

Kindergarten Sight Words

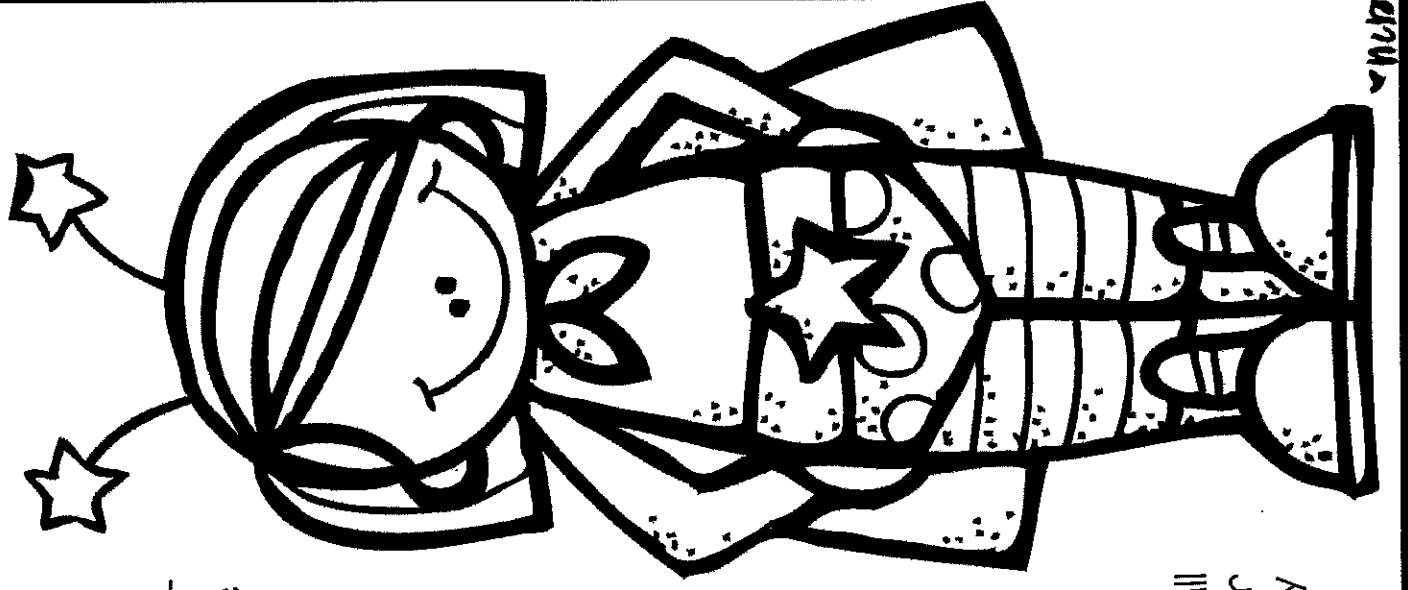
Please **SAVE** this list of kindergarten sight words. This is the list for the entire school year. Please practice these words with your child so he/she can recognize and say the words automatically. Mastering these words will help your child become a more confident reader!

I	can	the	good
we	see	a	does
like	to	and	yellow
you	do	my	purple
are	he	with	where
is	little	she	come
was	for	have	orange
of	they	said	blue
want	here	me	black
this	what	help	go
too	has	play	who
look	red	green	brown

THE POWER OF SIGHT WORDS

Why are sight words so important? Sight words are words that don't typically follow a phonics pattern therefore, they can't be "sounded out". Sight words are words we must know from memory. If your child has a large repertoire of sight word knowledge their overall reading fluency will improve, which will in turn improve overall comprehension. There are many different ways to learn sight words, here are a few ideas! If you'd like a list of appropriate sight words for your child don't hesitate to ask your child's teacher.

- **Fridge Flash:** Tape sight words to the refrigerator, read them every time you are in the kitchen.
- **Stamp Them:** Use alphabet stamps to stamp out sight words, then read them.
- **Magnetic Letters:** Use magnetic letters to spell sight words on the refrigerator or any magnetic surface, then read them.
- **Popsicle Words:** Write sight words on popsicle sticks. Pull sticks out of a can, see how many you can read.
- **Finger paint:** Pour some finger paint on a plate. Use your finger (or have your child use theirs) to write the sight word and have your child read it.
- **Fridge Flash:** Crumple sight word cards into a ball. Have a snowball fight! Pick up snowballs and see how many you can read!
- **Chalk Words:** Write sight words with chalk on the driveway. Have your student hop from word to word, reading them aloud.
- **Word Swat:** Put sight word cards on a table, call out a word and have your student swat it with a fly swatter or slap it with their hand.



Dear Parents,

The Kindergarten and First grade classes through out the township are using the Sound System to teach and reinforce the sounds of letters. This system introduces sounds to the students by producing the pure sound of the phoneme. (Ex.- the symbol Pp says "p" using the lips releasing a small puff of air. The symbol Tt says "t" lifting the tongue tip behind the upper teeth and releasing a small amount of air.)

Visual, verbal and tactile clues are given to help the student hear, retrieve and produce each sound correctly. When practicing the sounds the names of the letters are not stated.

(Ex. – The students look at the symbol Pp. The teacher states, "What's it say?" If the student names the symbol P the teacher says, "that's it's name, what's it say?")

When using pure sounds the student are able to form words and syllables by blending the sounds together.

(Ex. – "p-o-p" says "pop")

(If the sounds are produced puh-o-puh it is more difficult to blend into a word and for some students impossible.)

When reinforcing the phonemic sounds at home we ask that the pure sounds be used.

The sounds p, b, t, d, k, g, y, ch, j, and initial l are produced with a soft release of air. They should not be followed with the short u sound uh.

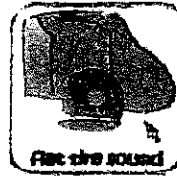
The th, wh, w, f, v, m, n, s, z, sh, h, r and ending l sounds should be prolonged. They should not be followed by the short u sound uh.

The following verbal and visual clues are presented in the classroom.

th



s/z



wh/w



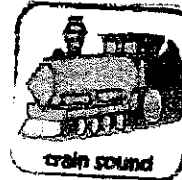
sh



p/b



ch/j



m



h



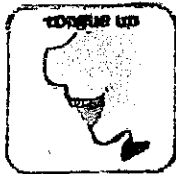
f/v



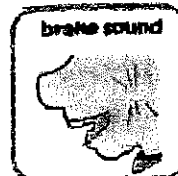
k/g



l



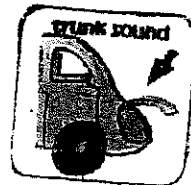
r



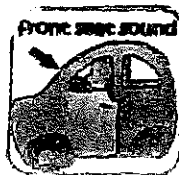
n



y

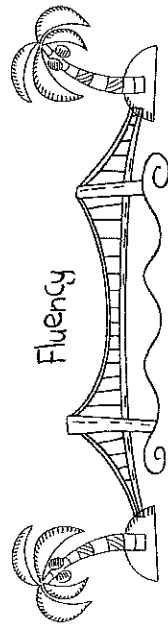
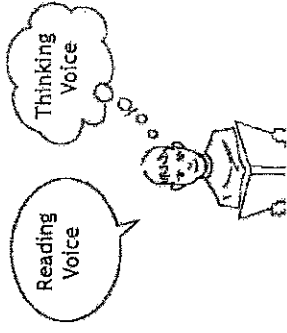


t/d



How Can we Help Our Kids Become Better Readers?

Franklin Township has been working hard to come up with a way to improve reading comprehension from Kindergarten through high school. Reading is not simply saying the words on the page. It is much more complex than that. We don't just use our **reading voice** (reading the words on the page) when reading, but **good readers** also have a **thinking voice** (what they are thinking about) while reading. The thinking voice is the key to **comprehension**. If they are not thinking about what they are reading, then they are not truly understanding what they read.



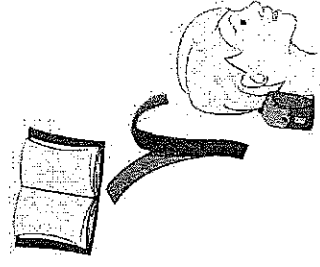
Fluency also has a huge part in comprehension. In fact, it builds the bridge between decoding (sounding out/reading the words) and comprehension (understanding what you read). Reading fluently means reading smoothly, not necessarily fast. If a child is reading smoothly then they are able to think about what they are reading. However, if they are stuck on decoding, then they are not able to comprehend much because they are spending all of their time figuring out the words. Fluency takes lots of practice and builds in Kindergarten, from letter naming, sight word reading, and works up to reading whole sentences.

Decoding

Comprehension

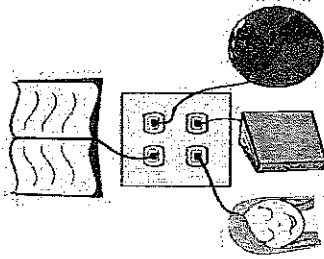
To help our students work on their thinking voice OR comprehension, we are using the SmeKens Education reading comprehension strategies (these are commonly used strategies - Franklin Township is using SmeKens icons to be consistent). Below and on the back of this page is a glimpse of what the strategies are and what they look like in Kindergarten. Most of the year students will work on these strategies while listening to reading, then they will begin to use these strategies as they learn to read on their own. Teachers will model how to do these things as the year goes on. Try showing your child your thinking voice too! Talk about what you are reading with your child.

Readers also use **background knowledge** (what they already know) to understand what they are reading. Background knowledge is a part of all the comprehension strategies. They use background knowledge to connect, make predictions, visualize, and so on. Connecting what you are reading to what you already know is called **inferring** or **making inferences**. The velcro strip down the middle of the picture to the right shows how students must connect what they know to what they are reading. That connection helps the reader truly understand what he/she is reading.



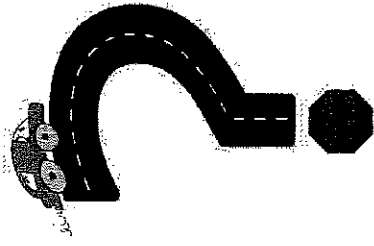
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What are the Reading Comprehension Strategies?



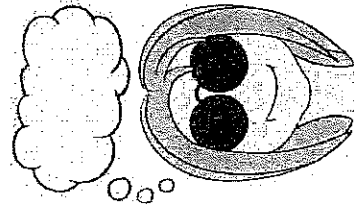
Making Connections

- Connect text to personal experiences and knowledge.
- Connect text to other familiar media (books, movies, TV shows, etc.).
- Connect text to things you've learned about the world in general.
- What are some similarities between what you are reading and what you already know?



Questioning & Predicting

- Think about what might happen next.
- Ask questions about what is happening and why things are happening in the text.
- Make predictions about what will happen next.
- Ask questions about what you don't understand and try to figure it out with the clues in the text.



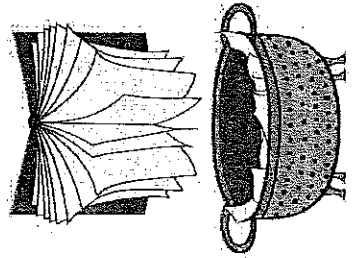
Creating Visualizations

- You may not see all the details described while reading, you visualize them in your mind.
- Imagine what the characters, setting, or events look like without looking at pictures.
- Make the story come to life like a movie in your mind while reading and/or listening.



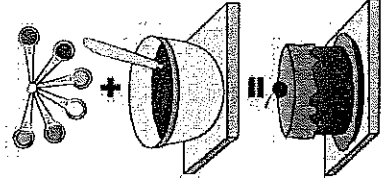
Retelling/Summarizing

- Retell the main events in a story.
- What happened in the beginning, middle, and end of the story?
- List the ideas and details in order, from beginning to end.
- The middle may have many events, but there is a set beginning and end in all text.



Determining Main Idea

- Sift out the important information, don't focus on unimportant details.
- What are the important parts? (Problem/Solution, characters, setting, major events, etc.)
- What is the author's purpose for writing the book, story, article, etc.
- Is there a lesson the author wants you to learn?



Synthesizing

- Take ideas from multiple texts or other media, put these ideas together to create new ideas.
- Combine multiple pieces of information from a text or various texts to have an "aha" moment.
- Synthesizing is about what the reader now knows, believes, or understands after having read and reflected on the text.

THE IMPORTANCE OF PHONOLOGICAL AWARENESS

What is phonological awareness?

Phonological awareness is the ability to recognize that words are made up of sounds. Under the term phonological awareness, students are expected to develop phonemic awareness skills. Phonemic awareness is more specific in that it focuses on the just the sound of the phonemes. Phonemic awareness tasks should include pictures or auditory tasks, not letters.

Why is phonemic awareness important?

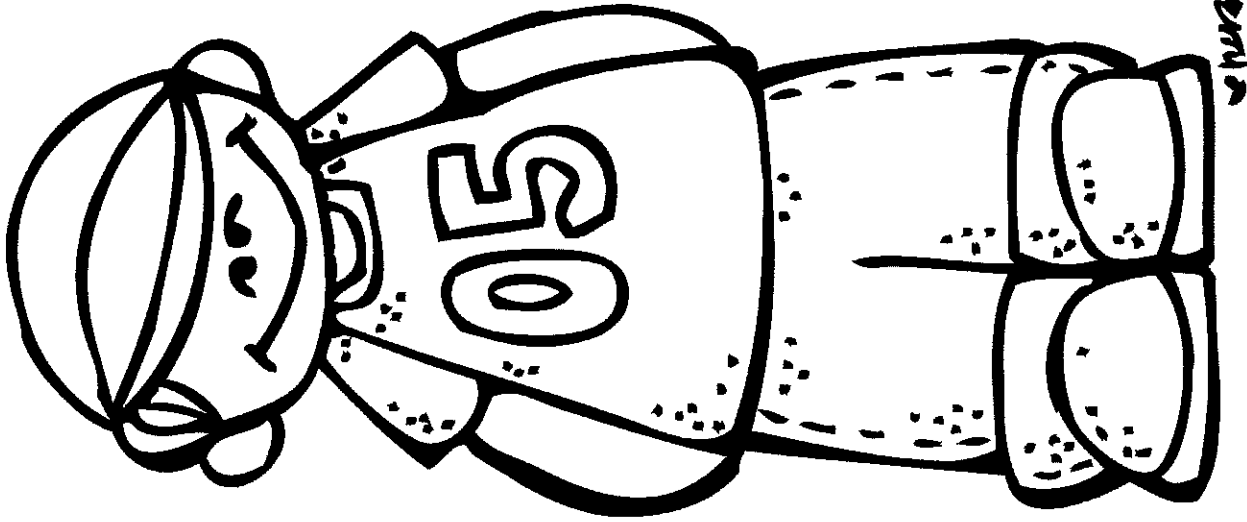
Children with good phonemic awareness skills are better at spelling, decoding and writing.

When should my child master these skills?

The chart to the right outlines the development of phonological awareness skills children ages 5-7 and typically when they are mastered.

Age	Skill	Example
5	<ul style="list-style-type: none"> - Identifying Rhyme - Clapping/Counting Syllables 	<ul style="list-style-type: none"> - Which two words rhyme? "cat, mit, sat" (cat/sat) - cat (1 syllable), turtle (2 syllables)
5 1/2	<ul style="list-style-type: none"> - Blending onset/rime - Producing a rhyme - Matching initial sounds 	<ul style="list-style-type: none"> - "What is the word" c-at, d-og, b-ig - "Tell me a word that rhymes with hug" (bug, mug, etc.) - "Say the first sound in sock" (/s/)
6	<ul style="list-style-type: none"> - Compound word deletion - Blending 2-3 phonemes - Phoneme segmentation of 2-3 phonemes 	<ul style="list-style-type: none"> - "Say birdhouse, Say it again without bird." (house). - /b/ /l/ (bye), /sh/ /l/ /p/ (ship) - "Say the word as you move a chip for each sound" (m-a-n)
6 1/2	<ul style="list-style-type: none"> - Phoneme segmentation of 3-4 phonemes - Phoneme substitution 	<ul style="list-style-type: none"> - "Say the word as you move a chip for each sound" (s-t-o-p) - "Change /d/ in dig to /b/. What is the new word?" (big)
7	<ul style="list-style-type: none"> - Sound deletion (initial/final) 	<ul style="list-style-type: none"> - "Say seat. Say it again without the /s/". (eat) - Say bite. Say it again without the /t/. (bye)

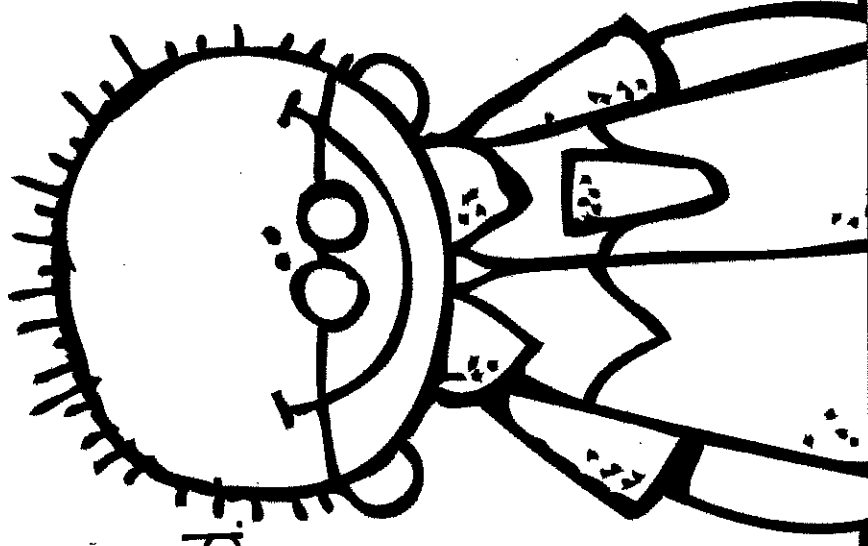
READING ALOUD: WHY SO IMPORTANT?



When your child becomes a more independent reader, we often let him or her read on their own and stop reading aloud as often. It's understandable since we want them to practice reading aloud and independently but it's important to remember that reading aloud is important for children of all ages. Even adults enjoy listening to books read aloud on tape. Take turns each night deciding who will read. When you read aloud to your child you are giving them time to sit and think about what they are listening to without the pressure of sounding out words or making sure they are reading smoothly. Listening to books read aloud also allows children to hear new words they may have difficulty reading on their own. If you want your child involved while you read aloud, be sure to track print and tell them you want to see them watching while you read. Don't forget to ask questions before, during and after reading too!

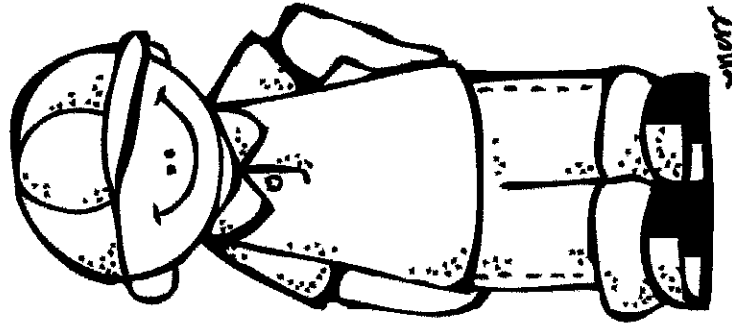
HOW TO READ WITH A BEGINNING READER

- Complete a picture walk BEFORE reading.
- Predict what may happen in the book.
- Model and encourage your child to track print.
- Read a word or sentence and have your child repeat it.
- Take turns reading each page.
- Talk about the story as you read:
What do you think will happen next? What does this story remind you of?
- Read the story again! Repeated readings build fluency and confidence!

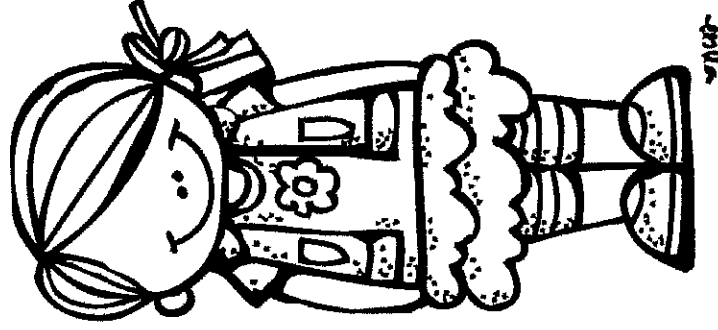


WHY CAN'T WE SKIP READING TONIGHT?

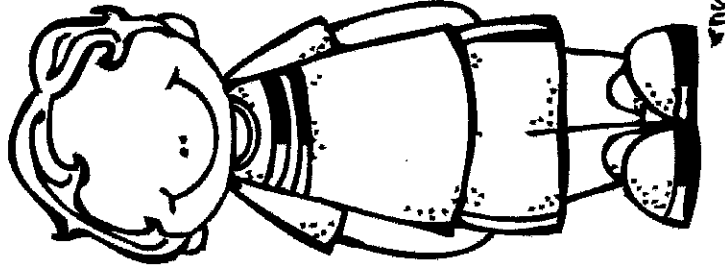
Student A reads 20 minutes each day. This equals 3600 minutes a school year. Student A will read approximately 1,800,000 words.



Student B reads 5 minutes each day. This equals 900 minutes in a school year. Student B will read approximately 282,000 words.



Student C reads 1 minute each day. This equals 180 minutes a school year. Student C will read approximately 8,000 words.



By the end of the school year, Student A will have read the equivalent of 60 school days. Student B will have read only 12 school days. Which student do you expect to be the better reader? (Nagy & Herman, 1987)

DIFFERENT WAYS TO READ WITH YOUR CHILD

READ ALOUD

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Ask questions before, during and after reading.
- Point out details in the illustrations.
- Use different voices for the characters.

ECHO READ

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Read a sentence or page. Have your children echo the sentence or page back to you.
- Ask questions as you read.

CHORAL READ

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Read the story out loud together at the same time.
- Your child will use your guide if they are stuck on a word.

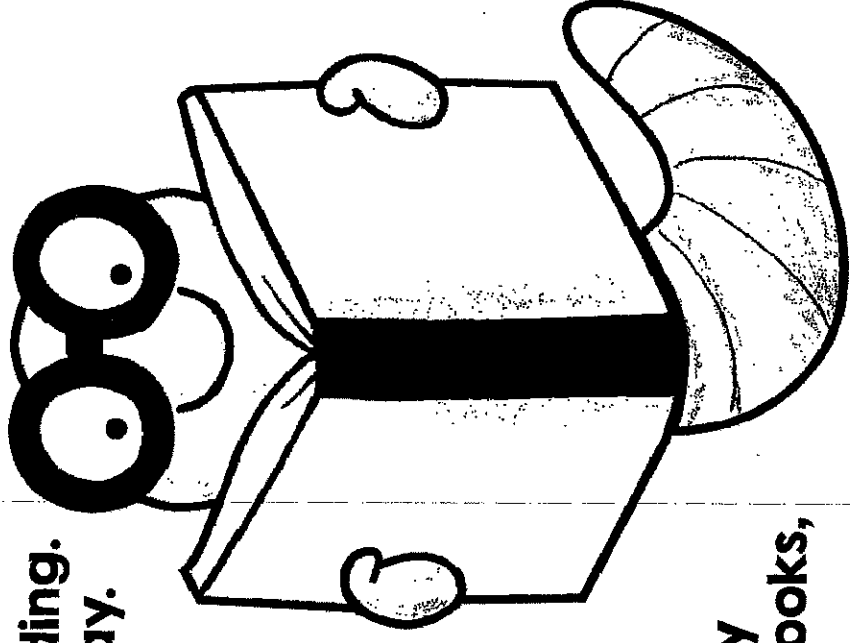
FOLLOW ME

- Complete a picture walk before reading.
- Discuss/Predict what will happen.
- Track print as you read.
- Begin by reading aloud. Stop in the middle of a sentence.
- Have your child read the next word.
- Continue reading aloud.

CREATING READING ROUTINES

Studies show that we learn best from repetition. This is true when it comes to reading too! Developing reading routines is a great way to working on learning to read while taking some of the anxiety away from what we are supposed to do before, during and after we read. Below are some routines that would be great to implement every time you read with your child.

- **Complete a picture walk before reading.**
- **Play detectives! Find all the parts of a text!**
- **Ask questions before, during and after reading.**
- **Set aside independent reading time each day.**
- **Let your child explore books of their choice at home, the bookstore and the library.**
- **Track Print.**
- **Label pictures.**
- **Count the paragraphs on a page (for longer texts).**
- **Draw a picture! Read a page aloud without showing your child the illustration. Have them draw the illustration using what they visualize in their mind.**
- **Read many different forms of print each day (e-books, magazines, newspapers, comic books, apps, picture books, chapter books).**



WHAT ARE THE FIVE DOMAINS OF READING?

How can you help your child become a better reader? By exposing them to the five domains of reading! The five domains of reading are five components that all of us must master to become better readers. When reading with your child at home check to see how many of the five domains you are practicing!

1.

Phonemic Awareness:

The ability to understand that each word is made up of sounds. We can tell how many sounds are in a word, which words rhyme or even change a word by changing one sound.

2.

Phonics:

The ability to know which letters make which sounds. We can decode (sound out) words while we read. We can spell words based on phonics patterns.

3.

Vocabulary:

The ability to understand what a word means. We can give a definition or use the clues in the story to help us determine the meaning. The more words you know the more you will understand the story!

4.

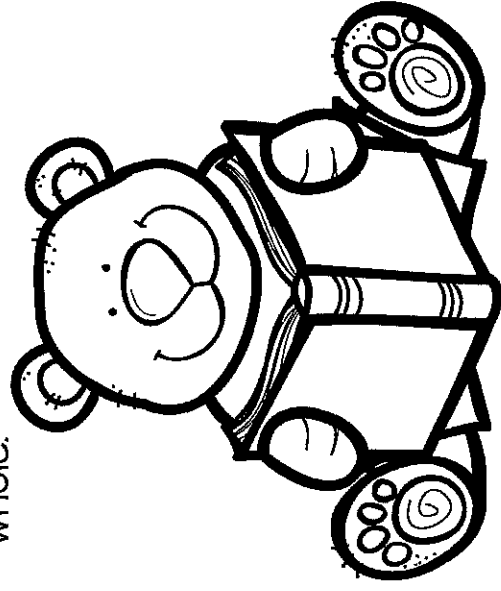
Fluency:

The ability to read quickly, accurately and with expression. We can read smoothly, we don't have to sound out each word and we can change our voice for different characters or punctuation.

5.

Comprehension:

The ability to understand what happened in the story and why. Comprehension makes us dive deep. We analyze the characters, plot, and purpose of the story. We can answer questions before, during and after reading that show we understood the text as a whole.



What is 6 + 1 Writing?

Franklin Township has been working hard to come up with a way to improve student writing. To help our students become better writers, we are teaching the 6 traits developed by Ruth Culham. Here is a glimpse of what the traits mean for kindergarten. More of these will apply for us later in the year. The symbols in each box are the symbols we all use for the traits. And just so you all know, the "plus 1" is presentation.

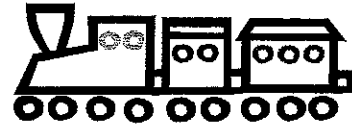
Ideas

- Knowledge of a topic
- Picture matches words
- Lots of detail
- Multiple sentences
- Writing Makes sense
- Stays on topic



Organization

- Beginning, Middle, and End
- Logical order/sequence
- Simple transitions



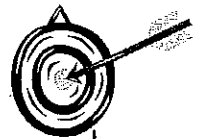
Voice

- Reader - Writer Connection
- Sense of writer feeling/attitude
- Word choice and/or punctuation conveys voice
 - Ex. ALL CAPS!!! underline, **bold**, etc.



Word Choice

- Specific words, rather than general or vague - right word, right spot
- SYNONYMS
- "Wow" words or "Purple" words
- Five senses descriptions
- Use of action verbs



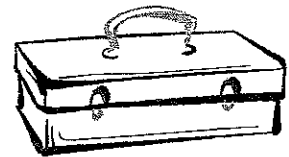
Sentence Fluency

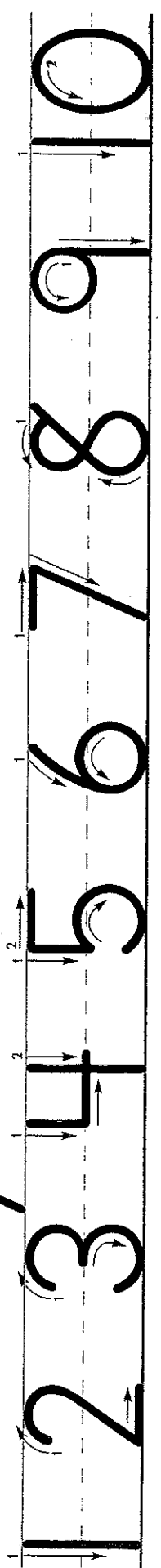
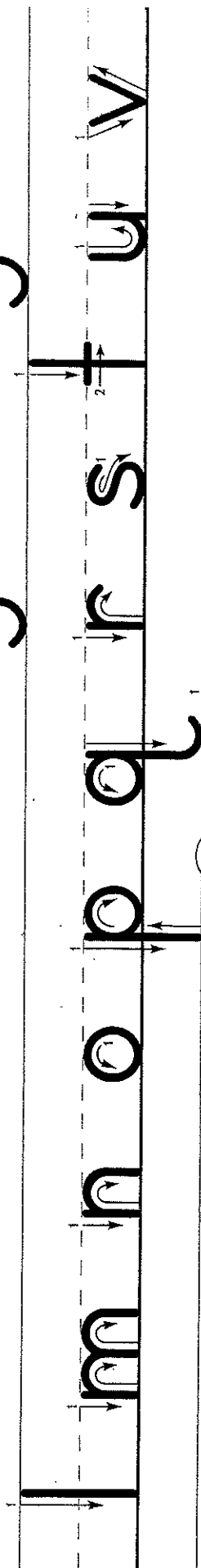
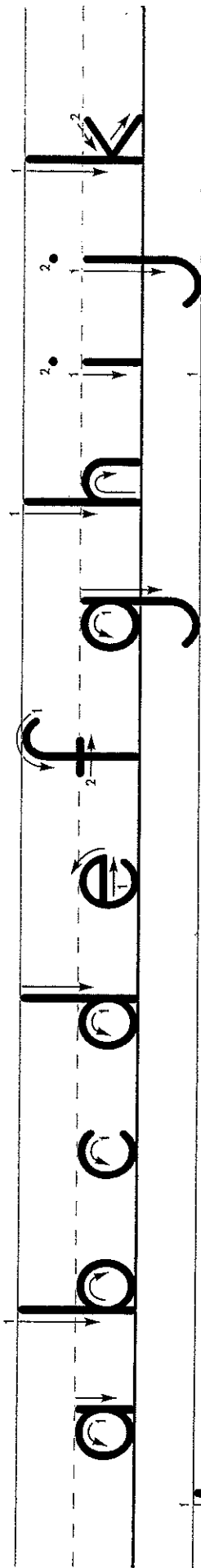
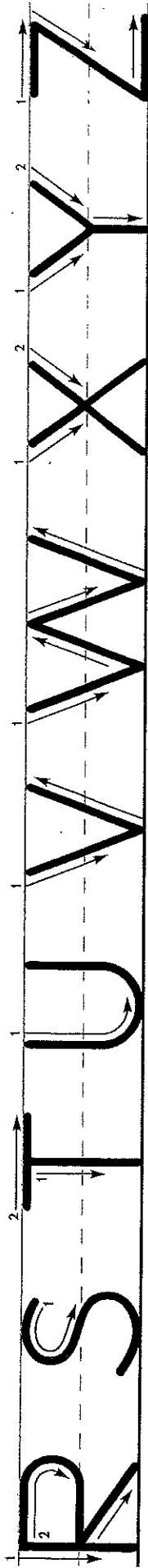
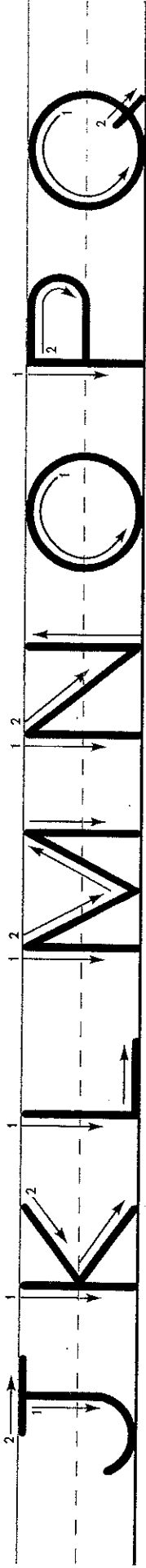
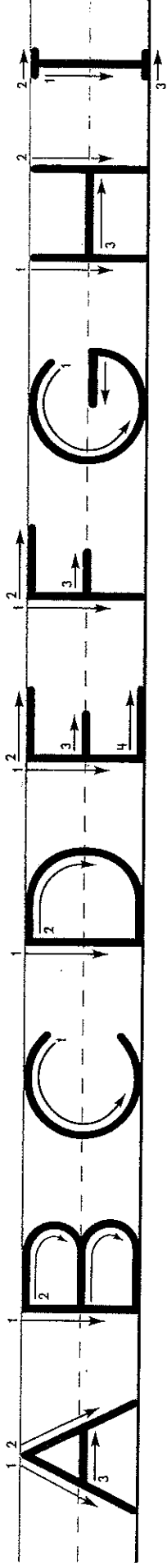
- Readable without the writer interpretation
- Complete sentences
- Varied sentences - beginnings, lengths, types (? ! .)



Conventions

- Word Spacing
- Letter formation
- Writing on a line
- Readable spelling
- Capitalization and punctuation
- Grammar and mechanics





Manuscript Stroke Descriptions

A Slant left. Lift. Slant right. Lift. Slide right.

C Circle back all the way around; push up straight. Pull down straight.

B Pull down straight. Lift. Slide right; curve forward; slide left. Slide right; curve forward; slide left.

b Pull down straight; push up. Circle forward.

C Circle back.

c Circle back.

D Pull down straight. Lift. Slide right; curve forward; slide left.

d Circle back all the way around; push up straight. Pull down straight.

E Pull down straight. Lift. Slide right. Lift. Slide right; stop short. Lift. Slide right.

e Slide right. Circle back.

F Pull down straight. Lift. Slide right. Lift. Slide right; stop short.

f Curve back; pull down straight. Lift. Slide right.

G Circle back. Slide left.

g Circle back all the way around; push up straight. Pull down straight; curve back.

Practice Master 79

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P Pull down straight. Lift. Slide right; curve forward; slide left.

p Pull down straight. Push up. Circle forward all the way around.

Q Circle back all the way around. Lift. Slant right.

q Circle back all the way around; push up straight. Pull down straight; curve forward.

R Pull down straight. Lift. Slide right; curve forward; slide left. Slant right.

r Pull down straight. Push up; curve forward.

S Curve back; curve forward.

s Curve back; curve forward.

T Pull down straight. Lift. Slide right.

t Pull down straight. Lift. Slide right.

U Pull down straight; curve forward; push up.

u Pull down straight; curve forward; push up. Pull down straight.

V Slant right. Slant up.

v Slant right. Slant up.

W Slant right. Slant up. Slant right. Slant up.

w Slant right. Slant up. Slant right. Slant up.

Practice Master 81

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H Pull down straight. Lift. Pull down straight. Lift. Slide right.

h Pull down straight. Push up; curve forward; pull down straight.

I Pull down straight. Lift. Slide right. Lift. Slide right.

i Pull down straight. Lift. Dot.

J Pull down straight; curve back. Lift. Slide right.

j Pull down straight; curve back. Lift. Dot.

K Pull down straight. Lift. Slant left. Slant right.

k Pull down straight. Lift. Slant left. Slant right.

L Pull down straight. Slide right.

l Pull down straight.

M Pull down straight. Lift. Slant right. Slant up. Pull down straight.

m Pull down straight. Push up; curve forward; pull down straight.

N Pull down straight. Lift. Slant right. Push up straight.

n Pull down straight. Push up; curve forward; pull down straight.

O Circle back all the way around.

o Circle back all the way around.

Practice Master 80

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X Slant right. Lift. Slant left.

x Slant right. Lift. Slant left.

Y Slant right. Lift. Slant left. Pull down straight.

y Slant right. Lift. Slant left.

Z Slide right. Slant left. Slide right.

z Slide right. Slant left. Slide right.

I Pull down straight.

2 Curve forward; slant left. Slide right.

3 Curve forward. Curve forward.

4 Pull down straight. Slide right. Lift. Pull down straight.

5 Pull down straight. Circle forward. Lift. Slide right.

6 Curve down. Curve up and around.

7 Slide right. Slant left.

8 Curve back; curve forward. Slant up.

9 Circle back all the way around. Pull down straight.

0 Pull down straight. Lift. Curve down; curve up.

Practice Master 82

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