

1. What is the teacher doing?

Explicitly teaching the alphabet. Students need to learn the name of each letter, the sound it makes, the way it is written and the different appearance of Upper and Lowercase letters

What can you do?

Get students to put magnetic letters into the order of the alphabet

Ask students to write words on white boards and on paper. Practice writing upper and lowercase letters.

Can students use lined paper correctly so that the Tall letters go up to the top of the line and the letters with tails have their tails hanging below the line. A small whiteboard which has lines on it can be used to practice writing letters, words and sentences.

2. What is the teacher doing?

Introducing students to simple words that can be made using the letters that they have learnt. Three letter words are usually Consonant Vowel Consonant so they can be called CVC words. Students need to practice sounding out the letters to say the word. They need to be able to read the word. Once they have this mastered, they can read some simple decodable books and passages.

CVC words: Cat rat mat fat hat flat



The fat cat sat on the mat.

She saw a rat under a hat near the door.

She wanted to catch the rat.

She went over and sat on the hat, on top of the rat.

The rat was not happy. It was flat

The cat went to sleep, on top of the hat and the rat.

What can you do?

- Involve the student in writing the words that they have learnt. Listen to them reading the decodable books and passages to you.

- Talk about different sentences that could be made using the same words. Rewrite the story.
- Practice writing the words on a white board and on paper.

3. What is the teacher doing?

Sight words – these are words that show up all the time when we are reading and often they don't follow phonetic rules. Words like **of**, **the**, **could** and **is** just don't sound they way they are spelt. They can be called high frequency words. You might have heard of Dolch sight words and Fry sight words. They are both lists of words that schools use to determine which words to teach.

Fry's First 100 Sight Words			
1-25	26-50	51-75	76-100
a	from	more	there
about	get	my	these
all	go	no	they
am	had	not	this
an	has	now	time
and	have	number	to
are	he	of	two
as	her	on	up
at	him	one	use
be	his	or	was

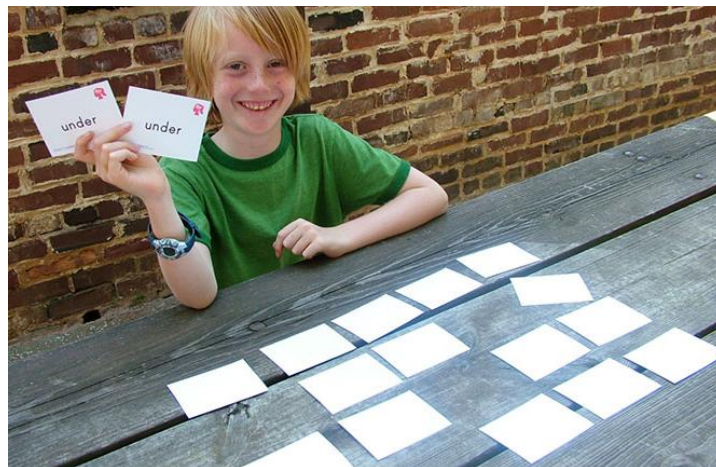
Many schools have a word wall where these words are displayed.

The key to learning sight words is memorization, so that readers can recognize them quickly and spend their decoding skills on words that are phonetic.

What can you do?

Provide activities for students so that they can learn and practice using these words.

A simple memory game is lots of fun.



Choose 5 – 10 words from the list of sight words being used in the classroom.

Write the words on pieces of card.

Write the same words again on another set of cards.

Shuffle the cards and lay them out on a table with the words on the underside.

Take it in turns with your student to turn over two cards.

Say the word that is shown each time.

If the two words are the same, you keep the cards and have another turn.

Each player keeps the words that matched and the winner of the game is the person who has the most cards at the end of the game.

If you write the words in pencil you can re-use the cards again and again to practice different groups of ten words from the list.



Word Search - Sight Words #1

Kindergarten Sight Words Worksheet

Search for and circle the hidden words!

T	D	L	J	G	D	L	U	T	Y
S	U	E	G	I	I	Y	Y	E	E
J	Y	O	U	R	L	O	Z	A	L
A	Z	F	S	M	S	B	M	J	L
W	Q	T	A	W	O	M	A	N	O
M	Q	H	W	M	N	Y	N	U	W
J	I	E	H	Z	T	P	Y	B	W
U	Y	I	A	D	A	Y	O	D	I
J	Y	R	T	F	E	K	U	I	H
Y	Z	B	R	J	Y	N	R	U	S

their hat our man
yellow woman your saw

Word searches

Simple word searches using sight words also make students focus on how the words are spelt and gives them practice at recognising the words. This example was downloaded from:

<https://www.k5learning.com/free-preschool-kindergarten-worksheets/sight-words/word-search>

Sight word Bingo

There are two levels in this **sight word bingo**. Just print the gameboards, word tiles, and grab markers like candy, buttons, or pompoms. Simply print pdf file with **sight word bingo printable** and you are ready for a fun **sight words activity**.

You can download the Bingo card for free from here:

https://www.123homeschool4me.com/free-common-sight-words-bingo_57/

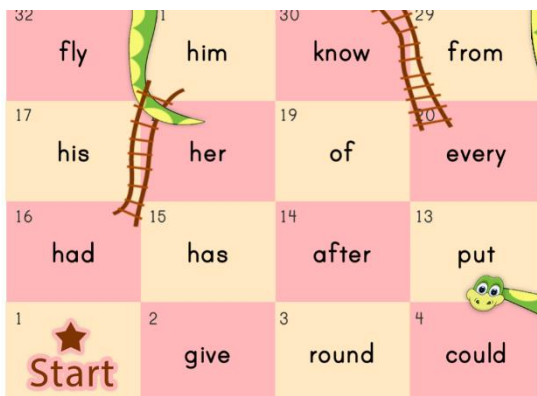
The **sight word bingo printable pdf** includes the following words:

- **LEVEL 1** – my, go, you, is, was, why, I, no, at, come, by, look, one, as, do, see, or, to, his, the, for, said, a, of
- **LEVEL 2** – would, some, are, from, our, many, they, buy, two, very, that, about, this, why, once, your, what, been, love, three, all, any, when, she

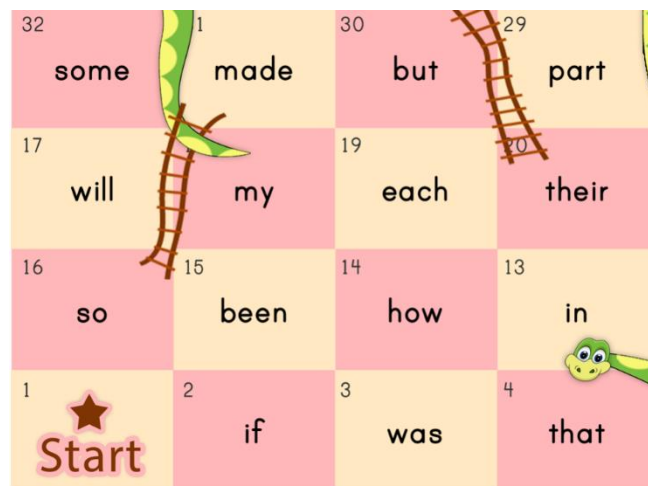
Once you know how this works you can easily make up new bingo games to practice other words from the lists

Snakes and Ladders

Most students in Grade 1 know how to play Snakes and Ladders. The different here is that they need to read aloud each of the words that they land on.



This board uses words from the First grade Dolch list of frequently used words.



This board uses words from the First 100 Fry word list

Free downloadable games, such as these are available at <https://sightwords.com/sight-words/games/snakes-ladders/#templates>

4. What is the teacher doing?

Like every other skill that needs to be developed **reading takes practice**. Teachers will be reading books to children, selecting home readers for them and assessing their ability to read and comprehend the books.

What can you do?

Ask the School Coordinator/Classroom teacher to show you the books that the students are reading. Are any of them decodable? Are they grouped in levels. What are the different levels?

Use decodable passages that are simple to give students more practice at reading decodable words.

Invite students to read their home readers to you.

When a child reads a book to you give them supportive feedback and encouragement. Then ask them to read it again. They will be more fluent on the second reading so may sure you comment of their improvement.

Bring different books to each session that may pique a student's interest and read them to the student. Help them to try and read sections that are of interest to them.

Sometimes the students find reading a book to be too difficult. Providing some decodable passages instead can be a useful strategy.

You can find some here:

Spelfabet: <https://www.spelfabet.com.au/phonics-resources/07-decodable-books/>

Reading Doctor: <https://www.readingdoctor.com.au/decodable-readers>

You can open these books on your ipad or tablet and read them with your student. It is great that the text is on a page and the relevant picture is on the next page.

Dog on a Log books: <https://dogonalogbooks.com/decodable-passages/>