**

The sounds of the letters give children their first clues about what a word might be. A first step would be to teach the letter sounds at the beginning of words. It is best to practice two or three different letters at a time and to choose letters that look different from each other such as b, k, m, c, w. If letters look similar (such as b and d, m and n, or t and f) practice them separately. (Ask – what sound does this letter make?)

**3. Finding the letters in print or around home.**

Children need to be aware that letters are all around them. We want them to be able to find letters in books, on boxes or labels, in the mail that comes home, and in nature. We want them to be excited about hunting for letters that are everywhere around home.

**4. Making the letters**

Some children are ready to print letters with paper and pencil and others are not, but there are many more enjoyable ways to practice making the letters without using pencil and paper: play dough, sticks, macaroni, Lego, even using Jell-O powder or in the sand outdoors. It is important for them to use their hands to practice making the shapes of the letters.

**Why do we need to assess progress with alphabet learning?**

- Our children will not be able to read at grade level unless they know the alphabet.



- Children will need both teaching and practice for each letter. Some children will need more practice with letters before they master them and that's okay!
- Parents will play an important role as practice-partners with their children.



**What can I do to help my child learn the alphabet?**

Practice these fun and simple activities over and over! Remember to use the four ways of learning letters listed above:

1. Say the name.
2. Make the sound.
3. Find it in a word.
4. Make or draw the letters.

Sing the alphabet over and over and over together. There are many wonderful videos on YouTube that will help you teach and help your child learn.

<https://www.youtube.com/watch?v=36IBDpTRVNE>

<https://www.youtube.com/watch?v=tKsli1MH4lw>

<https://www.youtube.com/watch?v=IhX064AiyGg>

- Or just Google *YouTube Alphabet Songs* and you'll find many happy ways to practice the alphabet with your children! They can't get enough of singing along while learning.
- Then line up the alphabet letters in order and sing again while pointing at each letter.
- Find the alphabet letters in their name and put them together. Remove individual letters - then have children find them and put them back.
- Lay the letters out on the floor or on a table upside down. Take turns flipping them, naming them, sounding them and finding them in words.
- Create an imaginary alphabet monster with a big mouth. Call out letters while children stuff the letter in the monster's mouth.
- Spread an old magazine or newspaper on the floor. Challenge them to find and circle all the letters they see - then name them,

sound them and draw them.

- Make or find letters in their food – spaghetti, snacks, soup beans, rice. Have them find letters on food boxes in the kitchen. Give them old boxes to cut up and collect letters for sorting.
- Find the shapes of letters in nature and buildings while playing outside: in branches, fences, with sticks, in sand, with rocks, on signs.
- Use an old spray bottle outside to spray the shapes of letters. Draw letters with chalk on the sidewalk.
- Spray shaving cream on a surface and draw letters in it.



- Hide letters in a room or outside and have a treasure hunt with prizes when they name and sound them.
- Sit together in a room and play I Spy taking turns identifying letters they have to find, name and use in a word.

- Lay out letters: Shout out a letter and have them run and find it and shout it back.
- Use a computer keyboard to find, sound and name the letters.
- Bake cookies or make pancakes in the shape of letters.

### **Tips for Parents**

Games and playful activities are the best ways to practice letters.

- ★ If children are having difficulty learning a letter, playfully practice letters they already know to keep their confidence high. Return to the difficult letters later.
- ★ Teachers usually teach three or four letters a week and then follow up using many practice activities to cement the learning.
- ★ Be very patient and encouraging. Learning letters can be difficult, so keep it light and fun.
- ★ Our goal is that children in kindergarten (or before if they are ready) will master all 26 alphabet letters in the four ways described above. We know they can do it!
- ★ By keeping track of their learning on the attached form, you will be able to make a plan to help your child be a successful reader.

 **Remember to keep it all fun and games!**

## Parent's Upper-Case Alphabet Assessment

### At-Home Alphabet Success

When you keep track of your child's knowledge of each letter, you'll know which ones to target tomorrow and which ones to celebrate today.



My name is \_\_\_\_\_ and I know my upper-case alphabet letters!

Put a check mark in the box of the things I can do. Please make a copy for my teacher.

Upper-case Alphabet Letters	I can say the name of the letter.	I know the sound of the letter.	I can find the letter in many words and places.	I can make or draw the letter.
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				
K				
L				
M				
N				
O				
P				
Q				
R				
S				
T				
U				
V				
W				
X				
Y				
Z				

## Parent's Lower-Case Alphabet Assessment

### At-Home Alphabet Success

When you keep track of your child's knowledge of each letter, you'll know which ones to target tomorrow and which ones to celebrate today.



My name is \_\_\_\_\_ and I know my upper-case alphabet letters!

Put a check mark in the box of the things I can do. Please make a copy for my teacher.

Lower-case Alphabet Letters	I can say the name of the letter.	I know the sound of the letter.	I can find the letter in many words and places.	I can make or draw the letter.
a				
b				
c				
d				
e				
f				
g				
h				
i				
j				
k				
l				
m				
n				
o				
p				
q				
r				
s				
t				
u				
v				
w				
x				
y				
z				





**Aa**

Alligator



**Bb**

Bear



**Cc**

Cat



**Dd**

Duck



**Ee**

Elephant



**Ff**

Fox



**Gg**

Giraffe



**Hh**

Horse



**Ii**

Iguana



**Jj**

Jellyfish



**Kk**

Koala



**Ll**

Lion



**Mm**

Monkey



**Nn**

Narwhal



**Oo**

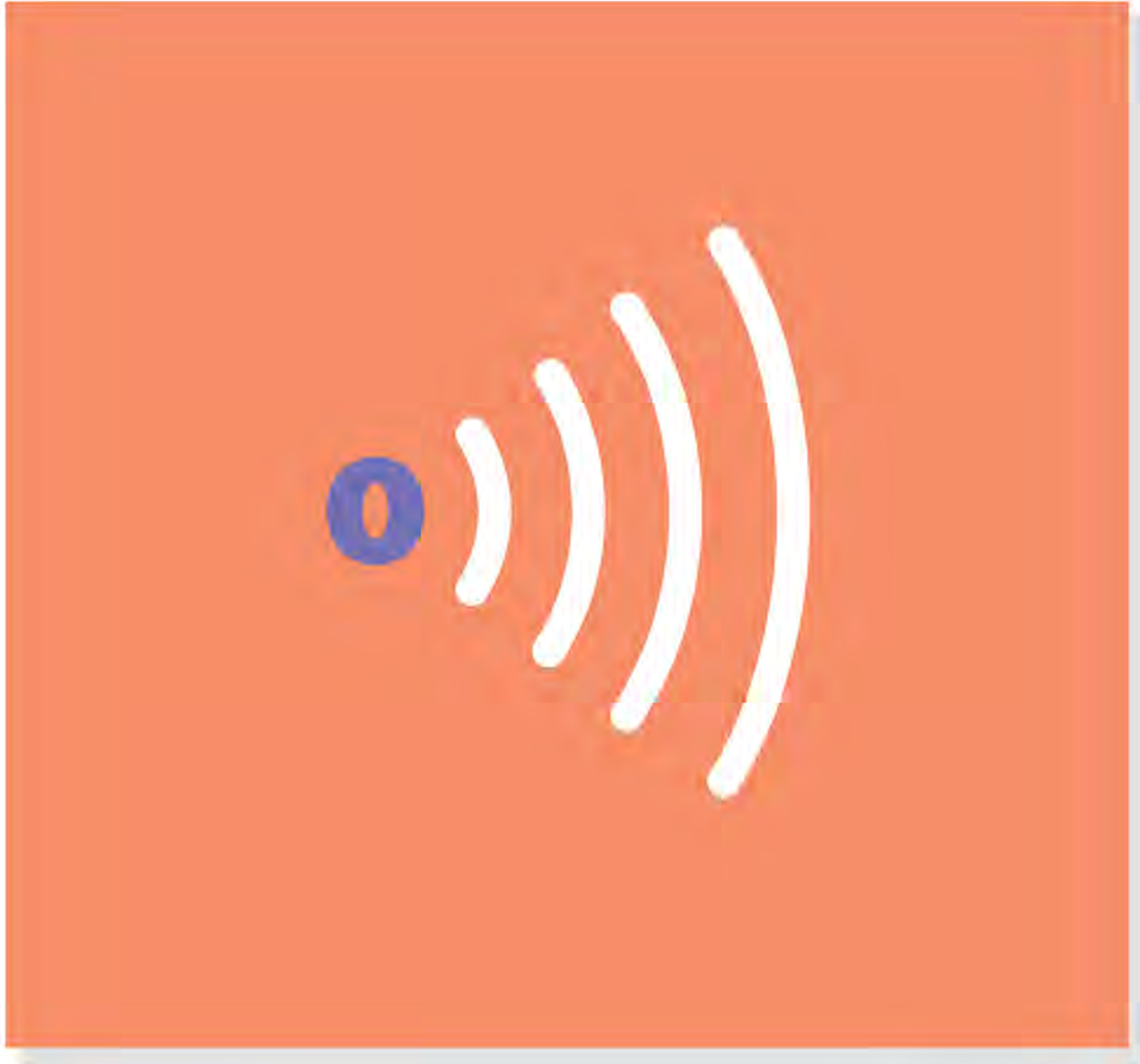
Owl





Images: Freepik.com  
This alphabet has been designed using resources from Freepik.com





## Chapter 3

# Phonemic Awareness: The Second Most Important Skill

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*I hear and play with  
all the sounds.  
My family helped me!*

## Chapter 3: Part 1

### How to Introduce and Teach Phonemic Skills

The second most important skill in learning to read is Phonemic Awareness. It is a hearing and listening skill: the ability to hear, recognize and play with the **sounds in our oral language**. Children understand that spoken words consist of a sequence of speech sounds as well as an awareness of individual sounds. Phonemic Awareness (PA) is important because it is a necessary aspect of learning to read. Phonemic Awareness could be taught in the dark since it is about hearing the sounds.



#### Why is Phonemic Awareness (PA) so important to the developing reader?

- Approximately 20% of children will have difficulty with phonological awareness skills (phonics, decoding, spelling) at school entry and will struggle to understand how sounds work in print. In this chapter we focus only on Phonemic Awareness skills.

- Young children are not aware that the word cat is not just a fuzzy animal; it is also a word made up of a series of sounds, and an important first step for them is to learn how to manipulate the sounds in words. If children begin reading without this understanding, they will have difficulty identifying unknown words.
- Phonemic Awareness plays an important role in developing reading skills; it involves the manipulation of phonemes and an application of phonics to reading and spelling.

You can teach and learn Phonological Awareness skills, Phonemic and Phonics skills at the same time. Eventually these skills will become interdependent in a natural way but will also need to be taught and practiced separately.

### **How do we teach Phonemic Awareness (PA) Skills?**

Playfully! PA skills require the ability to hear, recognize and play with the **sounds in our oral language**. Because they are hearing and listening skills, they lend themselves to playful engagement between parents and children. You can teach the PA skills anywhere: while driving in the car, playing in the park, baking a cake while at the same time playing with the words that fit with the activity you are doing together. It's a great opportunity for FUN! It is also a great chance to increase vocabulary and use oral language in new ways for young children.

### **When do we start teaching Phonemic Awareness (PA) skills?**

We can start teaching PA skills as soon as our children seem ready. Even toddlers enjoy clapping to music and repeating words that rhyme as we sing together. The sooner we start with these basic skills, the

better chance our children will have to enter school comfortable with oral listening skills and therefore more ready to read.

## What are the Phonemic Awareness (PA) Skills?

### 1. Rhyme

Children can match the ending sounds of words like *hat*, *bat*, *cat* and *mat*.

### 2. Beginning Sounds

Children can recognize the same sound at the beginning of different words such as *six*, *sun* and *sat*, the first sound being the same.

### 3. Middle and Final Sounds

Children can recognize the same sound at the end of words such as *fit*, *sat* and *pet*, the last sound being the same.

### 4. Segmenting

- Children can segment beginning and ending sounds in words. What sound do you hear at the beginning of the word *pig*?

- Children can segment separate sounds in words. How many sounds can you hear in the word *boat*? (The answer is three because we want children to hear the sounds, not the letters – *b/o/t*).

## 5. Blending

Children can blend a series of oral sounds to form a word; for example - *c* and *a* and *t* - heard and said together says *cat*.

## 6. Deletion, Addition, and Substitution

Children can blend a series of oral sounds to form a word; for example - *c* and *a* and *t* - heard and said together says *cat*.

## How Do We Teach Phonemic Awareness Skills?

### Phonemic Skill #1: Rhyming Words

Rhyming is the most basic phonological skill and can be taught to very young children through poetry, one of the best ways to introduce the concept of rhyming, sounds and rhythm. By hearing poems read aloud and singing along with favourite songs, children will quickly begin to recognize the connections between written and spoken language. Using books that are rich in rhyming words is the most powerful, playful way to master rhyming skills as well as develop a love of and joy in books.

## Purpose

We want children to master two skills related to rhyming:

1. We want them to be able to tell us which words rhyme when we give them several words.
2. We also want children to be able to produce rhyming words themselves when given an example by an adult.



## Resources Required

- Books as recommended above with lots of rhyming words, pictures of rhyming words (available in teaching/dollar/toy stores), hand mirrors

## Proposed Parent Prompts for Explicit Instruction

Start and finish each exercise with a poem or a book that has lots of rhyming words for pleasure. Each of the following practice sessions should be no more than five minutes.

**Listening is hard work for little ones!!**

Try the following prompts to teach and practice rhyming words:

- Words that rhyme are words that sound the same at the end like **mOP** and **tOP** (emphasize the ending with your voice). Say these words after me. Watch my mouth. Now look at your mouth in the mirror. Does your mouth look like my mouth? Does it make the same shape?



- Let's see if we can think of other words that sound like these two. These words end in *OP*. Let me think of a few. Now let's see if you can think of a few words that rhyme. We call these Word Families because they sound the same at the end.
- I'm going to read words that rhyme, and I want you to repeat them after me three times:

*moon, spoon; sun, one; cane, train; rope, soap; chair, bear; snow, bow.*  
Watch your mouth in your mirror as you say the words that rhyme.  
Your mouth should move in the same way at the end of the word.

- Now I am going to ask you if these words rhyme. Does house rhyme with phone? Let's say them slowly. Let's look at our mouth as we say them. Does our mouth look the same at the end of each word? Watch my mouth. Now watch your own. Do they rhyme?  
(Work with the children on a number of these using this pattern.  
*glove, dove; bag, flag; house, mouse; comb, house; bug, match; book, hook; duck, lamb*)
- Mix up pictures of rhyming words so that you have pairs that don't rhyme. Have them put the cards in "do rhyme" and "don't rhyme" piles. Then have them re-sort the cards into rhyming pairs, or try laying pictures out in groups of three and ask children to pick out the one that does not rhyme.
- Alternatively, have the children close their eyes and listen hard. Your task is to emphasize the sound at the end of each word. Try some that rhyme and some that don't. Have the children keep their eyes shut and silently raise their hand if they think the two words rhyme. In this way you will get an indication of their understanding. If they make errors, note the endings that confused them and practice multiple examples of those later. Some endings are more difficult than others.

Start and end each exercise with a poem or a book that has lots of rhyming words for pleasure. Each practice session should be no more than five minutes. Listening is hard work for little ones!!!

## *Playing with Rhyming Words*

The following phonograms make up over 500 words. This list contains only one-syllable words but these phonograms will help students decode longer words, too. You can use them to make up short poems with your children and practice listening to and playing with rhyming words. (Phonograms are just a visual representation of sounds.)

- **ab** cab, lab, blab, crab, flab, grab, scab, slab, stab
- **ack** back, pack, quack, rack, black, crack, shack, snack, stack, track
- **ag** bag, rag, tag, brag, flag
- **ail** fail, mail, jail, nail, pail, rail, sail, tail, snail, trail
- **ain** main, pain, rain, brain, chain, drain, grain, plain, Spain, sprain, stain, train
- **ake** bake, cake, fake, lake, make, quake, rake, take, wake, brake, flake, shake, snake
- **am** ham, Sam, clam, slam, swam
- **an** can, fan, man, pan, ran, tan, van, bran, plan, than
- **ank** bank, sank, yank, blank, crank, drank, thank
- **ap** cap, lap, map, nap, rap, tap, clap, flap, scrap, slap, snap, strap, trap, wrap
- **at** bat, cat, fat, hat, mat, rat, sat, brat, chat, flat, spat, that
- **ay** day, may, pay, say, clay, play, pray, spray, stay, tray
- **eed** feed, need, seed, weed, bleed, freed, greed, speed
- **ell** bell, fell, sell, tell, well, yell, shell, smell, spell, swell

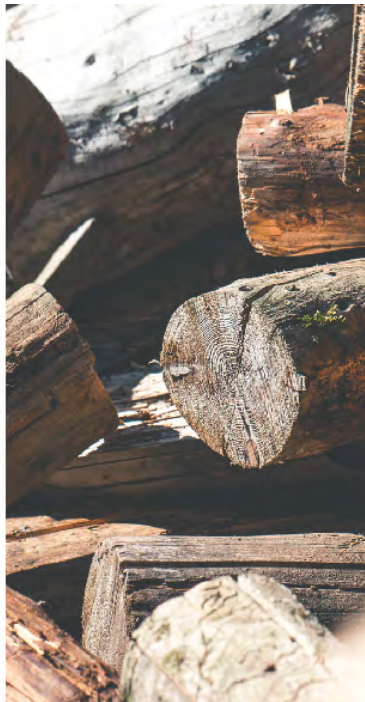
- **est** best, guest, nest, pest, rest, test, vest, west, chest, crest
- **ew** dew, few, knew, new, blew, chew
- **ick** kick, lick, pick, quick, sick, brick, chick, click, stick, thick, trick
- **ight** knight, light, might, night, right, sight, tight, bright, flight, fright, slight
- **ill** fill, hill, pill, will, chill, drill, grill, skill, spill, thrill
- **in** bin, fin, pin, sin, win, chin, grin, shin, skin, spin, thin, twin
- **ine** fine, line, mine, nine, pine, vine, wine, shine, spine, whine
- **ing** king, ring, sing, wing, bring, cling, spring, sting, string, swing, thing
- **ink** link, pink, sink, wink, blink, drink, shrink, stink, think
- **ip** dip, hip, lip, rip, sip, tip, chip, clip, drip, flip, grip, ship, skip, strip, trip, whip
- **ob** knob, mob, rob, blob, slob, snob
- **ock** knock, lock, dock, rock, sock, block, clock, frock, shock, stock
- **op** cop, hop, mop, pop, top, chop, crop, drop, flop, plop, shop, stop
- **ore** bore, more, sore, tore, wore, chore, score, shore, snore, store
- **ot** got, dot, hot, knot, lot, not, plot, shot, spot
- **out** grout, scout, shout, spout, sprout
- **ow** cow, how, now, brow, chow, plow
- **uck** buck, duck, luck, cluck, stuck, truck
- **um** gum, hum, drum, plum, slum
- **unk** junk, chunk, drunk, shrunk, stunk, trunk
- **y** by, my, cry, dry, fly, fry, shy, sky, spy, try, why



Reference: Wylie, R.E., & Durrell, D.D. (1970). Teaching vowels through phonograms. Elementary English: 47, 787-791.

## Phonemic Skill #2: Beginning Sounds

Isolating and playing with the first sound in words is the next logical step for working with words after practicing rhyming activities. Continue to use the same books as recommended in the previous section. In this way, children are working with familiar material. Starting to explore initial sounds in rhyming words is a logical progression since the first letter changes but the sound at the end stays the same (*dog, log, frog, jog*). Use rhyming words first in your examples; then gradually move to words that don't rhyme (*dan, big, tall, sit, Janet*) while you teach them to identify different beginning sounds in words that don't rhyme.



## **Purpose**

We want children to master two skills related to beginning sounds:

1. To recognize the first sound in a word,
2. To recognize the same sound at the beginning of many words (*six, sun, Sally*),
3. To recognize that some words don't fit in a set of words (*dot, big, doll*).

## **Resources Required**

- Books as recommended for rhyming (Skill 1),
- Plain coloured blocks like Lego or Unifix blocks (or other shapes) that are a mixture of different colours.

## **Strategies for Using Blocks for Teaching Beginning Sounds**

We call them *sound boxes* or *sound blocks*. It is useful to learn this block/box strategy as it can be used throughout Phonemic Awareness (PA) instruction. At this stage we are not using letters, only sounds. The blocks/boxes represent the three different sounds. We are only focusing on the first sound at this stage; later we will explore the middle and final sound.

1. Show the child a picture of something familiar that has only three sounds (dog, cat, ball).

2. Lay out three blocks. Make the first block one colour; make the second and third blocks a different colour.



3. Say the word slowly allowing your child to hear each sound with an emphasis on separating the sounds.
4. Ask your child to repeat the word exactly the way you said it, until it sounds right.
5. Now move the first block to the left of the other two blocks. Now say the word slowly again showing them that the first block represents the first letter. Repeat this over and over modeling that you are isolating the first letter. Do this until your child recognizes that the first block represents the first letter.
6. Celebrate! Do this over and over until you can see that the child gets the concept that the first letter has a sound all its own.
7. Change the words to repeat the process (*dog, cat, ball*).

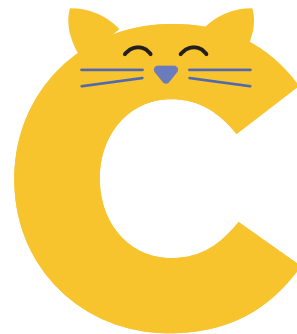
★ **Tip:** You are ignoring the last two sounds for now. Once you teach this process you will be able to use it repeatedly over time. Very important!

- Encourage children to use the following language in a full sentence when they respond:

*Dog is a word that starts with d.*

*Cat is a word that starts with c.*

*Ball is a word that starts with b.*



## Proposed Parent Prompts for Explicit Instruction

Start and end each exercise with a poem or a book that has simple words, many of which begin with the same sound. Each of the following practice sessions should be no more than five minutes long. **Listening is hard work for little ones!! Be sure to drag out the beginning sounds more than the other sounds.**

Try the following prompts to teach and practice beginning sounds: (Use the coloured block strategy when it works.)

- Try guessing games: I am thinking of a word that starts with *B*. It makes the sound *b* and it bounces.
- Put several pictures on the table (draw your own or have your child draw them or cut them out of magazines). Ask them to select the one that has the beginning sound that you say (*s* or *b* or *m* for pictures or *sun* or *ball* or *mouse*).
- Say several words, one of which does not start like the others. (*sit*, *saw*, *cat*). Have them identify which one does not belong. Coach them by practicing over and over until they get it.
- Ask questions like: Give me a *d* word. Give me a *w* word. Give me an *r* word.
- Give children a series of three words: *cat*, *come*, *doll*. Practice saying each word slowly. Ask them which word does not belong (because it doesn't start with the same sound).
- Give your child a set of picture cards. Have them turn over the cards one at a time. Each time they turn a card, you say a word. Ask: Does your picture start with the sound *s*? If it does (picture of a snake), celebrate or let them keep the card.



## Tips for Parents

- ★ Games and playful activities are the best ways to practice sounds.
- ★ If your child gets the task right, nod; if not, shake your head, then give them another chance by helping them say the sounds over and over. While they listen to you, ask them to try it themselves. If they are really stuck, just give them the right answer and go back to it another day.
- ★ Keep each session short – five minutes is enough. Phonemic Awareness (PA) activities can happen any time, any day, anywhere.
- ★ PA activities are best practiced in the context of a great book, but explicit instruction is very important!



## Phonemic Skill #3: Middle and Final Sounds

### Purpose

Children will be able to recognize the sound of the middle letters in a word and sounds at the end of words such as *fit*, *sad* and *pig*.



### *Strategies for Using Blocks for Teaching Beginning Sounds:*

#### **Resources Required:**

- **Sound blocks**

We will use the same *sound boxes* or *sound blocks* as we did in the beginning sound skill. This block/box strategy is useful throughout Phonemic Awareness (PA) instruction. Remember, at this stage we are only using sounds, not letters. The blocks/boxes represent the three different sounds, but at this stage we are going to focus on the second (middle) and final sound. As before, you will need three blocks. Make the first block one colour; make the second and third blocks a different colour.



- **Photos of objects**

You can use the same photos as used for beginning sounds with only three sounds (*dog, cat, ball*).

#### **Proposed Parent Prompts for Explicit Instruction**

When we are working with middle and final sounds we always start with the final sound as it is easier for children.



### *Warm Up*

- Move the third block to the right leaving a space between the second and third squares.

- Using each photo card, model for the children listening for the final sound. Have them watch your mouth. Stretch out the final sound.
- Have them copy you.
- Try a couple of picture words with the same ending sounds and different ending sounds as examples (*dish, brush* or *fish, phone*). Note that *sh* only makes one sound and *ph* and *ne* only have one sound. We are not looking at spelling now – only listening to sounds.
- Now it is time for many practice sessions. Always ask: Do \_\_\_\_ and \_\_\_\_ have the same sound at the end? Does your mouth make the same sound at the end? Oops, you made the beginning sound. Remember, we are working on the ending sound or last sound. Try again. Have them nod or shake their heads in response.

Remember to use the blocks to assist your teaching. Put the blocks together but when you say the word and stretch the last letter, gently move the last block away so they can not only hear the last sound, they can also see it separated out and away from the beginning of the word.



## *Teach the Middle Sounds*

Use the blocks to show that the words you are using actually have three sounds. Use the same photo cards to model saying the words, stretching them out so the children can hear the beginning sound, the middle sound and the final sound.



At the same time, separate the coloured blocks so they can see the different sounds as well as hear them. Be sure you are using words with only three sounds. (The middle sound is the hardest one for children so be patient.)

- Parents model doing this with many words and children imitate.
- Touch each block as the sound is made.
- Teach children to stretch the word so they can hear each sound.
- Pause slightly between sounds.
- Emphasize the children copying you first, not producing the sound themselves.
- They will need lots of coaching before they catch on.



### **Tips for Parents**

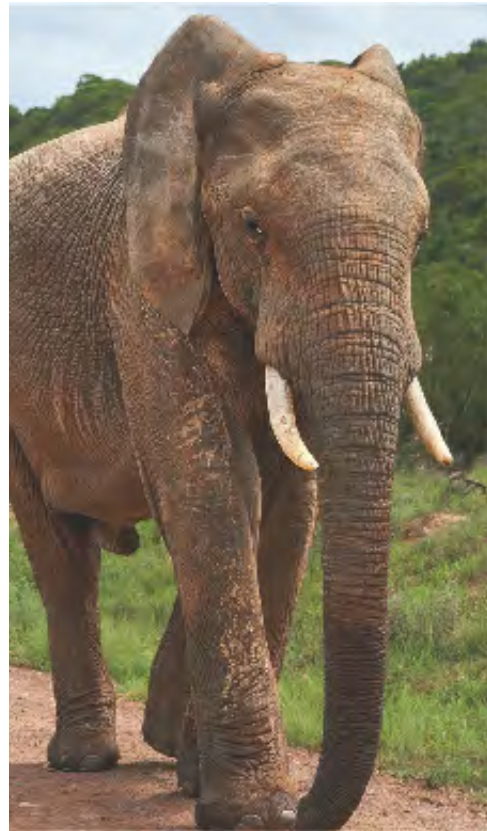
Always follow the same patterns. Try this:

- ★ Say the word.
- ★ Stretch the word.
- ★ Break the words into sounds.
- ★ How many sounds do you hear in the word?
- ★ What sounds do you hear?

## Phonemic Skill #4: Segmenting Letters and Words

### Purpose

- Children can segment two or three syllable words into parts. How many parts do you hear in *elephant* (3)?
- Children can segment words in sentences. How many words can you hear in the sentence *Tom can jump?* (3) Note: Do not include words that have more than one syllable at this stage. For instance, *Tom is jumping.* has only 3 words but 4 parts. This understanding will come later.



### Resources Required

*Just body parts!* Your own list of words that have one, two and three syllables. You can even try to fool them with longer words once they get good at it!

## Proposed Parent Prompts for Explicit Instruction

Segmenting is lots of fun and you can do it anywhere – in a car, on a walk, while cooking, playing with toys. It's simple. We suggest making a list of words first, so you have lots of variety. It will come easily to you too once you have practice.

### *Segmenting Words*

Children don't need to know what syllables are. It is easier to just call them parts for now.

- Start by demonstrating that you can clap the number of parts in a word. Say *happy* as you clap each part. *hap/py*
- Have the children imitate you.
- Try another word, but this time say the word slowly, pausing between each part so they can hear each part. *el/e/phat*
- Have them imitate you with long pauses between each part.
- Try lots of different words until it gets easy for them: *spa/ghe/tti, ta/ble, bal/loon, win/dow, di/no/saur, kit/ten*. Get them to look around the room and propose words that all of you can play with.

### *Segmenting Words*

- Start by demonstrating that you can clap the number of words in a sentence. Say, *We went to the zoo* as you clap each word.
- Have the children imitate you.

- Try another sentence but this time say the sentence slowly pausing between each word so they can hear each word. *The truck is red.*
- Have them imitate you with long pauses between words.
- Choose sentences from favourite books and clap them.

### **Tips for Parents**

You can make it more fun by using different parts of the body:

- ★ Tap your head.
- ★ Tap your finger on the table.
- ★ Stomp your foot.
- ★ Blink your eyes.
- ★ Karate chop the table.
- ★ Beat a drum.
- ★ Use other musical instruments.
- ★ Use your imagination.



## Phonemic Skill #5: Blending

### **Purpose**

Children can blend a series of oral sounds to form a word; for example – c/a/t - heard and said together says *cat*.

Children can blend small words to make big words – *snow* and *man* become *snow/man* and segment compound words into two words.

### **Resources Required**

The same number of blocks as letters in the words you present. No pictures are needed.

### **Proposed Parent Prompts for Explicit Instruction**

#### *Blending Letters into Words and Small Words into Compound Words*

For each word you present for blending, lay out the same number of blocks – each one with a space between them. For example, slowly say c-a-t stretching out the sounds.

Ask the children to blend the sounds you are saying into a word. This will require repeated practice. Use simple words until the children get confident. As they blend the sounds help them move the blocks together until the blocks are together and the word is correct. If they

make errors you can use the blocks to demonstrate how the sounds come together.

- Play guessing games while blending letters. For example – I am thinking of something that lives in the sea – c/r/a/b. You say it and then they imitate trying to put the sounds closer together.
- Continue to model with children imitating using words like *fly, block, play, glass, sky, spoon, snow*.
- Have them practice putting the blocks together as they put the sounds together.

Be sure you are only practicing sounds not letters. (*snow* has four letters but only three sounds s/n/o)

### *Blending and Segmenting Compound Words*

Children really love blending and segmenting compound words. Use the following instructions:

- I'm going to say a compound word. I want you to break it apart and say the two words you hear. *Base/ball (becomes) baseball*
- I'm going to say a compound word. Now I am going to take away one word. Tell me what is left. *lunchtime*. I take away *lunch*. What is left? Now I take away *time*. What is left?
- Use blocks to represent each word. It will help them to take them apart and put them together as they say each word.





lifetime, elsewhere, nightmare, wheelchair, cannot, baseball, fireworks, passport, meatball, become, became, bookcase, crosswalk, treehouse, daydream, staircase, moonlight, football, railroad, cowboy, alone, baseball, sunshine, skateboard, meantime, earthquake, highway, railroad, sometimes, also, backward, schoolhouse



### Tips for Parents

Just have fun with your children!

## Phonemic Skill #6:

## Deletion, Addition, and Substitution

### Purpose

Children can take away or add a letter to a word to make a new word. For example, *train* without the *t* says *rain*. If you add the letter *f* to *ear* you have a new word *fear*.

### Resources Required

None – just time!

## Proposed Parent Prompts for Explicit Instruction

These activities can also be done anywhere: in the car, making dinner, going for a walk. You just need to learn how to phrase the questions; then it can become word play anywhere and everywhere and anytime. Make word play a game. Use the following prompts and use words all around you. Nonsense words are okay. (Take away *l* from *little* and you have a nonsense word – *ittle* and that’s okay. You just want the right sound.)

### *Deleting Letters*

I am going to give you a word – *train* – I am taking away the *t*. What will it say then? (The result does not have to be a word.)

**Suggested words:** *clap, can, rat, silly, hop, see, fun, need, with, much, mom, dad, cheese*

### *Deleting Syllables*

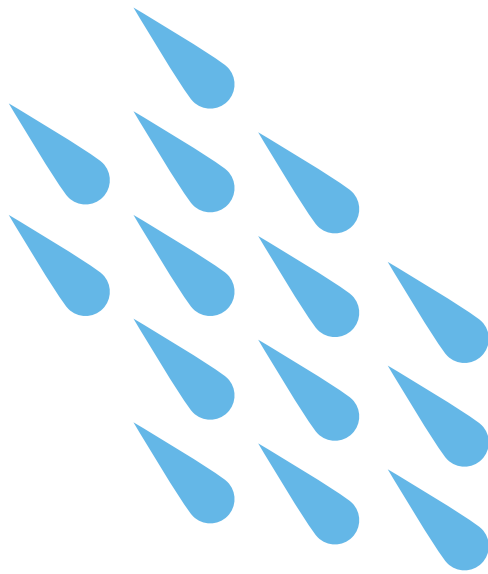
I am going to give you a word with two syllables: *napkin*. I am going to take one syllable away: *nap*. What will the word say then?

**Note:** Be sure to take both letters or sounds (*sh*) and syllables away at the beginning and end of words for extra practice. (Make sure the word ends with a sound that you can hear.) Suggested words: *twinkle, Kleenex, little, carrot, colour, story, compound, mistake, finish*

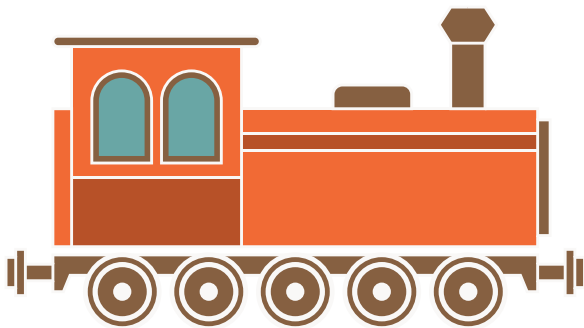


## *Adding and Substituting Letters and Words*

- This task requires children to take away or add something to a word to make new words. *Stack* without the *s* is *tack*. *Rain* with a *t* added is *train*. Just use a familiar storybook to suggest words they know. It's okay if the resulting words are nonsense words. We just want to be sure the sound is correct.)



rain



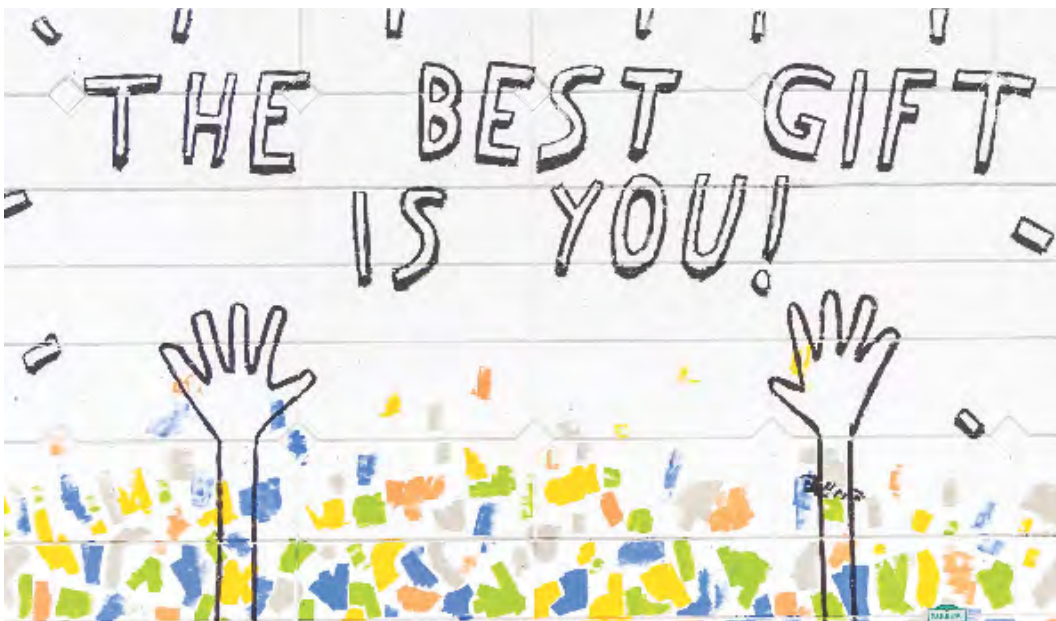
t rain

## Tips for Parents

You can make it more fun by using different parts of the body:

- ★ Just get comfortable with leading Word Play games in general. Children will begin to initiate it with you over time. Remember it is all about manipulating the following:
  1. Beginning and final sounds
  2. Syllables
  3. Compound Words
- ★ Remember: nonsense words are fine as answers; it's all about listening to and hearing sounds.
- ★ Your best source of words for Word Play are familiar books, cereal boxes, names of items in the room, and signs on the street.

**Words are everywhere!**



## Chapter 3: Part 2

# Phonemic Awareness Games: Twenty Joyful Games for Practicing Sounds in Words and Sentences

Every child is different in the way they approach their world. It's not about whether any one individual is better or worse, faster or slower, distracted or focused. Their differences arise from valid reasons and circumstances, most, quite beyond the child's control. They are born of different parents; come from different cultures; are raised in extended families or by single moms; attended day care or had a live-in nanny; were raised in literacy rich environments or may never have held a book. Regardless, they all need and deserve to become literate!

We now know that over 85% of all children are perfectly capable of learning to read. (The other 10 to 15% of the population may have medical issues that could cause a slower developmental learning rate.) That makes game-like learning experiences very important. We call them doses, and this is where PRACTICE enters the picture. Few children learn a new skill the first time it is taught. You may need to re-teach the same skill several times in a week for the child to understand and apply that skill. This is where the games and the practice become critically important; the skills must be embedded in memory and this only happens with practice. Some children will master the skill after three doses (games); some children might need twenty. Our job is to be patient, encouraging, playful and supportive.

They **can** and **will** learn the skill. If, after multiple efforts they appear frustrated, switch to a different game or skill and revisit the first one later with a different strategy or game. Keep the practice environment happy, exciting, upbeat and the session brief. Fifteen minutes is a long time for young children learning multiple new skills.

In the chapter following we offer you a variety of tried-and-true games. Have fun with your children and make literacy the heart of your family fun and learning!

Janet

## Introduction

Phonemic Awareness skills can be practiced in just a few minutes when you are spending time with your own children; in fact, you do not need to set aside a specific time to practice these skills once you have taught them.



Instead, they can be practiced while you are engaged in all kinds of daily activities: making meals, driving to town, going for a walk, shopping, taking a break from work, on the telephone or on Face Time, playing with pets or just lounging by the fireplace.

A heads up though: While you don't need to organize a practice session, you do need to plan a systematic approach to phonemic skill practice. Organize practice sessions for the same week that you teach the skill so that the practice is directly connected in a timely way to the teaching. For example, if you are teaching the rhyming skill for the next two weeks it would be logical to focus on rhyming words while you are spending time with your child – two or three minutes is long enough.

We have therefore organized practice activities around times when you might be actively engaged with your children: at home, on a drive, in town or outdoors. If you have more than one child involved, these

activities will be helpful for all of them. Phonemic activity starts when babies begin to vocalize; the more practice older children have, the more fluid their reading and writing will be.

## Poetry as a Vehicle for Phonemic Awareness

A most effective way to practice Phonemic Awareness skills is to incorporate short activity sessions, as when you are reading to your child because then, you are putting the skill into the context of a book; this, of course, is what literacy is all about. A very powerful vehicle for short practice sessions is poetry. There are so many reasons why this is so: poetry is rhythmic; there are many rhyming words in poems; poems are usually short; many poems are silly and fun and often thematic; a good book of collected poems can serve you and your children well for weeks.

My friend and colleague Charlotte Diamond, an educator, performer and recipient of the Order of Canada, wrote the following poem. She gave me permission to include it here as an example of how we can use poetry to practice Phonemic Awareness. I also selected Charlotte because she is one of Canada's most honoured and best loved, child-focused performers. Her web site and YouTube are fun-filled, featuring her musical performances and a wealth of sing along videos that will provide ample opportunities for practicing all your PA skills. At [www.Charlottediamond.com](http://www.Charlottediamond.com) your children will fall in love with her and ask for more! You can find this recording of *Ottie the Otter* on her album.





# *Ottie the Otter*

by Charlotte Diamond and Matt  
Diamond  
Copyright © Charlotte Diamond  
Music 2012 SOCAN 1

*Ottie the Otter, swimming in the water,  
Doing what an otter ought to do,  
See her floating on her back, back, back,  
Opening a clam with a smack, smack, smack!  
Smack, smack, smack on her back, back, back!*

*Ottie the Otter, swimming in the water,  
Doing what an otter ought to do,  
See her dive to the deep, deep, deep,  
Scooping up urchins to eat, eat, eat.  
Eat, eat, eat from the deep, deep, deep ...  
Smack, smack, smack on her back, back, back!*

*Ottie the Otter, swimming in the water  
Doing what an otter ought to do  
See her floating on the kelp, kelp, kelp,  
Calling to her pup with a yelp, yelp, yelp.  
Yelp, yelp, yelp on the kelp, kelp, kelp...  
Eat, eat, eat from the deep, deep, deep ... Smack, smack, smack on her back, back,  
back!*

*Ottie the Otter, swimming in the water, Doing what an otter ought to do,  
Cradling her pup on her tummy warm, Keeping him safe from the ocean storms.  
Tummy warm in the ocean storms ...  
Yelp, yelp, yelp on the kelp, kelp, kelp...  
Eat, eat, eat from the deep, deep, deep ... Smack, smack, smack on her back, back,  
back!*

*Ottie the Otter, swimming in the water,  
Doing what an otter ought to do,  
Holding her tail like a great big sail,  
Waving "Hello" to the humpback whales. Humpback whales, great big sail...  
Tummy warm in the ocean storms ...  
Yelp, yelp, yelp in the kelp, kelp, kelp...  
Eat, eat, eat from the deep, deep, deep ... Smack, smack, smack on her back, back,  
back! Ottie the Otter, swimming in the water, doing what an otter ought to do!*





## Process for Using Poetry and Phonemic Awareness. It's Simple and it's Pure Joy!

- Step 1:** The first reading of a book is always the most fun, our goal being pure enjoyment. We want our children to LOVE reading and especially to love reading with us. Sing the story together, stop and laugh together at hilarious lines, get up and create actions to go with the song, look it up on the internet. Dance and sing together!
- Step 2:** You decide when you are ready to head into practice activities, perhaps at the second or third reading when you are both comfortable with the words and rhythm; however, always be sure to include delight and playfulness as part of the recipe.
- Step 3:** Make a sticky note list of the Phonemic Awareness skills written on it for ready reference. After a while it will be natural, but you don't want to miss practice with any of them.

---

*We will practice*

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- 1. Rhyming*
  - 2. Beginning, Middle, and Final Sounds*
  - 3. Segmenting*
  - 4. Blending*
  - 5. Deletion, Addition, and Subtraction*
-

**Step 4:** Read the poem again or just one verse of it. Start looking for phonemic surprises together.

## Proposed Parent Prompts for Explicit Instruction: Ottie the Otter

### Questions and Poetry to Practice the Phonemic Skills

Read a verse; prompt your child with selected examples.

1. **Rhyming Words** (*yelp kelp, smack back, Otter water, warm storm, tail sail*)

- *Do these words rhyme?*
- *Do \_\_\_\_ and \_\_\_\_ rhyme?*
- *Do they sound the same at the end?*
- *Does your mouth do the same thing?*

2. **Beginning, Middle and Final Sounds**

(Only use words with three sounds at this stage.) Listen to this special word from the poem (*deep, back, Ottie, big, what, pup, safe*) Let's say the word together. I'll say it alone. You say it alone.

- *What sound do we hear at the beginning of the word?*
- *Tell me the first sound in the word (not the name of the letter).*
- *What sound does your mouth make at the beginning of the word?*

Ask the same questions using the middle letter and the

final letter. If your child has difficulty, repeat the word while stretching it out; make sure to emphasize the letter you want them to hear. Remember, this is all about listening to and hearing sounds (not letters)

### 3. Segmenting Sounds and Sentences

This is body time! Segmenting invites us to clap, tap, stomp, hop, jump, bang and drum as we ask children to hear the number of parts (not sounds) we can hear in words or sentences. Try the following prompts using words from the poem (*swimming* (2), *clam* (1), *floating* (2), *opening* (3), *humpback* (2 and compound word), *tummy* (2), *ocean* (2) *big* (1)) We are going to break words into parts or syllables. I will say the word; we will say it together.

- Let's clap as we say it. How many parts do you hear?
- Let's tap our arm as we say it. How many parts do you hear?
- Let's stomp as we say it. How many parts do you hear?
- Let's jump as we say it. How many parts do you hear?

Repeat the same pattern using lines from the poem to segment words in the line. For example,

*Doing what an otter ought to do* (7 parts). Note that you are clapping each word. Children might be tempted to clap twice for *doing* (which has two syllables but is just one word).



#### 4. **Blending Letters into Words and Small Words into Compound Words**

This is like the reverse of segmenting. Instead of taking words apart we are asking children to put words together.

##### *Letters Into Words*

Give children the following instructions:

- I am going to say words from the poem but I am going to give you just the sounds from the word. I am going to stretch the sounds out and say them slowly. You are going to slide them together and tell me what the secret word is. (You can use the coloured blocks from Part One of this chapter if it helps in the beginning of the practice.)
- Suggested Words: *water, otter, smack, back, kelp, otter, tummy, holding, sail*

##### *Moving Small Words Into Compound Words*

Give children the following instructions:

- I am going to give you a small word and ask you to make it into a bigger word by adding another word. In this poem there is a compound word that describes a certain kind of whale. If I said the word *hump* can you make a bigger word that describes a whale? (You may have to help them as it is an unusual word.) *humpback*
- Let's try some easier ones that you already know. Add a word that makes a bigger compound word. (*cow* for *cowboy*, *base* for *baseball*, *lunch* for *lunchtime*, *moon* for *moonlight*, *dog* for *doghouse*, *wheel* for *wheelchair*)
- Remember to be playful and even silly!

## 5. Word Play and Magic Words: Deletion, Addition and Substitution

This is an enjoyable activity for a long road trip and it's all about practicing word play skills. It is the last skill listed because children need extensive experience with the preceding skills before they can so freely manipulate letters. The following sentence stems are helpful guidelines, but there are no rules for Word Play. You just want children to learn that words can be fun and that letters can be manipulated to make new and different words.

- My magic word is \_\_\_\_\_ (*train*). If you take away the /t/ what word is left?
- My magic word is \_\_\_\_\_ (*rain*). Can you put a letter in front of my word to make a new word?
- My magic word is \_\_\_\_\_ (*fun*). Can you add a letter or letters to make a new word?
- My magic word is \_\_\_\_\_ (*sit*). Can you change the middle letter to make a new word?
- My magic word is \_\_\_\_\_ (*tree*). Can you add another word to make a compound word?
- My magic word is \_\_\_\_\_ (*baseball*). Can you make two words from it.
- My magic word is \_\_\_\_\_ (*cannon*). Can you hear two words in *cannon*?

Use words that name items in the room, on the street, on the playground and on signs. Inspiration is all around us: it is important that children are aware of the major role that words, language and literacy play in our lives. Enjoy!





## Tips for Parents

I want to thank my colleague Dr. Anne Cunningham for her wonderful book *Book Smart* (2014). She wrote it for parents and I recommend you add it to your library. I have included some strategies that she proposes for practicing phonemic awareness skills.

- ★ Use puppets to take your place as you propose practicing skills. Use silly voices and dramatic responses – shyness, laughter, squeals of joy, sadness.
- ★ Try the name-game as a rhyming song using your child's name – just make it up and change it each time. Get him to participate - *Sam, Samaram, Sam I am, Sillysam, silly sammy, samarammi, sammyrammidoodle, sammynoodle* – and on it goes.
- ★ As you prepare lunch, turn all the lunch words into syllables and clap them out: *sand/wich, spa/ghe/tti, app/le/juice*.
- ★ Play ball. Toss the ball to your child and provide the first syllable. They have to toss it back adding a second syllable. There is no right answer, only possibilities.
- ★ Pretend to pack for a trip with several bags. In one bag they pack objects that have one syllable; in the second bag two syllables; in the third bag three syllables. Meet and share and practice. Were you right?
- ★ Use snacks to practice syllable deletion and addition. Lay out Cheerios or almonds or pieces of fruit for each syllable. Take one away for deletion and add others to change words.

- ★ Replace initial sounds in familiar songs or nursery rhymes. *Mary had a little lamb* becomes *Rary rad a rittle ramb*.
- ★ Ask your child to go through a cupboard or porch looking for items that start the same: *boot, bag, basket, ball*.
- ★ Give them a magazine and ask them to cut out and glue together pictures that start the same or end the same.
- ★ Play guessing games with toys. Spread a basket of toys on the floor. Ask questions while stretching out a word such as, Can you give me the plastic *sh/ee*p? Can you find something that starts with *fire* but needs another word? (*fire/truck*). Can you find a *bl/ock*? Can you find me the stuff/ie?
- ★ When practicing a new letter, give them a mirror to watch how their mouths work when they say the sound. Have them repeat it without the mirror.

Be sure to be encouraging and celebrative. The skills are listed in order of difficulty and if after a few tries, you notice your child struggling, go back to the simplest skills (rhyming and beginning sounds) to keep up their confidence. These are, after all, lifelong language skills.

Practice is the key. It will take some children 20 doses of practice while others will master the skills quickly; however, it's important to know that every child can learn these skills. Remember the old saying: "Practice makes perfect!" If you don't give up on them they won't give up on reading.





## Chapter 3: Part 3

### Assess and Track Phonemic Awareness Skills

Once you have taught the phonemic awareness skills and practiced them many times with your children you will want to assess for skill mastery. During the assessment process, do not coach them to give the correct answer. You might repeat the question several times to focus their attention, but just move on to the next question if they do not answer correctly.





# 1. Rhyming Words



## *Discriminate Between Rhyming and Non-rhyming Words*

**Give your child the following directions:**

“I’m going to say two words and ask you if they rhyme. Listen carefully. *Dog* rhymes with *fog*. Does *dog* rhyme with *man*?”

Use the same wording for each pair of words. Ask your child to listen to the following words to hear if they rhyme, and if they respond correctly, put a check in the box. If they answer incorrectly at least seven out of ten times, provide more practice with the activities in Part Two; consider re-teaching as described in Part One.

<b>Words to Try</b>			
_____ rhymes with _____. Do _____ and _____ rhyme?			
<input checked="" type="checkbox"/>	1. mad / bad	<input type="checkbox"/>	6. car / far
<input type="checkbox"/>	2. book / cook	<input type="checkbox"/>	7. hand / foot
<input type="checkbox"/>	3. and / car	<input type="checkbox"/>	8. clock / sock
<input type="checkbox"/>	4. see / can	<input type="checkbox"/>	9. me / see
<input type="checkbox"/>	5. run / fun	<input type="checkbox"/>	10. boy / girl
Total     / 10			

## *Produce Words That Rhyme*

**Give your child the following directions:**

"I'm going to say a word and I want you to tell me a word that rhymes with it. Listen carefully. Tell me a word that rhymes with \_\_\_\_\_."

<b>Words to Try</b>			
I'm going to say a word and I want you to say a word that rhymes with it. Tell me a word that rhymes with _____.			
<input checked="" type="radio"/>	1. face	<input type="radio"/>	6. so
<input type="radio"/>	2. can	<input type="radio"/>	7. tap
<input type="radio"/>	3. run	<input type="radio"/>	8. pin
<input type="radio"/>	4. real	<input type="radio"/>	9. shower
<input type="radio"/>	5. sun	<input type="radio"/>	10. bubble
Total     / 10			

**Note:** nonsense words are acceptable. We are only interested in whether they can hear the sounds. So, if they say *shoy* rhymes with *boy* we would mark it as correct.

## 2. Isolate Initial, Middle and Final Letters



### *Identify The Beginning Sound in Words*

**Give your child the following directions:**

“I’m going to say a word and ask you to tell me the beginning or first sound of the word. Listen carefully.” Say *cat*, then ask, “What’s the beginning sound in the word *cat*?”

**Note:** You can use three different coloured blocks to help children think about the concepts of beginning, middle and final sound by touching or separating the blocks.

<b>Words to Try</b>			
I’m going to say a word and ask you to tell me the beginning or first sound of the word.			
<input checked="" type="radio"/>	1. bell	<input type="radio"/>	6. sad
<input type="radio"/>	2. tack	<input type="radio"/>	7. win
<input type="radio"/>	3. pill	<input type="radio"/>	8. pet
<input type="radio"/>	4. duck	<input type="radio"/>	9. fan
<input type="radio"/>	5. fuss	<input type="radio"/>	10. got
Total     / 10			

*Identify The Middle Sounds in Words***Give your child the following directions:**

"I'm going to say a word and ask you to tell me the middle sound in the word. Listen carefully." Say *cat*, then ask, "What's the middle sound in the word *cat*?"

<b>Words to Try</b>			
I'm going to say a word and ask you to tell me the middle sound of the word.			
<input checked="" type="radio"/>	1. bell	<input type="radio"/>	6. sad
<input type="radio"/>	2. tack	<input type="radio"/>	7. win
<input type="radio"/>	3. pill	<input type="radio"/>	8. pet
<input type="radio"/>	4. duck	<input type="radio"/>	9. fan
<input type="radio"/>	5. fuss	<input type="radio"/>	10. got
Total     / 10			

*Identify The Final Sounds in Words***Give your child the following directions:**

"I'm going to say a word and ask you to tell me the final sound in the word. Listen carefully." Say *cat*, then ask, "What's the final sound in the word *cat*?"

<b>Words to Try</b>			
I'm going to say a word and ask you to tell me the final sound of the word.			
<input checked="" type="radio"/>	1. bell	<input type="radio"/>	6. sad
<input type="radio"/>	2. tack	<input type="radio"/>	7. win
<input type="radio"/>	3. pill	<input type="radio"/>	8. pet
<input type="radio"/>	4. duck	<input type="radio"/>	9. fan
<input type="radio"/>	5. fuss	<input type="radio"/>	10. got
Total     / 10			

### 3. Segmenting Sounds and Sentences



#### *Segmenting Sounds*

**Give your child the following directions:**

“I will say a word and I want you to clap the sounds in the word and tell me how many sounds you hear.”

<b>Words to Try</b>			
I will say a word and want you to clap the sounds in the word and tell me how many sounds are in the word.			
<input checked="" type="radio"/>	1. fa/ther	<input type="radio"/>	6. pic/ture
<input type="radio"/>	2. ba/by	<input type="radio"/>	7. house
<input type="radio"/>	3. tel/e/phone	<input type="radio"/>	8. te/le/vis/ion
<input type="radio"/>	4. pop/si/cle	<input type="radio"/>	9. kit/ten
<input type="radio"/>	5. lem/on/ade	<input type="radio"/>	10. car/pet
Total     / 10			

## *Segmenting Words in Sentences*

**Give your child the following directions:**

"I will say a sentence and I want you to clap one time for each word that I say".

<b>Sentences to Try</b>			
I will say a sentence and I want you to tap one time for each word that I say.			
<input checked="" type="radio"/>	1. I can jump.	<input type="radio"/>	6. I love you.
<input type="radio"/>	2. My cat is black.	<input type="radio"/>	7. Cats jump.
<input type="radio"/>	3. Some big dogs can bite.	<input type="radio"/>	8. I like to swim in the lake.
<input type="radio"/>	4. I love to read.	<input type="radio"/>	9. Wash your hands.
<input type="radio"/>	5. The clouds are white.	<input type="radio"/>	10. My hair is wet.
Total     / 10			

## 4. Blending Letters into Words and Small Words into Compound Words



### *Blending Letters into Words*

**Give your child the following directions:**

“I am going to say some words to you. These words have many letters that make different sounds but when we put the letters together, they make some great words. I am going to say them slowly and stretch them out. See if you can listen carefully and tell me what the words are.”

<b>Sounds Put Together are Words</b>			
I will say words and stretch them out. See if you can tell me what the words are when you listen carefully and put the sounds together.			
<input checked="" type="radio"/>	1. but/ter/fly	<input type="radio"/>	6. ta/ble
<input type="radio"/>	2. tel/e/phone	<input type="radio"/>	7. sweat/er
<input type="radio"/>	3. some/thing	<input type="radio"/>	8. run/ning
<input type="radio"/>	4. to/geth/er	<input type="radio"/>	9. Na/ta/sha
<input type="radio"/>	5. pic/ture	<input type="radio"/>	10. dif/fer/ent
Total     / 10			



## *Blending Small Words Into Compound Words*

**Give your child the following directions:**

“Some words have more than one word in them. I will say two words. See if you can put them together to make a big word. Use it in a sentence.”

<b>Two Small Words Make Compound Words</b>			
I will say two words. See if you can put them together to make a big word. Use it in a sentence.			
<input checked="" type="radio"/>	1. pig / pen	<input type="radio"/>	6. suit / case
<input type="radio"/>	2. air / plane	<input type="radio"/>	7. door / way
<input type="radio"/>	3. toy / box	<input type="radio"/>	8. fire / place
<input type="radio"/>	4. cow / boy	<input type="radio"/>	9. light / house
<input type="radio"/>	5. sun / shine	<input type="radio"/>	10. hair / bow
Total     / 10			

## 5. Word Play and Magic Words: Deletion, Addition and Substitution



### *Delete Parts of Compound Words*

**Give your child the following directions:**

“I will say a word to you and say it again without one of its parts. *Cowboy*. Now I’ll say it again, but I won’t say *boy*. Listen for the missing part of the word. The answer is *cow*. Now I want you to try. Say *football*. Now say it again, but leave out the word *foot*. What is the missing part? (Answer: *ball*.)

Deletion: Big Words Become Small Words			
1. Say mailbag	Say it again, but don’t say mail.	mail	<input checked="" type="radio"/>
2. Say sunlight	Say it again, but don’t say sun.	light	<input type="radio"/>
3. Say backpack	Say it again, but don’t say pack.	back	<input type="radio"/>
4. Say shoelace	Say it again, but don’t say lace.	shoe	<input type="radio"/>
5. Say driveway	Say it again, but don’t say drive.	way	<input type="radio"/>
6. Say hilltop	Say it again, but don’t say top.	hill	<input type="radio"/>
7. Say lighthouse	Say it again, but don’t say light.	house	<input type="radio"/>
8. Say bookcase	Say it again, but don’t say case.	book	<input type="radio"/>
9. Say suitcase	Say it again, but don’t say suit.	case	<input type="radio"/>
10. Say shoelace	Say it again, but don’t say shoe.	lace	<input type="radio"/>
Total			/ 10

*Add or Change Letters or Words to Make New Words***Give your child the following directions:**

“Words can be magic. If we add or change letters, we can make new words. When we change words, sometimes the meaning changes. Add or change letters to make new words, then use your new word in a sentence.”

<b>Add Letters to Make New Words</b>			
Add a letter at the beginning or end of the word to make a new word. Use it in a sentence.			
<input checked="" type="radio"/>	1. lit	<input type="radio"/>	6. gas
<input type="radio"/>	2. sun	<input type="radio"/>	7. wood
<input type="radio"/>	3. down	<input type="radio"/>	8. love
<input type="radio"/>	4. kitten	<input type="radio"/>	9. book
<input type="radio"/>	5. can	<input type="radio"/>	10. pet
Total     / 10			

## Summary

Review the results of the assessments. Make note of specific skills that might need more practice (if your child scored less than ten). Each week, choose a skill that needs extra work; play with the words as you engage in ordinary tasks. Although phonemic skills develop over time up to grade two, there is no rush. Practice works! Reassess again in a month or so: you will see improvement with practice. Remember to keep word play joyful! Our daily living and family routines provide endless possibilities for making it all playful and memorable!





## Chapter 4

# **Sight Words: The Third Most Impactful Skill**

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## Chapter 4: Part 1

# Teaching Superpower Sight Words

### What are superpower words?

Superpower words are the most frequently used words in the English language and there are 220 of them (often called the *Dolch* or *Fry* words after the researchers who first identified them). These words comprise about 70 % of all words contained in any book that children or adults will ever read, so it makes good sense that if we want children reading at grade level as early as possible, we will ensure they master these words as early as possible. About 30% of all words must be ‘sounded out’ through knowledge of the alphabet and the sounds the letters make; however, 70% of all words have unusual spellings and cannot be sounded out. That’s why learning them by sight speeds up the reading process.



## **Why are the superpower (Sight) words so important to early readers?**

Superpower words are also called sight words. We want children to recognize sight words as soon as they see them without trying to sound them out; because sight words are the words most frequently used in our language this will help them read almost immediately. For example, if children know five words – *I, can, help, jump, funny* – they can already read three sentences: *I can help, I can jump, and I am funny*. How exciting when they can run to grandma shouting, “Grandma, I can read! Watch me!” Seeing themselves as successful readers is the most powerful image we can create with our children.

## **How many superpower (sight) words can early readers learn?**

We know now that early readers can learn all 220 sight words by the end of grade two.

- Preschoolers and kindergarten children can readily learn the first 40 sight words.
- First graders can readily learn 130 sight words.
- Second graders can readily learn all 220 sight words.

*Now they are ready  
for their superpower  
reading cape!*



## **How do we teach superpower (sight) words? In context!**

Sight words must be taught IN CONTEXT or children will not remember them. There are six steps in the process of teaching sight words:

### **Step 1: Introduce A New Word**

Introduce the new word to children on a recipe card or on a small piece of paper (can). Use the word in a simple sentence (I can jump.) while doing a small jump. This is called putting the word in context and is very important. Have the children make up their own sentences using the word (can) like I can smile, I can point, I can dance.

### **Step 2: Print the Word**

Print the word on paper or a whiteboard. Ask the children to copy your printing and print the word over and over. Each time they print it, ask them to repeat it and use it in a sentence again. Print the sentences they created and ask them to read the sentence and find the new word in the sentence. (If they are new to reading, simply draw a picture to replace any hard words. For example, if they said I *can* smile, draw a smile instead of the word. This is using a pictograph and will be helpful until they can remember it on their own.)

### **Step 3: Spell the Word**

Spell the word out loud while pointing at each letter as they spell it. Spell it together using only the letter names (not sounds). We never want children to try to sound out sight words. We want



them to recognize sight words immediately as they are presented. This is memory work and it is important.

#### **Step 4: Make the Word**

Make the word out of different materials – with macaroni, rice, cooked noodles, Play Doh, and Lego; in the sand, with snacks or torn up newspapers; with sticks outside or seaweed on the beach. Once children make the words, have them trace the letters while saying them out loud. Be creative and have fun with it!

#### **Step 5: Find the Sight Words**

Find the sight words in books; circle them in old newspapers or magazines; point at them on signs while you are driving through town; make the sight words out of alphabet letters.



#### **Step 6: Practice Speed!**

Once children have learned ten sight words and have practiced them frequently, put them in sets of ten cards. Start turning the cards over one at a time as children call out the word. Once they feel comfortable doing this, time how long it takes them. Gradually over the period of a week turn them over more quickly while timing the activity. This skill is called Rapid Automatized Naming (RAN) and is a good way to speed up their word recognition while reading in future.



## Tips for Parents

- ★ Games and playful activities are the best ways to practice sight words.
- ★ Some children will learn sight words quickly; others will not. Some words are harder than others. Don't worry! The secret is in the practice of it. If your child does not remember after the fourth time you practice, skip that word and try an easier one, or review all the ones they have already mastered, or make the practice activity more fun.
- ★ The 220 sight words in this chapter are listed in order of simple to most difficult, although this is a general organization, not a rule. Feel free to create your own order within a range of about 40 words.
- ★ Play hiding games and guessing games. Cheer loudly! Be silly with words.
- ★ Never show frustration or disapproval. Always show excitement at every bit of learning. Prove to them that they can do it.
- ★ Some children will need four doses of practice; some children may need 20 doses.
- ★ Change activities frequently; they may not get it when printing it, but they might get it while playing hopscotch and jumping on the words or throwing a soft ball at the words taped on a wall. The crazier the activity, the more likely the children will learn.
- ★ Make their learning public. Keep a shower curtain ring on the fridge door on a plastic hanger; each time they learn another word put the word card on the ring. Make it a family ritual to read all the words

they know to the family after dinner, accompanied of course, by a grand display of cheers and pride.

**Most Important:**

Every time children say a sight word, they must use it in a sentence or read it in a sentence. This is the **CONTEXT** that ensures they will remember the word when they see it in a sentence in a book – and that is why we learn ***SUPERPOWER*** sight words.



## Chapter 4: Part 2

# Sight Word Games: Twenty Joyful Games for Practicing Sight Words



## Making Many Words From One

### *Purpose*

To show children the magic of big words and how they can be reconstructed as multiple smaller words that we find everywhere in our reading

### *Resources Required*

- Recipe cards or large sheets of paper,
- Extra alphabet letters,
- Lists of sight words,
- Felt pens,
- Scissors,
- Sticky notes.



### *Instructions*

- Have children name or find interesting big words in books or from their imagination – words like tyrannosaurus rex. Encourage them to use words that have multiple vowels.

- Print their chosen words on recipe cards or large pieces of paper.
- Children cut the word(s) up into letters.
- Children then select letters from their initial big word to create new, shorter words such as *of*, *are*, *say*. If they run out of letters, they can continue cutting up new big words, or if they are missing a cut-up letter, they can substitute it with a magnetic letter instead.
- Always have children find the new words in a book and use them in a sentence.

## *Variations*

Provide a list of sight words. Have the children check off the sight words they can make after finding them on the list to show that they know them. Have them glue the letters for each word onto recipe cards and then organize the cards to make real sentences. If they are missing a word, coach them to write the missing word on a sticky note to make the sentence complete. Keep a collection of their sentences in a folder or box for re-reading in the following days.



## 2

# Green Eggs and Ham

### *Purpose*

To practice rapid identification of sight words

### *Resources Required*

- Ten flash cards with words your child needs to practice,
- An egg flipper,
- A dinner plate,
- A paper cut into the shape of eggs and ham,
- The Dr. Seuss book *Green Eggs and Ham* or listen to a reading together. See the free video of *Green Eggs and Ham* on YouTube.



### *Instructions*

- Read the story to the children to motivate them.
- Draw and cut out the shape of irregular fried eggs. Use a different type of paper (yellow if possible) to put in the centre to represent the yolk.
- Print the practice sight words on the yolk of the egg. On some yolks print a plus-1 or minus-1 under the word.
- Turn the eggs yolk-side down on the table or carpet. Each player gets an egg flipper and a dinner plate.
- Players take turns flipping eggs. For each egg they flip, they call out the word as quickly as possible; they then have to spell it, say a word that rhymes with it as well as use it in a sentence. If they can accomplish this, they get to pile the egg on their dinner plate. If not,

they have to turn it back over and try a different word. Teach them the word if they don't know it; have them trace it, spell it, draw it on the table, then put it back to try later.

- If the egg has a plus-1 on it they get to try another word. If the egg has a minus-1 on it they have to put one word back from their dinner plate.

## *Variations*

This game idea can be used with so many different materials: Write words on ping pong balls, windows, clear plates, clothes pins, or toilet tubes. The main thing that interests children is the use of and manipulation of unusual objects. Make up your own games and rules together.



## **Snakes & Ladders and other Board Games**

### *Purpose*

To practice rapid identification of sight words

### *Resources Required*

- Check out your local thrift shops to shop for old favourite board games. Most board games can be recycled into games that practice words. You may need paper, sticky notes, scissors, tape to attach words to the game, a pair of dice.

## *Instructions: Example*

- Consider the game *Snakes and Ladders* which many of us played as children.
- Have your child print the chosen sight words on small pieces of paper. Tape the sight words to the bottom of the ladders and the top of the snakes.
- Participants roll the dice and move their markers as numbers appear on the dice. Each time they land on a sight word they must say it, spell it, use it in a sentence and give a rhyming word. If they land on a snake, they slide to the bottom; if they land at the bottom of the ladder, they roll the dice and climb the number of rungs indicated.

## *Variations*

Collect old Scrabble letters to make sight words. Visit dollar stores to collect small figures like dinosaurs, cowboys, animals etc. that can be used to create games. Spread newspapers out on the floor and draw your own game boards with dark felt pens. Make up the rules together. Children have to identify sight words to make their way through the games.







## Linking Word Families with Sight Words

### *Purpose*

To raise awareness that creating word families is an important way to speed up reading processes and fluency. Word families are a collection of words that end the same way as in *up*, *is*, *it*, *in* and *an*. These smaller words are contained in many larger words such as grin, his and fit; practicing these word families will increase rapid recognition.

### *Resources Required*

- Sticky notes, a blank wall or window, a fridge door,
- The Dr. Seuss *Hop on Pop* book, or free video on YouTube,
- List of word families: -ab -at -ink -ore -unk -ack -ay -ip -ot -y -ag -ell -ight -out -ail -est -ill -ow (how, chow) -ain -ew -im -ow (bow, throw) -am -ed -in -op -an -eed -ine -uck -ank -ick -ob -ug -ap -ing -ock -um

### *Instructions*

- Read the Dr. Seuss book together.
- Keep it on display for a week or two to make this an extended practice activity.
- Choose the five small, two-letter words listed in *Purpose*.
- As a warm-up activity, play a rhyming competition game. Call out the first word and then have each player take a turn calling out a word that rhymes.
- Next, write the two-letter words in red on sticky notes and line them up in a horizontal row across the wall. Practice adding letters to the front of the words to provide examples such as in--win, is--his, it--kit.

- Now the game begins. Call out a letter that would work in front of one of these words. (Don't confuse them by giving them letters that don't make a real word.) Your child takes a new sticky note, writes the expanded word on the sticky note and puts it in the correct word family. You will end up with five vertical columns of word families such as in, bin, sin, skin, grin, within, Quinn, pin, shin, thin etc.
- Every day over the course of the week, use a timer to have your child read each column as fast as possible. Plan a reward for the end of the week for increasing the speed of the reading and be sure they perform for other members of the family.

## *Variations*

Put the word families (as they are created) on shower curtain rings and hang them somewhere visible like on the fridge. Make it a game that they have to read ten words before they get dessert or play a computer game or something that is a treat for them.





## Who Am I?

### *Purpose*

To help children focus on and memorize the correct spelling of sight words



### *Resources Required*

- Ten sight word cards,
- A set of the same cards for each player,
- A detective costume or props such as a magnifying glass.

### *Instructions*

- The detective lays all his cards on the table, so they are visible.
- The mystery maker has the same cards in her hands.
- The mystery maker says, “Which word am I?” and gives two clues like “I have four letters in me and one is an ‘l’ or says, “I rhyme with fish”.
- The child searches through the face-up cards and guesses which word it might be. If he is right he gets to take the other player’s card and add it to his own set.
- In each turn, the child must spell the word, use it in a sentence and identify words that rhyme with it.

### *Variations*

Use a few pages of a familiar book where you provide the clues and your child must find the word, spell it and use it in a sentence. Play the same game using the assessment sight word lists (in Part Three of this

chapter); provide some clues and have your child guess which word it might be from the assessment list. This is a great way to check off the words they have learned.



## Cityscapes and Parking Lot Practice

### *Purpose*

To engage in imaginative play by linking favourite toys with sight word learning by building an imaginary sight-word city

### *Resources Required*

- Masking tape or painting tape,
- A large floor space (covered with paper if you choose),
- Felt pens,
- Paper,
- Scissors.



### *Instructions*

- Either tape a large piece of paper to the floor as the base for your city (6 x 6 feet would be a good size), or mark off the parameters of the city on the floor with tape.
- Working together, mark off streets, parking lots, city blocks and buildings. Use your child's favourite toys to fill the city: blocks for buildings, Lego for other structures, toothpicks for fences or signs,

plastic animals or people that live in the city, and lots of cars and trucks.

- Ask your child to print 20 sight words they are practicing on thin strips of paper. (These strips will become the stalls in the parking lots. Put them in place all through the city.) Name the streets in your city after family members or friends and put signs on them.
- Now your task is to take journeys through the city in your toy cars. You can give each other instructions like, “Drive down Jimmy Street, turn right at the corner and park on \_\_\_\_\_.” (name the sight word).
- When she names the sight word she takes the word from the parking stall and sees how many she can collect on her travels.

## *Variations*

Instead of a city, make it a fairytale land, or a dinosaur mountain jungle, or a flower garden or whatever scene would appeal to your child. Instead of making parking stalls, the words could be put on plastic dinosaurs or on the backsides of flowers or on street signs. The goal is to practice, practice, practice!



## **Sight Words Make Magic Sentences**

### *Purpose*

To excite children about the magic of making sentences from sight words

## *Resources Required*

- Cheap envelopes or small re-useable baggies,
- Scissors,
- Felt pens,
- A selection of sight words.

## *Instructions*

- Choose the sight words most likely to make complete sentences and make them as long as you can. If you are missing a word that you want to use but is too difficult for the child to read and is not a sight word, draw a picture instead, e.g., squirrel, motorcycle.
- Samples: I like mom and dad. The cat is so little. I can jump up high. I see the big car.
- Print the sentences on strips of paper.
- For each strip, cut up the words and place them in an envelope (one envelope for each strip). If children are more advanced with word work, put two or three sentences in each envelope to make it more challenging.
- The child's task is to empty the words from the envelopes onto the table and make them into sentences, read them fluently and then spell each word.

## *Variations*

Tape the sentences on the fridge and have them read the sentences daily, speeding up each time. Tape sight words to blocks to make sentences. Have them cut words out of magazines and glue them together on newspaper to make sentences.





## Go Fishing

### *Purpose*

To have fun with sight words and earn a treat

### *Resources Required*

- A bag of goldfish cookies,
- Paper cut into fish shapes, (Make it an art project first by having the children draw, cut out, and colour them.),
- Sticks with string tied on the end make a fishing rod. (If you have magnet strips, put a piece on the end of the string and on the back of each fish. If not, use paper clips on the end of the string.)

### *Instructions*

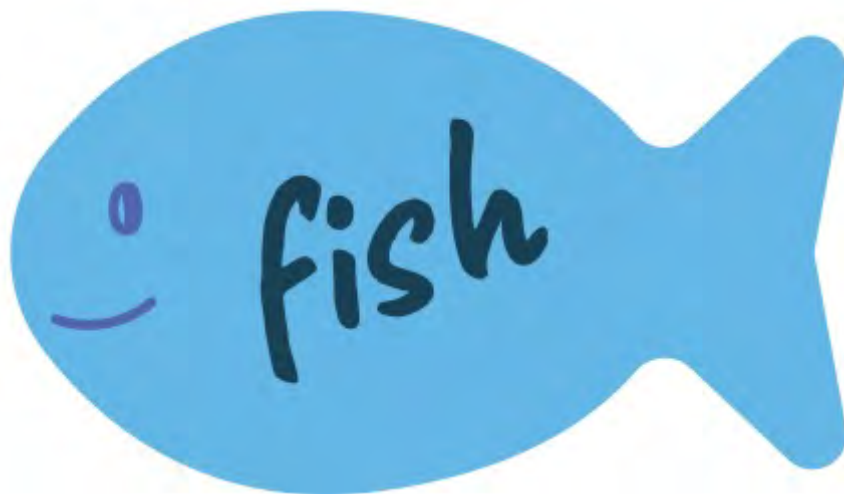
- Print the sight words on the fish.
- If you are using a magnet, glue a small strip on each fish and tie a magnet on to the end of the string. If you do not have magnets, put one paper clip on the fish and another on the end of the string.
- Create a “fake lake” in a box or behind a draped table to add a bit of mystery to it.
- Children hold the fishing rod and dangle the string into the “lake”. If magnets are used, the string will automatically pick up the fish. If you use paper clips, you will need to sit behind the lake and clip the fish onto the paper clip on the string.
- Children read the word they catch, use it in a sentence, spell it and find it in a book or on their word lists.



- Finally, challenge them to make sentences by putting some words together.
- When they line up their “catch” at the end of the game, they get a cookie fish for each paper fish they caught.

## *Variations*

Put words into a sand box or a rice box or in a glitter filled bottle. Children have to dig around or shake the bottle to find words that will make sentences.







## The Scavenger Hunt

### *Purpose*

Make a hunt for sight words into a healthy outdoor activity



### *Resources Required*

- Sight words printed on bright coloured paper. (If the paper is not bright, it might be too difficult to find outdoors.)

### *Instructions*

- Print the sight words and cut them up.
- Wait for a sunny day!
- While your child is busy elsewhere, hide the words outside, in a park or on a playground. Keep notes about where you hid them as you may need to offer clues.
- Position yourself in the centre of the space as you call out encouragement and clues.
- When your child finds the sight word, he or she runs to you, says the word, spells it, and uses it in a sentence.
- A high five, a treat, or a cheer will be welcome for every word identified.

### *Variations*

On a rainy day this game can be played in a living room. You can provide clues by calling out I Spy.



## Sleazy Slime Words

### *Purpose*

To celebrate learning sight words by letting children use slime to practice the sight words

### *Resources Required*

Recipe for slime and a garbage bag for kids to wear over their clothes:

- Mix together equal amounts of white school glue and water.
- Add some food colouring or glitter if desired.
- Stir in 1/4 cup (60 milliliters) of liquid laundry detergent with a fork.
- Knead the slime with your hands for one to two minutes.
- Play with the slime, and then store it in an airtight container.

### *Instructions*

- Prepare the slime in advance to let it set. Include your child in the preparation, just to build anticipation.
- Use this activity to practice words that your child has been struggling with because motivation and excitement about slime will help them with good feelings and therefore their memory.
- The task is to make these tough words out of slime with an emphasis on tracing and feeling the shape of the words through touch, which enhances learning. Once the words are formed, the child will print them using the slime word as a model.
- Take lots of pictures! It will be fun!

## *Variations*

There are many different recipes available on the internet. Print the words on large pieces of paper first so that the children can shape their words on top of the letters; this additional activity supports good letter formation.



## **Sight Words Memory Match**

### *Purpose*

To use shapes of sight words as a memory prompt in a competitive game

### *Resources Required*

- Up to 20 sight words



### *Instructions*

- Turn all the cards face down without looking at them.
- Each player gets a turn at overturning two cards.
- Players use memory strategies to remember where they saw the shape of the word.
- When they turn over each word, they spell it out loud, trace the shape of the word in the air, and then replace the cards face down.

- Players continue to turn two cards over at a time trying to find matches. When two words match, the player may add them to their winning pile.
- The person with the largest pile in the end wins.

## *Variations*

Shapes are one of the ways we recognize words at a glance. Have children draw the words they are studying on an 8x11.5 piece of paper; cut the word out following the shape of the letters. Spend a few days focusing the children on tracing the shapes of their words while spelling each letter. This kinesthetic approach will help with memory and recollection of the words.



## **Carpet Poking Frenzy**

### *Purpose*

To use kinesthetic memory to connect the shape of words with physical activity

### *Resources Required*

- Sight words printed in block letters on 8.5 x 11 paper, a thick carpet piece, tape, punch pins, or a thick blunt nail (which might be safer for young children)

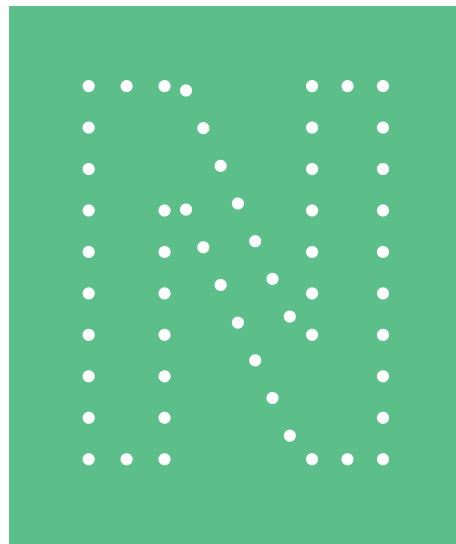
## *Instructions*

- Draw block letters that are about an inch thick.
- Discuss with the children the safety issues related to the nail or pin push.
- The children lay the paper on the carpet and repeatedly and quickly punch around the edge of each letter making holes to outline the letter shape.
- As they punch the edge of the letters, they call out the letter over and over until they have punched all the letters in the word.
- When they finish tracing the word, they call out its name ten times. Encourage noise and excitement to add to the fun and embed the learning in memory.

Next, they tape the word to a window, reversing it so that the holes face toward the child. Now they can see the shape of the word in the light through the holes. Ask them to trace the shape of the holes while they call out the spelling of each letter and finally the word itself. Kids love this activity!

## *Variations*

In a reverse activity, blindfold your child. Place the hole-punched paper rough side up in front of the child. Ask them to trace the shape of the punched letters and try to determine the identity of the word.





## Fly Swat Those Sight Words!

### *Purpose*

To learn sight words with energy and purpose

### *Resources Required*

- Sight words printed on cards,
- A handful of plastic bugs or, if not available, draw bugs with your child and glue them on or draw them directly on the flash cards. The bugs are the targets as well as the words.

### *Instructions*

- Lay out the cards with the target bugs.
- Take turns swatting the bugs. Each player has to call out the word, spell it and use it in a sentence. Once successful, the player keeps the sight word until all words are gone.
- Get ready! Get set! Go! Kids love permission to swat a fly.

### *Variations*

Ongoing practice is really important. On a large piece of paper draw a really big bug. Print all the sight words from this game on the big bug. Display it for a week on an available wall. Every time your child passes by, have them practice reading, spelling, and creating sentences with the sight words. Involve other members of the family so your child can show off and be reinforced.

# 14

## Glue and Sight Word Rubbings

### *Purpose*

To use a kinesthetic approach to learning sight word shapes

### *Resources Required*

- Glue,
- 8.5x11 paper,
- Felt pens,
- Crayons.



### *Instructions*

- Print the sight words on paper.
- Use a narrow-mouthed glue bottle to trace the glue along the lines of the letters. Let the glue form a ribbon along the line so that it dries in a raised way. Let it dry until the next day.
- Once the glue is dried, lay fresh paper on top of the glued word. Peel the crayons and rub them on their sides over the top of the glued letters to create rubbings. Use different colours to achieve different effects, perhaps using different colours for consonants and vowels.

### *Variations*

Put a lot of effort into making the rubbings artistic. Different colours and multiple words on each paper would add to the display. The words can be further decorated with glitter or some other medium. The rubbings

could be cut out and glued onto a collage of words and displayed in your home. Remember - practice, practice, practice – be proud and have fun!



## Musical Sight Words

### *Purpose*

To use music to raise interest in learning sight words

### *Resources Required*

- Music turned off and on,
- Sight word cards,
- Table with no chairs.



### *Instructions*

- Spread the cards around the edges of the table.
- Have the children walk around the table to the sound of music.
- When the music stops, each player grabs a card, takes a turn reading it, spelling it and using it in a sentence.
- If they can't accomplish the preceding tasks, have them write the word and spell it three times as well as use it in several sentences.
- Once they finish practicing the game continues.



## *Variations*

Put a lot of effort into making the rubbings artistic. Different colours and multiple words on each paper add to the display. The words can be further decorated with glitter or some other medium. The rubbings could be cut out and glued onto a collage of words and displayed in your home. Remember - practice, practice, practice - be proud and have fun!



## **Stamp Your Words**

### *Purpose*

To practice sight words by correctly stamping the words on paper or in Play Doh.

### *Resources Required*

- Alphabet stamps,
- Paper or Play Doh,
- List of sight words.

### *Instructions*

- Have children refer to the list of sight words.
- They will select the right stamps to print the selected words on the paper or the Play Doh.
- They name the stamp letter as they use it to confirm spelling skills.
- Assess the children as they work and provide extra practice as necessary using some of the other game strategies.

## *Variations*

Ask the children to practice writing sentences using the words; or, write the sentence for them if they have trouble doing that, but ask them to fill in the blank for the sight word.



## **Pool Noodle Tower Spelling**

### *Purpose*

To use pool noodles with alphabet letters on them to spell sight words



### *Resources Required*

- Three pool noodles of different colours,
- A serrated knife,
- Felt pens.

### *Instructions*

- Use a serrated knife to cut the noodles into pieces that are about two inches tall.
- Using a permanent marker, print an alphabet letter on each piece of noodle. Repeat it around the noodle so it can be seen from all sides.

Try printing the vowels in a different colour and increase the number of letters that are used frequently.

- Children build word towers from their word lists (first letter at the top) by creating several words, spelling them and then using them in sentences.
- Finally, they knock them down and rebuild new words.

## *Variations*

Use a variety of building materials on which you can print alphabet letters: Lego, blocks, cups, cars and trucks, and follow the same procedures.



**BOOM!!!**

## *Purpose*

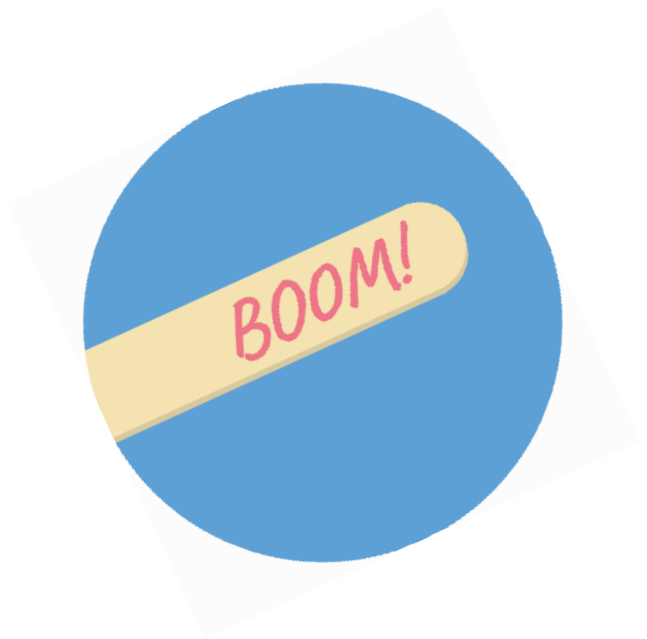
To practice reading words with increasing speed and fluency

## *Resources Required*

- Popsicle sticks with one sight word written on each one,
- A round container that will hold them all.

## *Instructions*

- Print one sight word at the bottom of each popsicle stick.



- Print BOOM! at the bottom in red on three or four other sticks.
- Each player takes turns pulling out a stick and reading the word, spelling it and using it in a sentence. If they read it successfully, they can keep it. If not, they ask another player to help them but have to return the stick.
- If a player pulls out a stick that says “BOOM!” ALL their popsicle sticks have to be put back.
- The game continues until all the sticks are gone.

## *Variations*

If players are working with only a small number of beginning words, you can print the same word on several sticks for increased practice. Note the words the child doesn't get. You might pull those sticks for a special teaching and practice game on another day.



## **Sight Word Balloon Game**

### *Purpose*

To increase speed of sight word recognition

### *Resources Required*

- Balloons,
- Black permanent felt pens.



## *Instructions*

- Inflate five to ten balloons – as many as you can handle.
- Write the sight words of the day on the balloons.
- Players stand close to each other – in a circle if there are more than two players.
- Toss the first balloon in the air calling out the word on the balloon. As each player tries to keep it off the ground by hitting it again, the player repeats the word.
- After several hits, the next task is to spell it and the third task is to use it in a sentence as it is hit again.
- Take a rest.
- Go through the same process using the second word and the remaining balloons.
- When a balloon hits the ground, move on to the next balloon.
- When all the balloons are on the ground, children pop the balloons once they can name them all, spell them and use them in a sentence. Get involved in the popping and make it a race to see who can pop the most.

## *Variations*

Tie the balloons onto a clothesline or onto a string you run across the room. Instead of throwing the balloons up in the air, players whack the balloons as they name them, spell them and use them in a sentence.





## Putting on the Blitz: A Celebration at the End of the week or Month

### *Purpose*

To celebrate the children having learned a large number of sight words. Such a celebration day can also be used to assess mastery of the words.

### *Resources Required*

- Four or five of the favourite games that have been played to date

### *Instructions*

- Set up centres around the house, each one in a slightly different space for amusement: the bathtub, under the kitchen table, behind the couch, out in the yard or any place that increases excitement.
- Let the children take part in choosing their favourite games.
- Set up different words in each game centre so children can see how much they have learned. (Only use words you have already taught and practiced). After using the activities at each centre, use the checklists in Part Three. Ask your child to participate in the assessment while you or other family members clap, cheer, reward, and celebrate the child's progress.
- Make a list of the words they did not master as a focus for the next week. Our experience is that most children can learn as many as ten words per week.

## *Variations*

If your child has learned up to 40 or more sight words, you could spend a week on this review and re-assessment. Be sure to celebrate with the whole family!



## Chapter 4: Part 3

# Assess and Track Superpower Sight Words

### Where do you start working with superpower (sight) words?

If you are just beginning to work with sight words you will need to figure out where to start. The 220 sight words are listed on the attached pages are organized by grade level. Each grade level includes words of the same degree of difficulty – grade three being the most difficult. However, you can work on any words in each grade level section in any order.

### Primer and Pre-primer words come first!

Pre-primer and primer words are often learned by preschool children, although many preschoolers do not attend daycare or preschool and may therefore arrive in kindergarten knowing none. In this case you begin with the first 40 words. Children are capable of learning 40 words in kindergarten, and this will ensure they are reading at grade level by the end of that year and ready for a successful grade one.

### Find Your Child's Working Level

If your child knows some of the words and you need to determine where to begin, use the following strategy. Begin at the start of the Pre-primer list; have your child read each word slowly and carefully as you point at the word. Ignore the five questions beside the word for now.



Just have them read the word lists. Put a checkmark beside any words that the children read easily. If children struggle or hesitate, do not put a checkmark beside the word.

When you reach five words in a row where your child stumbles or hesitates, you have arrived at their frustration level. Go back by ten words and start a full assessment there by asking the five questions on the chart (for each word). Put a checkmark beside each question if your child is able to respond correctly; leave it blank if they are not able to respond correctly. If they still have lots of difficulty, go back until they are reach their comfort level of response. Now you will know where practice is needed to fill in those checkboxes.

### **When or how often do you assess your children's progress with Superpower Sight Words?**

The first assessment outlined above will determine where you start your Superpower Sight Word project. I recommend teaching ten sight words at a time and practicing those sight words in activities or games for a week or two, or as long as it takes for you to start seeing success. Then return to the sight words assessment chart and assess children using the five questions for each word. You can choose at this time to select a new set of ten words and return later for review of any words that have not been mastered. Sometimes it just takes time for children to absorb the learning. There is no problem with moving along to new words if the majority of the words have been mastered. You can decide to have a review week at the end of the month to revisit and master words that were missed.

Parent's Sight Word Assessment: At-Home Superpower (Sight) Word Success						
<input checked="" type="checkbox"/> My name is _____ and I know lots of superpower words now. Put a check mark in the box of the things I can do. Please make a copy for my teacher.						
Pre-primer Sight Words		I know the word immediately (on sight)!	I can use it in a sentence, and I can spell it.	I can find the word in many books and other places.	I can print or make the word.	I am even practicing speed- reading these words.
<input type="checkbox"/> 1	a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 2	and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 3	away	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 4	big	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 5	blue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 6	can	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 7	come	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 8	down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 9	find	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 10	for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 11	funny	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 12	go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 13	help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 14	here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 15	I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 16	in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 17	is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 18	it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 19	jump	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 20	little	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 21	look	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 22	make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 23	me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 24	my	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 25	not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 26	one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 27	play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-primer Sight Words</b>		I know the word immediately (on sight)!	I can use it in a sentence, and I can spell it.	I can find the word in many books and other places.	I can print or make the word.	I am even practicing speed- reading these words.
<input type="checkbox"/> 28	<b>red</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 29	<b>run</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 30	<b>said</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 31	<b>see</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 32	<b>the</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 33	<b>three</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 34	<b>to</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 35	<b>two</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 36	<b>up</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 37	<b>we</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 38	<b>where</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 39	<b>yellow</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 40	<b>you</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Parent's Sight Word Assessment: At-Home Superpower (Sight) Word Success</b>						
<input checked="" type="checkbox"/> My name is _____ and I know lots of superpower words now. Put a check mark in the box of the things I can do. Please make a copy for my teacher.						
<b>Primer Sight Words</b>		I know the word immediately (on sight)!	I can use it in a sentence, and I can spell it.	I can find the word in many books and other places.	I can print or make the word.	I am even practicing speed- reading these words.
<input type="checkbox"/> 41	all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 42	am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 43	are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 44	at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 45	ate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 46	be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 47	black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 48	brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 49	but	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 50	came	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 51	did	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 52	do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 53	eat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 54	four	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 55	get	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 56	good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 57	have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 58	he	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 59	into	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 60	like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 61	must	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 62	new	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 63	no	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 64	now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 65	on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 66	our	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 67	out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Primer Sight Words</b>		I know the word immediately (on sight)!	I can use it in a sentence, and I can spell it.	I can find the word in many books and other places.	I can print or make the word.	I am even practicing speed-reading these words.
<input type="checkbox"/> 68	<b>please</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 69	<b>pretty</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 70	<b>ran</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 71	<b>ride</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 72	<b>saw</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 73	<b>say</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 74	<b>she</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 75	<b>so</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 76	<b>soon</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 77	<b>that</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 78	<b>there</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 79	<b>they</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 80	<b>this</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 81	<b>too</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 82	<b>under</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 83	<b>want</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 84	<b>was</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 85	<b>well</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 86	<b>went</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 87	<b>what</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 88	<b>white</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 89	<b>who</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 90	<b>will</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 91	<b>with</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 92	<b>yes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parent's Sight Word Assessment: At-Home Superpower (Sight) Word Success						
<input checked="" type="checkbox"/> My name is _____ and I know lots of superpower words now. Put a check mark in the box of the things I can do. Please make a copy for my teacher.						
Grade One Sight Words		I know the word immediately (on sight)!	I can use it in a sentence, and I can spell it.	I can find the word in many books and other places.	I can print or make the word.	I am even practicing speed- reading these words.
<input type="checkbox"/> 93	after	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 94	again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 95	an	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 96	any	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 97	as	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 98	ask	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 99	by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 100	could	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 101	every	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 102	fly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 103	from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 104	give	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 105	going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 106	had	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 107	has	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 108	her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 109	him	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 110	his	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 111	how	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 112	just	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 113	know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 114	let	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 115	live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 116	may	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 117	of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 118	old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 119	once	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Grade One Sight Words</b>		I know the word immediately (on sight)!	I can use it in a sentence, and I can spell it.	I can find the word in many books and other places.	I can print or make the word.	I am even practicing speed-reading these words.
<input type="checkbox"/> 120	<b>open</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 121	<b>over</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 122	<b>put</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 123	<b>round</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 124	<b>some</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 125	<b>stop</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 126	<b>take</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 127	<b>thank</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 128	<b>them</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 129	<b>then</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 130	<b>think</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 131	<b>walk</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 132	<b>were</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 133	<b>when</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Parent's Sight Word Assessment: At-Home Superpower (Sight) Word Success</b>						
<input checked="" type="checkbox"/> My name is _____ and I know lots of superpower words now. Put a check mark in the box of the things I can do. Please make a copy for my teacher.						
<b>Grade Two Sight Words</b>		I know the word immediately (on sight)!	I can use it in a sentence, and I can spell it.	I can find the word in many books and other places.	I can print or make the word.	I am even practicing speed-reading these words.
<input type="checkbox"/> 134	<b>always</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 135	<b>around</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 136	<b>because</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 137	<b>been</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 138	<b>before</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 139	<b>best</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 140	<b>both</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 141	<b>buy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 142	<b>call</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 143	<b>cold</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 144	<b>does</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 145	<b>don't</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 146	<b>fast</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 147	<b>first</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 148	<b>five</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 149	<b>found</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 150	<b>gave</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 151	<b>goes</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 152	<b>green</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 153	<b>its</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 154	<b>made</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 155	<b>many</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 156	<b>off</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 157	<b>or</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 158	<b>pull</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 159	<b>read</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 160	<b>right</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



<b>Grade Two Sight Words</b>		I know the word immediately (on sight)!	I can use it in a sentence, and I can spell it.	I can find the word in many books and other places.	I can print or make the word.	I am even practicing speed-reading these words.
<input type="checkbox"/> 161	<b>sing</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 162	<b>sit</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 163	<b>sleep</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 164	<b>tell</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 165	<b>their</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 166	<b>these</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 167	<b>those</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 168	<b>upon</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 169	<b>us</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 170	<b>use</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 171	<b>very</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 172	<b>wash</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 173	<b>which</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 174	<b>why</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 175	<b>wish</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 176	<b>work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 177	<b>would</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 178	<b>write</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 179	<b>your</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Parent's Sight Word Assessment: At-Home Superpower (Sight) Word Success</b>						
<input checked="" type="checkbox"/> My name is _____ and I know lots of superpower words now. Put a check mark in the box of the things I can do. Please make a copy for my teacher.						
<b>Grade Three Sight Words</b>		I know the word immediately (on sight)!	I can use it in a sentence, and I can spell it.	I can find the word in many books and other places.	I can print or make the word.	I am even practicing speed-reading these words.
<input type="checkbox"/> 180	<b>about</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 181	<b>better</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 182	<b>bring</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 183	<b>carry</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 184	<b>clean</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 185	<b>cut</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 186	<b>done</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 187	<b>draw</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 188	<b>drink</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 189	<b>eight</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 190	<b>fall</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 191	<b>far</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 192	<b>full</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 193	<b>got</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 194	<b>grow</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 195	<b>hold</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 196	<b>hot</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 197	<b>hurt</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 198	<b>if</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 199	<b>keep</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 200	<b>kind</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 201	<b>laugh</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 202	<b>light</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 203	<b>long</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 204	<b>much</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 205	<b>myself</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 206	<b>never</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Grade Three Sight Words</b>		I know the word immediately (on sight)!	I can use it in a sentence, and I can spell it.	I can find the word in many books and other places.	I can print or make the word.	I am even practicing speed-reading these words.
<input type="checkbox"/> 207	<b>only</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 208	<b>own</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 209	<b>pick</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 210	<b>seven</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 211	<b>shall</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 212	<b>show</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 213	<b>six</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 214	<b>small</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 215	<b>start</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 216	<b>ten</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 217	<b>today</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 218	<b>together</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 219	<b>try</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 220	<b>warm</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Grades 3/4/5 Sight Word Phrases (FRY)

"Children should be able to read these phrases fluently and without effort." (Rasinski 2019)

Once children have mastered the 220 sight words, they will be ready to practice sight word phrases. The following sight word phrases (Fry, 1980) were identified as the most common words used in reading materials from grades 3 to 9. It is logical then to assume that if children practice reading these words with increasing speed they will read more fluently and therefore with greater comprehension in future. The phrases are listed in order of increasing difficulty. Have children begin reading the phrases and check off the ones they get accurate. Also ask them to use the phrase in a sentence to ensure they understand context. (Do not permit children to sound out words. They must be recognized instantly.) You can print the phrases on flash cards for quick practice. When they know 10 or more begin using a timer have them time themselves to increase their speed as they read and keep a record for celebration.

<input type="checkbox"/> 1	the people	<input type="checkbox"/> 23	but not me
<input type="checkbox"/> 2	write it down	<input type="checkbox"/> 24	go find her
<input type="checkbox"/> 3	by the water	<input type="checkbox"/> 25	not now
<input type="checkbox"/> 4	Who will make it?	<input type="checkbox"/> 26	Look for some people.
<input type="checkbox"/> 5	you and I	<input type="checkbox"/> 27	I like him.
<input type="checkbox"/> 6	What will they do?	<input type="checkbox"/> 28	So there you are.
<input type="checkbox"/> 7	He called me.	<input type="checkbox"/> 29	out of the water
<input type="checkbox"/> 8	We had their dog.	<input type="checkbox"/> 30	a long time
<input type="checkbox"/> 9	What did they say?	<input type="checkbox"/> 31	we were here
<input type="checkbox"/> 10	When would you go?	<input type="checkbox"/> 32	Have you seen it?
<input type="checkbox"/> 11	no way	<input type="checkbox"/> 33	Could you go?
<input type="checkbox"/> 12	a number of people	<input type="checkbox"/> 34	one more time
<input type="checkbox"/> 13	one or two	<input type="checkbox"/> 35	We like to write.
<input type="checkbox"/> 14	How long are they?	<input type="checkbox"/> 36	all day long
<input type="checkbox"/> 15	more than the other	<input type="checkbox"/> 37	into the water
<input type="checkbox"/> 16	Come and get it.	<input type="checkbox"/> 38	it's about time
<input type="checkbox"/> 17	How many words?	<input type="checkbox"/> 39	the other people
<input type="checkbox"/> 18	part of the time	<input type="checkbox"/> 40	up in the air
<input type="checkbox"/> 19	This is a good day.	<input type="checkbox"/> 41	she said to go
<input type="checkbox"/> 20	Can you see?	<input type="checkbox"/> 42	Which way?
<input type="checkbox"/> 21	Sit down.	<input type="checkbox"/> 43	each of us
<input type="checkbox"/> 22	now and then	<input type="checkbox"/> 44	He has it.

<input type="checkbox"/> 45	What are these?	<input type="checkbox"/> 76	go down
<input type="checkbox"/> 46	if we were older	<input type="checkbox"/> 77	all for some
<input type="checkbox"/> 47	there was an old man	<input type="checkbox"/> 78	Did you like it?
<input type="checkbox"/> 48	it's no use	<input type="checkbox"/> 79	a Long way to go
<input type="checkbox"/> 49	It may fall down.	<input type="checkbox"/> 80	When did they go?
<input type="checkbox"/> 50	with his mom	<input type="checkbox"/> 81	for some of your people
<input type="checkbox"/> 51	at your house	<input type="checkbox"/> 82	over the river
<input type="checkbox"/> 52	from my room	<input type="checkbox"/> 83	my new place
<input type="checkbox"/> 53	It's been a long time.	<input type="checkbox"/> 84	another great sound
<input type="checkbox"/> 54	Will you be good?	<input type="checkbox"/> 85	Take a little.
<input type="checkbox"/> 55	Give them to me.	<input type="checkbox"/> 86	Give it back.
<input type="checkbox"/> 56	Then we will go.	<input type="checkbox"/> 87	only a little
<input type="checkbox"/> 57	now is the time	<input type="checkbox"/> 88	It's only me.
<input type="checkbox"/> 58	an angry cat	<input type="checkbox"/> 89	I know why.
<input type="checkbox"/> 59	May I go first?	<input type="checkbox"/> 90	three years ago
<input type="checkbox"/> 60	write your name	<input type="checkbox"/> 91	live and pay
<input type="checkbox"/> 61	This is my cat.	<input type="checkbox"/> 92	a good man
<input type="checkbox"/> 62	That dog is big.	<input type="checkbox"/> 93	after the game
<input type="checkbox"/> 63	Get on the bus.	<input type="checkbox"/> 94	most of the animals
<input type="checkbox"/> 64	two of us	<input type="checkbox"/> 95	our best things
<input type="checkbox"/> 65	Did you see it?	<input type="checkbox"/> 96	just the same
<input type="checkbox"/> 66	the first word	<input type="checkbox"/> 97	my last name
<input type="checkbox"/> 67	see the water	<input type="checkbox"/> 98	That's very good.
<input type="checkbox"/> 68	as big as the first	<input type="checkbox"/> 99	Think before you act.
<input type="checkbox"/> 69	but not for me	<input type="checkbox"/> 100	Mother says to now.
<input type="checkbox"/> 70	When will we go?	<input type="checkbox"/> 101	Where are you?
<input type="checkbox"/> 71	How did they get it?	<input type="checkbox"/> 102	I need help.
<input type="checkbox"/> 72	from here to there	<input type="checkbox"/> 103	I work too much.
<input type="checkbox"/> 73	number two	<input type="checkbox"/> 104	any old time
<input type="checkbox"/> 74	more people	<input type="checkbox"/> 105	through the line
<input type="checkbox"/> 75	look up	<input type="checkbox"/> 106	right now

□ 107	Mother means it.	□ 138	study and learn
□ 108	same time tomorrow	□ 139	kind of nice
□ 109	Tell the truth.	□ 140	Spell your name.
□ 110	a little boy	□ 141	the good American
□ 111	the following day	□ 142	Change your clothes.
□ 112	We came home.	□ 143	Play it again.
□ 113	We want to go.	□ 144	Back off.
□ 114	Show us around.	□ 145	Give it away.
□ 115	Form two lines.	□ 146	Answer the phone.
□ 116	a small house also	□ 147	Turn the page.
□ 117	another old picture	□ 148	The air is warm.
□ 118	Write one sentence.	□ 149	Read my letteres.
□ 119	Set it up.	□ 150	It's still here.
□ 120	Put it there.	□ 151	Where in the world.
□ 121	Where does it end?	□ 152	We need more.
□ 122	I don't feel well.	□ 153	I study in school.
□ 123	My home is large.	□ 154	I'm an American.
□ 124	It turned out well.	□ 155	such a mess
□ 125	Read the sentence.	□ 156	point it out
□ 126	This must be it.	□ 157	right now
□ 127	Hand it over.	□ 158	It's a small world.
□ 128	such a big house	□ 159	big and small
□ 129	The men asked for help.	□ 160	home sweet home
□ 130	a different land	□ 161	around the clock
□ 131	They went here.	□ 162	show and tell
□ 132	Get to the point.	□ 163	You must be right.
□ 133	Because we should.	□ 164	good and plenty
□ 134	even the animals	□ 165	Help me out.
□ 135	Try your best.	□ 166	It turned out well.
□ 136	Move over.	□ 167	It's your place.
□ 137	We found it here.	□ 168	good things

□ 169	I think so.	□ 200	something good
□ 170	Read the book.	□ 201	for example
□ 171	near the car	□ 202	in the beginning
□ 172	between the lines	□ 203	those other people
□ 173	my own father	□ 204	a group of friends
□ 174	in the country	□ 205	We got together.
□ 175	add it up	□ 206	We left it there.
□ 176	read every story	□ 207	both children
□ 177	below the water	□ 208	It's my life.
□ 178	plants and flowers	□ 209	Always be kind.
□ 179	Will it last?	□ 210	Read the paper.
□ 180	Keep it up.	□ 211	Run for miles.
□ 181	Plant the trees.	□ 212	once upon a time
□ 182	Light the fire.	□ 213	Do it often.
□ 183	the light in your eyes	□ 214	We walked four miles.
□ 184	in my head	□ 215	until the end
□ 185	under the earth	□ 216	a second later
□ 186	We saw the food.	□ 217	Stop the music.
□ 187	Close the door.	□ 218	Read your book.
□ 188	the big city	□ 219	Sing your song.
□ 189	We started the fire.	□ 220	State your case.
□ 190	It never happened.	□ 221	I miss you.
□ 191	a good thought	□ 222	a very important person
□ 192	Stay a while.	□ 223	on my side
□ 193	a few good men	□ 224	I took the car.
□ 194	Don't open the door.	□ 225	so far so good
□ 195	You might be right.	□ 226	the young girl
□ 196	It seemed too good.	□ 227	My feet hurt.
□ 197	along the way	□ 228	the dark night
□ 198	next time	□ 229	a good idea
□ 199	It's hard to open.	□ 230	It began to grow

□ 231	Watch the river.	□ 262	Answer my questions.
□ 232	white clouds	□ 263	I knew that dog.
□ 233	too soon	□ 264	I heard the music.
□ 234	Leave it to me.	□ 265	The problem was easy.
□ 235	I hear the waves.	□ 266	My friends knew
□ 236	almost enough	□ 267	birds and fish
□ 237	Is it really true?	□ 268	Stand in the room.
□ 238	It's time to eat.	□ 269	ever since I knew you
□ 239	Let me carry it.	□ 270	the red door
□ 240	near the sea	□ 271	Are you sure?
□ 241	Talk to my father.	□ 272	across the town
□ 242	the young face	□ 273	the horses compete
□ 243	the long list	□ 274	easy does it
□ 244	my family	□ 275	didn't I tell you
□ 245	I cut myself.	□ 276	the best body
□ 246	above the clouds	□ 277	I feel better.
□ 247	Watch the game.	□ 278	the whole piece
□ 248	the peaceful people	□ 279	I told you.
□ 249	without a care	□ 280	I reached the top.
□ 250	I like being on the team.	□ 281	It happened today.
□ 251	the tall mountains	□ 282	Mark your paper.
□ 252	next to me	□ 283	Listen to the wind .
□ 253	a few children	□ 284	however you like it
□ 254	a long life	□ 285	He covered himself.
□ 255	a group of people	□ 286	several black tables
□ 256	He started to cry.	□ 287	measure the area
□ 257	I hear the sea.	□ 288	toward morning
□ 258	an important idea	□ 289	black and blue
□ 259	the first day of school	□ 290	usually I am right
□ 260	almost four miles	□ 291	five hundred products
□ 261	the colour of the sun	□ 292	remember my order



□ 293	fish and chips	□ 324	Follow the pattern.
□ 294	rock and roll	□ 325	We cried for hours.
□ 295	against all odds	□ 326	a big unit
□ 296	early in the morning	□ 327	the shape of things
□ 297	during the war	□ 328	Bring the material here.
□ 298	the dogs become quiet	□ 329	What did it contain?
□ 299	North and South	□ 330	The force is with you.
□ 300	I'll draw a picture	□ 331	All systems are go.
□ 301	The ship hit the waves.	□ 332	power to the people
□ 302	a short vowel sound	□ 333	We built that house.
□ 303	tried and true	□ 334	Include me in the picture.
□ 304	I notice the fire.	□ 335	I cannot do this.
□ 305	farm and field	□ 336	Who brought the cake?
□ 306	the King's voice	□ 337	Though it is now over.
□ 307	travel slowly	□ 338	Feel the warm ocean.
□ 308	I'm low on money.	□ 339	an English muffin
□ 309	The King was seen.	□ 340	a green island
□ 310	Twenty-four hours a day	□ 341	the round ball
□ 311	The horse pulled hard.	□ 342	last week
□ 312	We covered the ground.	□ 343	a special day
□ 313	Step carefully.	□ 344	I object to that
□ 314	Hold fast.	□ 345	the surface of the ocean
□ 315	It passed quickly.	□ 346	The first course is soup.
□ 316	The wood was on fire.	□ 347	Check the facts.
□ 317	a map of our town	□ 348	It's strong material.
□ 318	We need more space	□ 349	inside the building
□ 319	cold and hungry	□ 350	state government
□ 320	Plan your day.	□ 351	Think quickly.
□ 321	I am certain.	□ 352	the stars came out.
□ 322	Go figure.	□ 353	the English language
□ 323	Don't fall down.	□ 354	thousands of years ago

□ 355	Circle the wagons.	□ 386	Twelve inches to a foot.
□ 356	an English road	□ 387	ten more minutes
□ 357	It's half done.	□ 388	He stood his ground.
□ 358	I gave her a box.	□ 389	the rest of the class
□ 359	I'll wait till ten.	□ 390	the light shown brightly
□ 360	Oh boy.	□ 391	a common language
□ 361	The stars shone.	□ 392	It became clear
□ 362	a good person	□ 393	It's a special game.
□ 363	The island was warm.	□ 394	Go to first base.
□ 364	It's finally over.	□ 395	Read the note.
□ 365	I feel strong.	□ 396	not yet
□ 366	He decided quickly.	□ 397	the race course
□ 367	inside the box	□ 398	the ball game
□ 368	six years ago	□ 399	a dark night
□ 369	less than a week	□ 400	a pair of stars
□ 370	the green machine	□ 401	the rules of government
□ 371	Fly the plane.	□ 402	I understand now.
□ 372	Stay on the boat.	□ 403	the size of the building
□ 373	the deep ocean	□ 404	Check the heat.
□ 374	the dry ground	□ 405	a math equation
□ 375	six smart scientists	□ 406	The answer is yes.
□ 376	we ran behind it	□ 407	It was filled with water.
□ 377	Explain it carefully.	□ 408	Nothing is final.
□ 378	The facts are known.	□ 409	the heavy object
□ 379	across the street	□ 410	we are able to produce
□ 380	nouns and verbs	□ 411	We're in hot water.
□ 381	a correct answer	□ 412	among my family
□ 382	I am fine.	□ 413	my circle of friends
□ 383	Bring a thousand balls.	□ 414	It doesn't matter.
□ 384	We cannot lose.	□ 415	Pay the bill.
□ 385	the front wheels	□ 416	I can't do it.

□ 417	a region of Europe	□ 448	I sat on the eggs.
□ 418	The farmers are ready.	□ 449	the fast train
□ 419	Anything can happen.	□ 450	It made the difference.
□ 420	two syllables	□ 451	We picked fruit.
□ 421	I love to dance.	□ 452	in the distance
□ 422	members of the class	□ 453	a simple story
□ 423	Dance is exercise.	□ 454	Go the distance.
□ 424	The window is square.	□ 455	Train your mind.
□ 425	The cells divided.	□ 456	the blue sky
□ 426	I suddenly felt ill.	□ 457	a good cause
□ 427	the bright moon	□ 458	Race past the sign.
□ 428	the centre of the earth	□ 459	the main difference
□ 429	in my direction	□ 460	It kept my interest.
□ 430	The test was hard.	□ 461	Sign your name here.
□ 431	perhaps we should	□ 462	a wild race
□ 432	Drop the ball.	□ 463	She finished first.
□ 433	I wish it were summer.	□ 464	a beautiful present
□ 434	It's cold in the winter.	□ 465	the glass window
□ 435	The answer is a sum.	□ 466	He developed a rash.
□ 436	Sit on the wall.	□ 467	my oldest brother
□ 437	I'll probably return.	□ 468	a written paragraph
□ 438	a lot of energy	□ 469	the length of the car
□ 439	My teacher is happy.	□ 470	a good reason
□ 440	I believe you.	□ 471	Meet me here.
□ 441	The general is in charge.	□ 472	the weather instruments
□ 442	Math is a hard subject.	□ 473	beside the wild river
□ 443	The store sells paint.	□ 474	a good job
□ 444	my arms and legs	□ 475	the sharp edge
□ 445	I love the flowers.	□ 476	the soft clothes
□ 446	Rain may cause a flood.	□ 477	I represent my family.
□ 447	heart and mind	□ 478	Drive to the West.

<input type="checkbox"/> 479	Lay on your side.
<input type="checkbox"/> 480	the forest in the West
<input type="checkbox"/> 481	in two months
<input type="checkbox"/> 482	the tree root
<input type="checkbox"/> 483	My parents raised me.
<input type="checkbox"/> 484	Shall we go?
<input type="checkbox"/> 485	I broke the record.
<input type="checkbox"/> 486	a million flowers
<input type="checkbox"/> 487	six months ago
<input type="checkbox"/> 488	It what is the third strike.
<input type="checkbox"/> 489	whether or not
<input type="checkbox"/> 490	He discovered a cure.
<input type="checkbox"/> 491	gone with the wind
<input type="checkbox"/> 492	He held her hand tightly.
<input type="checkbox"/> 493	Describe your brother.
<input type="checkbox"/> 494	blue paint
<input type="checkbox"/> 495	the town square
<input type="checkbox"/> 496	the full moon
<input type="checkbox"/> 497	I believe in you.
<input type="checkbox"/> 498	It probably will happen.
<input type="checkbox"/> 499	anything you want
<input type="checkbox"/> 500	Keep your interest high.
<input type="checkbox"/> 501	What's the difference?
<input type="checkbox"/> 502	beautiful summer day
<input type="checkbox"/> 503	full of energy





# Appendix

## Resources We've Referenced

Culham, Ruth

A site with a rich array of writing resources including strategies, assessment tools, handouts and writing ideas.

The Culham Writing Company. <https://culhamwriting.com>

Cunningham, Anne E. *Book Smart: How to develop and support successful, motivated readers*. New York: Oxford University Press, 2014.

Diamond, Charlotte

A site that provides a wealth of songs, lyrics, access to music resources, and newsletters as well as contact with Charlotte.

<https://charlottediamond.com>

Morrow, Leslie Mandel. *Literacy development in the early years; Helping children read and write*. New Jersey: Pearson Education Inc., 2015.

Rasinski, Timothy

A site that features expertise about reading fluency and word work including articles, strategies, handouts, poems and a blog.

<http://www.timrasinski.com>

Seuss, Dr. (adapted by Tish Rabe). *Oh Baby the places you will go. A book to be read in utero*. New York: Random House Children's Books, 2015.

Spock, Benjamin. *Baby and childcare. The one essential parenting book*. New York: Simon & Schuster, 1946.

Walther, Maria. *Ramped Up Read Aloud: What to notice as you turn the page*. Thousand Oaks CA: Corwin Press, 2018.

## Darci Dheensaw's Favourite Web Sites for Games and Activities

Dolch Sight Word Games and Word Work Activities	Websites
Winter Mouse Game Boards 3 game boards are included with Dolch Pre-primer to Grade 2 cards	<a href="http://www.teacherspayteachers.com/store/Teach-K-to-2-by-Kim-Barry">www.teacherspayteachers.com/store/Teach-K-to-2-by-Kim-Barry</a>
Winter Holiday Sight Words Game Boards • Game boards included- Winter, Gingerbread Houses, Penguins and spinners	<a href="http://www.teacherspayteachers.com/store/Linda-Post-The-Teachers-Post">www.teacherspayteachers.com/store/Linda-Post-The-Teachers-Post</a>
Dolch Sight Word Crossword Puzzles Pre-primer, Primer, Grade 1, Grade 2 and nouns	<a href="http://www.teacherspayteachers.com/store/A-W-Creations">www.teacherspayteachers.com/store/A-W-Creations</a>
Wild West Bingo Sets1-3 and 3 Board games Dolch 2 <sup>nd</sup> grade sight word bingo games and board games	www.MrsPerkins.com
Circus Fun Bingo Sets1-3 and 3 Board games • Dolch 1 <sup>st</sup> grade sight word bingo games and board games	www.MrsPerkins.com
Zap! Sight Word and Word Work game- Grade 2	<a href="http://www.teacherspayteachers.com/store/Naturally-Curious-Kinders">www.teacherspayteachers.com/store/Naturally-Curious-Kinders</a>
Zap! A Sight Word Game Pre-primer	<a href="http://www.teacherspayteachers.com/store/Extra-Special-Teaching">www.teacherspayteachers.com/store/Extra-Special-Teaching</a>
Write the room Primer sight word cards and recording sheet	<a href="http://www.teacherspayteachers.com/Product/Write-the-Room-Primer-Dolch-Sight-Words-12477597">www.teacherspayteachers.com/Product/Write-the-Room-Primer-Dolch-Sight-Words-12477597</a>
Snowman Editable Board Game Sight words/Alphabet	www.FunLearningForKids.com
Sight Word Dice Games Pre-primer (other dolch word games available)	<a href="http://www.teacherspayteachers.com/Product/FREE-Sight-Word-Dice-Games-Pre-Primer-Freebie-4040521">www.teacherspayteachers.com/Product/FREE-Sight-Word-Dice-Games-Pre-Primer-Freebie-4040521</a> By Molly's Masterpieces
Four in a Row- Sight Word Game	<a href="http://www.teacherspayteachers.com/Product/Sight-Word-Game-High-Frequency-Dolch-Sight-Word-Game-Heaps-of-Fun-130830">www.teacherspayteachers.com/Product/Sight-Word-Game-High-Frequency-Dolch-Sight-Word-Game-Heaps-of-Fun-130830</a>

Throw It! Sight Word Bean Bag Toss	<a href="http://www.teacherspayteachers.com/Product/THROW-IT-Sight-Word-Bean-Bag-toss-2112404">www.teacherspayteachers.com/Product/THROW-IT-Sight-Word-Bean-Bag-toss-2112404</a>
Interactive Sight Words Pre-Primer	<a href="http://www.teacherspayteachers.com/Product/interactive/-Sight-Words-Word-Work-Pre-Primer-1725035">www.teacherspayteachers.com/Product/interactive/-Sight-Words-Word-Work-Pre-Primer-1725035</a>
Literacy Stews- Cooking Up Letters, Sounds, Sight Words and Names	<a href="http://www.teacherspayteachers.com/Products/Literacy-Stews-Cooking-Up-Letters-Sounds-Sight-Words-Names-389542">www.teacherspayteachers.com/Products/Literacy-Stews-Cooking-Up-Letters-Sounds-Sight-Words-Names-389542</a>
Sight Word Work Grade 2	<a href="http://www.teacherspayteachers.com/FreeDownload/Sight-Word-Work-FREEBIE-1843214">www.teacherspayteachers.com/FreeDownload/Sight-Word-Work-FREEBIE-1843214</a>
Sight Word Comprehension Sentences-Preprimer	<a href="https://www.teacherspayteachers.com/Product/Build-a-Sentence-Sight-Word-Sentence-Scrambles-FREEBIE-2645796">https://www.teacherspayteachers.com/Product/Build-a-Sentence-Sight-Word-Sentence-Scrambles-FREEBIE-2645796</a>
Very First Sight Word Sentences These sentences are designed to be introduced at school, and then sent home for repeated practice.	<a href="https://www.teacherspayteachers.com/Product/Kindergarten-Sight-Word-Sentences-and-Games-for-Guided-Reading-Levels-A-and-B-1048713">https://www.teacherspayteachers.com/Product/Kindergarten-Sight-Word-Sentences-and-Games-for-Guided-Reading-Levels-A-and-B-1048713</a>
Sight Word Weekly Work Sight Word Homework	<a href="https://www.teacherspayteachers.com/Store/The-Teaching-Bug">https://www.teacherspayteachers.com/Store/The-Teaching-Bug</a>
Dolch Primer Sight Word Sentences Sampler Freebie	<a href="https://www.teacherspayteachers.com/Product/Dolch-Primer-Sight-Word-Sentences-Sampler-FREEBIE-4427207">https://www.teacherspayteachers.com/Product/Dolch-Primer-Sight-Word-Sentences-Sampler-FREEBIE-4427207</a>
Dolch Preprimer Sentences Freebie Sampler	<a href="https://www.teacherspayteachers.com/Product/Kinder-Sight-Word-Sentences-Freebie-Sampler-4376841">https://www.teacherspayteachers.com/Product/Kinder-Sight-Word-Sentences-Freebie-Sampler-4376841</a>
Sight Word Sentences Using sight words in context	<a href="https://www.teacherspayteachers.com/Product/Dolch-Sight-Word-Sentence-FREEBIE-3486112">https://www.teacherspayteachers.com/Product/Dolch-Sight-Word-Sentence-FREEBIE-3486112</a>
Preprimer Sight word cards with Sentence Helpers	<a href="https://www.teacherspayteachers.com/Store/Miss-Crafty-Teacher">https://www.teacherspayteachers.com/Store/Miss-Crafty-Teacher</a>
Pre-Primer Sight Word Flash Cards with picture cues	<a href="https://www.teacherspayteachers.com/Product/Pre-Primer-Dolch-Sight-Word-Flash-Cards-with-picture-cues-444475">https://www.teacherspayteachers.com/Product/Pre-Primer-Dolch-Sight-Word-Flash-Cards-with-picture-cues-444475</a>
Dolch Sight Words Pre-K/Pre-Primer Words with traceable sentences	<a href="https://www.teacherspayteachers.com/Product/PreK-Primer-Dolch-words-Traceable-words-and-sentences-4011555">https://www.teacherspayteachers.com/Product/PreK-Primer-Dolch-words-Traceable-words-and-sentences-4011555</a>



Sight Word Sentence Strips! Safari Set	<a href="https://www.teacherspayteachers.com/Product/Safari-Dolch-Sight-Word-Sentence-Strips-1955930">https://www.teacherspayteachers.com/Product/Safari-Dolch-Sight-Word-Sentence-Strips-1955930</a>
Sight Word Notebook Writing Prompts- Pre-primer	<a href="https://www.teacherspayteachers.com/Product/Free-Sample-Sight-Word-Notebook-Writing-Prompts-Pre-Primer-3640111">https://www.teacherspayteachers.com/Product/Free-Sample-Sight-Word-Notebook-Writing-Prompts-Pre-Primer-3640111</a>
Sight Words Centers- Word Work Centers	<a href="http://www.teacherspayteachers.com/Product/Sight-Words-Centers-Sight-Word-Practice-Word-Work-Centers-3385823">www.teacherspayteachers.com/Product/Sight-Words-Centers-Sight-Word-Practice-Word-Work-Centers-3385823</a>
Sight Word Books Pre-Primer	<a href="https://www.teacherspayteachers.com/Product/FREE-Sight-Word-Book-AND-2351480">https://www.teacherspayteachers.com/Product/FREE-Sight-Word-Book-AND-2351480</a>
Sight Word Fluency Sentences	<a href="https://www.teacherspayteachers.com/Product/Sight-Word-Fluency-Sentence-Cards-Pre-primer-THE-BUNDLE-2038733">https://www.teacherspayteachers.com/Product/Sight-Word-Fluency-Sentence-Cards-Pre-primer-THE-BUNDLE-2038733</a>
Sight Word Fluency Passages	<a href="https://www.teacherspayteachers.com/Product/Sight-Word-Fluency-Passages-For-Reading-Intervention-427677">https://www.teacherspayteachers.com/Product/Sight-Word-Fluency-Passages-For-Reading-Intervention-427677</a>
2 <sup>nd</sup> Grade Word Work Activities 2 free weeks	<a href="https://www.teacherspayteachers.com/Product/2nd-Grade-Word-Work-Activities-weekly-FREE-SAMPLE-2563701">https://www.teacherspayteachers.com/Product/2nd-Grade-Word-Work-Activities-weekly-FREE-SAMPLE-2563701</a>
CVC Word - Family Roll and Race Game	<a href="http://www.mominspiredlife.com/product/cvc-word-family-roll-race-game/">www.mominspiredlife.com/product/cvc-word-family-roll-race-game/</a>
Short I - CVC Word Work – Write the Room, Word Family Sort, Short i story	<a href="http://www.teacherspayteachers.com/Product/Short/-I-CVC-Word-Work-393610">www.teacherspayteachers.com/Product/Short/-I-CVC-Word-Work-393610</a>
Short A Word Work Games: Play it! Shake Up, I have who has...	<a href="http://www.teacherspayteachers.com/Product/Word-Work-Short-a-242996">www.teacherspayteachers.com/Product/Word-Work-Short-a-242996</a>
Short Vowels Word Work Bingo games and paragraph with comprehension questions	<a href="http://www.teacherspayteachers.com/Product/Short-Vowels-Word-Work-Free-Sample-1583009">www.teacherspayteachers.com/Product/Short-Vowels-Word-Work-Free-Sample-1583009</a>
Word Work- Scrabble Game	<a href="http://www.teacherspayteachers.com/Product/Freebie-Word-Work-Activities-241610">www.teacherspayteachers.com/Product/Freebie-Word-Work-Activities-241610</a>
Snowman Phonics Board Games Beginning sounds, middle sounds and ending sounds	<a href="http://funlearningforkids.com/snowman-theme-phonics-board-games/">funlearningforkids.com/snowman-theme-phonics-board-games/</a>

## A Cupboard of Literacy Learning Resources Referenced in Our Book

In *Parent Power*, I have used resources that are readily available and not too expensive. Most of these resources can be found in local dollar stores, office supply stores and craft stores. I suggest you create a storage space for the following items commonly used for literacy games and activities.

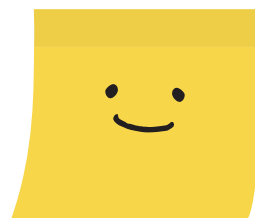
Of course, there are hundreds of excellent children's books out there. A book collection is very important on a weekly basis. Local libraries are an excellent resource. All local librarians or bookstores can give you guidance about appropriate books for your child's age, stage and interests combined with your purpose in asking. Just ask for advice!

*Enjoy!*

*Janet*

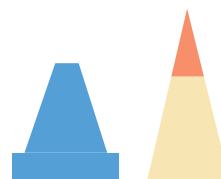
### Paper-related Supplies

- Chart paper
- Collections of old magazines and newspapers
- Sticky notes
- Blank labels
- Recipe cards
- Coloured construction paper
- Popsicle sticks



### Writing and Drawing Tools

- Felt pens thin and bold
- Pencils
- Whiteboards with erasable pens
- Chalkboards and chalk
- Water-based paints
- Crayons

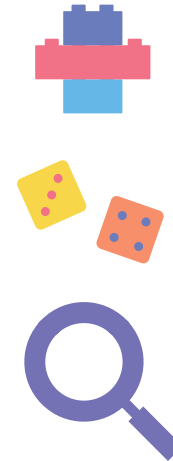


**Office Tools**

- Types of tape – scotch, masking, other
- String
- Glue
- Scissors

**Toy Tools**

- Unifix cubes or just plain coloured blocks
- Lego
- Play Doh Alphabet letters – magnetic, cardboard, wooden, paper, felt, puzzles
- Balloons
- Old board games
- Dice – a variety of shapes and sizes
- A magnifying glass
- A mixture of toy collections (animals, shapes, cars, trucks, pom poms etc. whatever captures their interests)

**Great Books to Read**

- Fairy tale collections
- Poetry collections
- Dr. Seuss books
- Picture books
- Alphabet books
- Rich story books

**Access to You Tube for:**

- Alphabet songs
- Poetry
- Book readings
- Recipes for making Play Doh, bubbles etc.
- Music





 **Dr. Janet Mort wrote this book for parents who want to prepare their children for school or, if their child is falling behind in school, catch up to grade level with home support.**

- 1 Children learn best through play and are ready to engage in joyful literacy experiences at birth.
- 2 Children who are not reading fluently by grade three often struggle the rest of their school careers.
- 3 Family involvement is one of the top six predictors for school success.

Janet's new book provides parents and caregivers with step-by-step strategies for teaching young children to read using over 100 playful games and activities. Each chapter is focused on six essential foundational literacy skills providing the reader with instructions on how to teach the skills, use related practice activities and apply assessment tools. Janet was recently awarded the Order of BC for her innovative work with literacy interventions in numerous schools and school districts.



### **Dr. Janet N. Mort**

Janet has been a teacher, principal and superintendent for the past 50 years. Instead of retiring she returned to university to secure a PhD in literacy where she researched the reasons why over 30% of all children do not achieve at grade level. She found the solutions and has held 26 summits for teachers to share her Joyful Literacy Intervention approach as well as written four books outlining her Framework. This book is her most recent effort to support children in their journey to proficient literacy practice through family involvement.

