



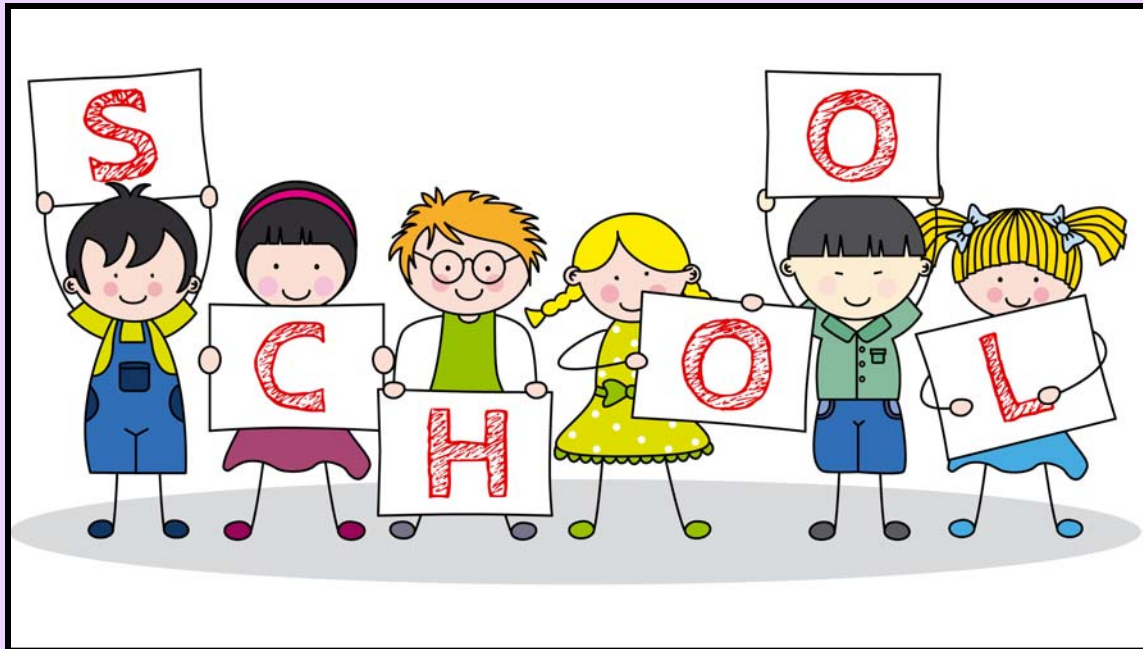
Primary Success Publications

# *Sight Reading - Start Right Kindergarten*



*By Jean Roberts*

A beginning reading program  
with lots of hands-on activities  
and reading experiences



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## **Sight Reading - Start Right Kindergarten**

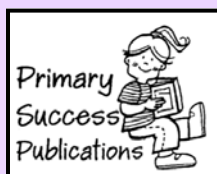
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Published by Primary Success 2007.

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## Words Taught

Chapter 1: I like you

Chapter 2: red yellow blue

Chapter 3: my a the

Chapter 4: see/sees dog/dogs cat/cats

Chapter 5: here is am yes no

Chapter 6: play to with

Chapter 7: go it

Chapter 8: bird fish big little

Chapter 9: can run fly swim

Chapter 10: fun at house school

Chapter 11: and something come look

Chapter 12: do not green orange

# Chapter 1

Words to Learn :      I      like      you



## Concepts of Print:

One-to-one correspondence voice to word, reading from left to right and top to bottom of a page, reading the left hand page first, going from the end of one line to the beginning of the next.

## Count the Words

Give each child a plastic cup and set of counters. Ask students to start with their cups empty and their counters on their desks. Demonstrate the game for students by saying a sentence, and then saying it slowly pausing after each word. Say the sentence again, pausing and placing one counter in your cup after each word. Demonstrate a few more times if necessary. Now the children count the words in each sentence that you say independently. Gradually increase the length of your sentences and the speed.

## Introducing the new words:

Here we go! The first day!

Before the first lesson, photocopy at least as many cards with each of the words as you have students. Cut them apart so the words are separate. Tack the words up separately and randomly around the classroom at a level that the children can reach. Have a 'magic wand' or pointer (a decorated chopstick is suitable) for each of the children.

Bring the children to the circle and silently print the words    I like you.    on blank chart paper. Tell the children that you are saying something very important and that this is a 'magic' message that makes people smile. Then read the words, tracing under them as you speak and then smile! Do this several times. Then ask if any of the children would like to try to read the magic words, tracing under them as you did. Now read the words slowly, separating the words and showing them as units by using your hand as a frame for each. Again give the children a turn to do this. Take paper and cover two of the words and see if the children can tell you the word that is framed. Go back to the full sentence, reading the words smoothly and drawing your hand under.



Talk about the shape of the words. For 'I', have the children stand and draw their hand down from head to feet saying the word. The word is tall - I am tall. Draw around the I. Draw around the word 'like', saying 'like' as you do so. For 'you', have the children point to each other with one finger and say 'you'. The first line on the 'y' is that finger. Draw around the 'you' saying the word and showing the shape.

### **Partner Practice:**

In the beginning, you said that the words were magic! Give the children magic wands and have them walk around the room in pairs looking for the words, touching a word with the wand and saying the word aloud. Follow them and check to see that they understand and are doing it correctly. Give them a couple of minutes to find as many as they can.

### **Individual Practice:**

Now ask each child to take down a set of the three words and go to the tables or desks. See if they can put the words in order. Check to see that all children have the words right way up - hopefully there won't be any children who are so unfamiliar with letters that they don't know the correct way! When they put the words in order, touch them with the magic wands and read 'I like you.' Draw the magic wand under the words as you demonstrate and read aloud.

### **Conclusion:**

Tell the children that they now can read these words! They are very smart - such wonderfully intelligent children! At the end of the lesson, have each child mix up the words, put them back in order and read them to you. Do the same thing at the end of the day, and then the children can take the cards home to show their parents.

In the next days see if the children remember the words. Flash the word cards in random order and see if they can differentiate the words and remember what they say. Have some smaller words around the classroom and the children can again use the magic wands, but this time leave the words on the walls, etc., so the children can use the wands in their spare time, too. This is called "Read the Room". Go through the lessons by reviewing, by showing the different ways the words can be used - with the children's names, with rebus symbols, apart from each other in poems and other sentences. The children can try to print the words (some may be able to print them from memory) after you show them the way the letters are formed, they can trace the word shapes, and read the little books that go with the lesson.



On the last day of the lesson, do many of the activities and read a book, and then with great theatrical production put these words up on the word wall. Use the word shapes (*Chapter 1 - 5*).

## Other Activities for Chapter 1:

Use the same daily lesson format as in the introductory lesson. Every day review, teach a lesson or do specific review of a skill, have group and individual practice and at the end of the lesson have a review.

These can be done in the order shown here or in whatever order you wish. If you feel that the children know the words really well you can skip some of these activities. You can do one each day or two or more in a day. Some are full lessons and some are incidental activities.

1. 'I like \_\_\_\_\_ (child's name).' Make a card for each child with their name. You can flash these when you do attendance, having the child say the sentence when his/her card is shown. You can use these when a child is doing something well, instead of the usual praise - making sure all children get a turn. Have the children read it drawing their finger smoothly under the words, and by showing each word individually. (*Chapter 1 - 1*)
2. Give each child a sentence card (*Chapter 1 - 2*). Have each child go around the classroom and read the card to every other child, again tracing under the words.
3. Have the children draw around the words (*Chapter 1 - 3*) to show the word shapes.
4. Flash the 'I' card and the 'you' cards randomly. Have the children point to themselves for 'I' and to another child for 'you'.
5. Talk about things they like, and for each thing the children suggest, point to the word 'like'.
6. Take the 'I like you.' cards out at recess time and read to anyone who will listen!
7. Make an "I Like" book, with each child doing a page. They can draw a picture and you can print the word or give it to them and they can print it on the line themselves. (*Chapter 1 - 4*) Put all the pages into book form and read the book with the class.
8. Give each child the three word cards. Have them put the words in the 'I like you' order and then have them put the cards in different orders and read the silly groupings 'like you I', 'you I like', etc.
9. Look in other books for the words.
10. Make large cards for each of the words. Give each one to a child. Have another child put the words and children in the correct order.







I like you!

I like \_\_\_\_\_.

I like \_\_\_\_\_.

I like \_\_\_\_\_.

I like \_\_\_\_\_.



I like you.

I like you.

I like you.

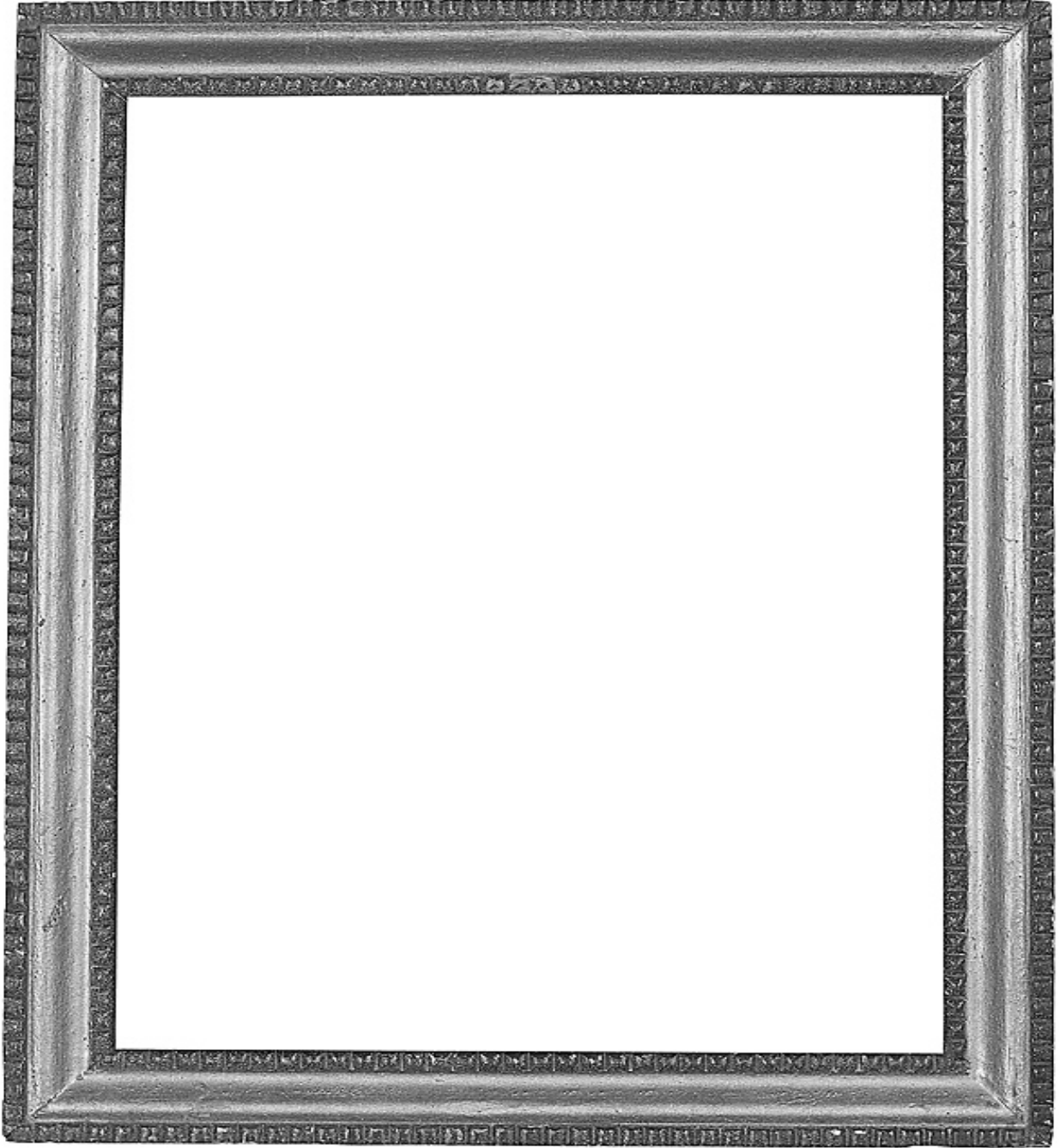
I like you.

I

like

you

Name

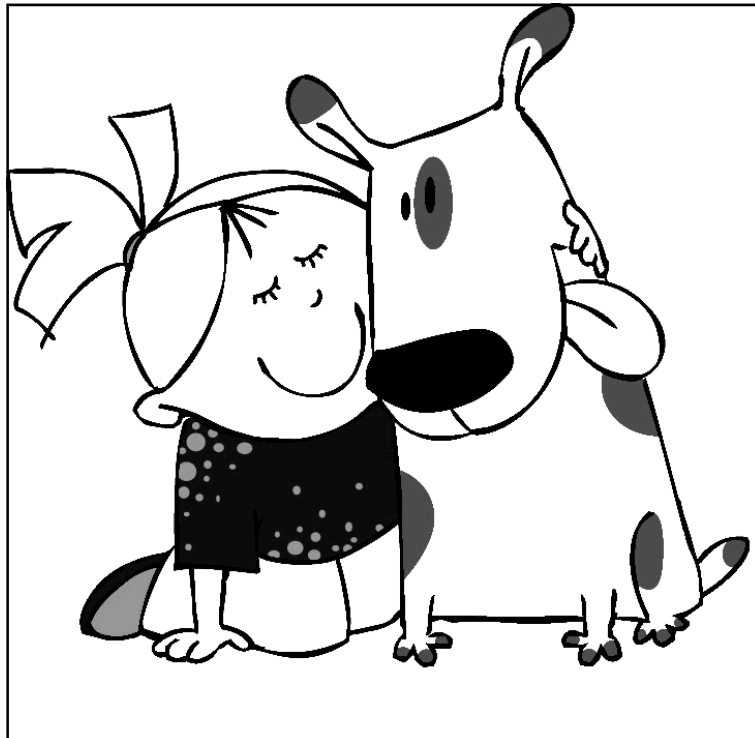
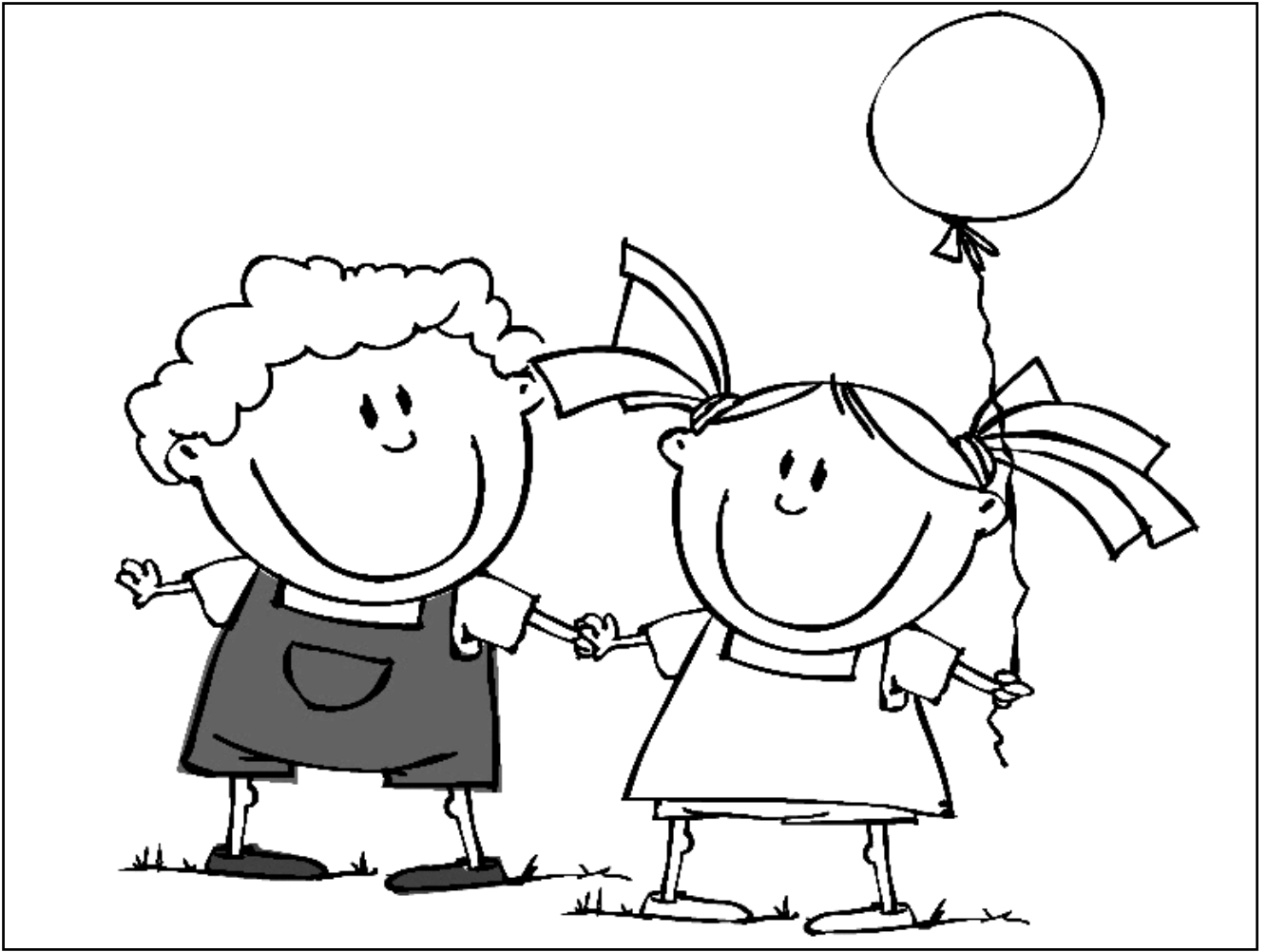


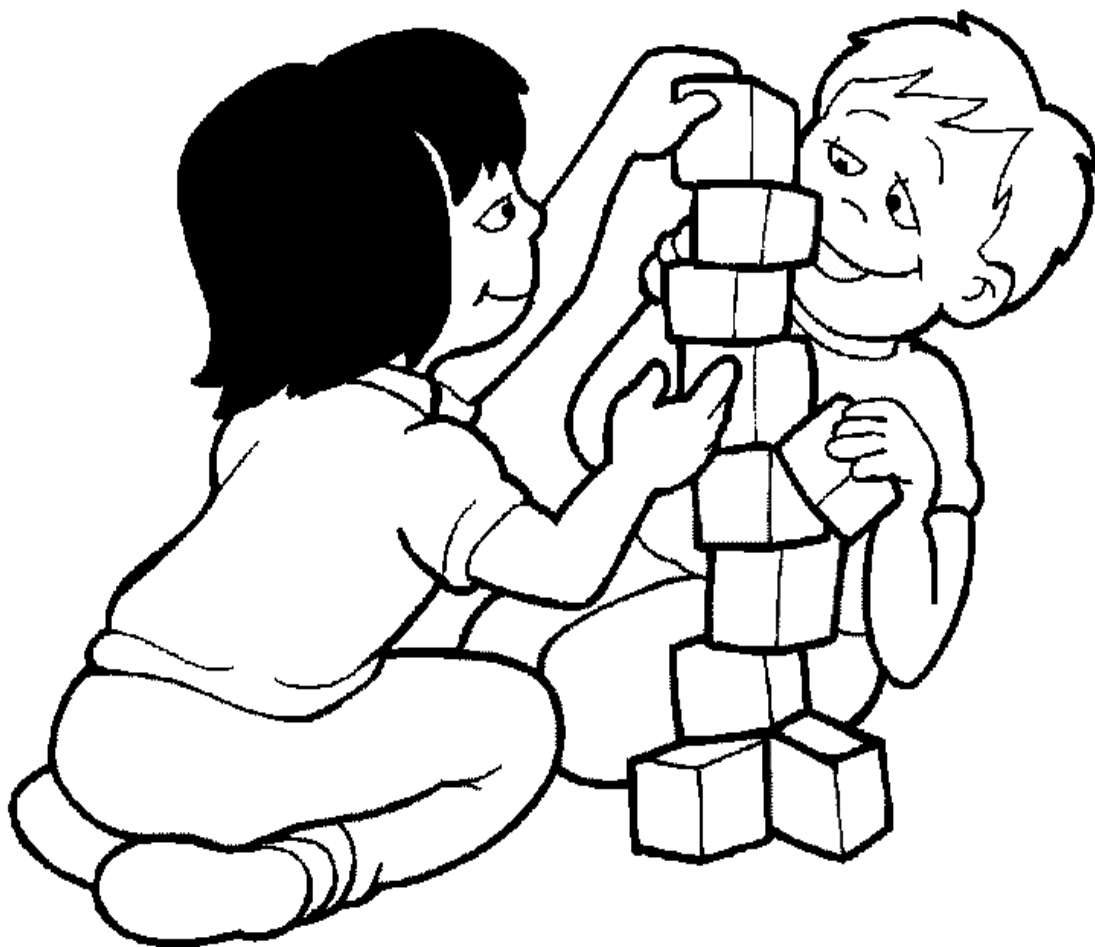
I like \_\_\_\_\_.

I

like

you

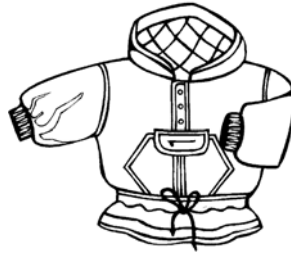




I Like You!



I like



I like



I like



I like



I like



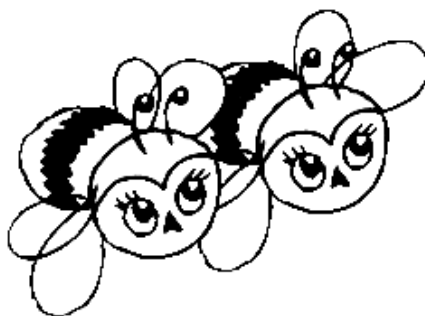
I like



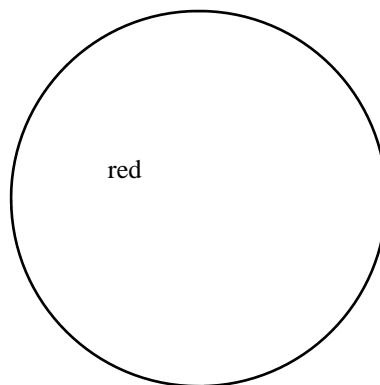
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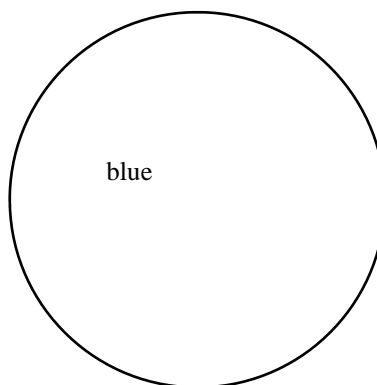
I like



I like



I like

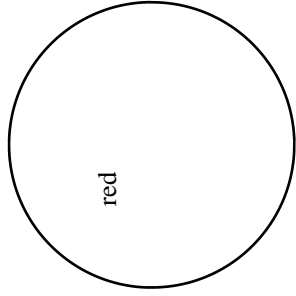


I like

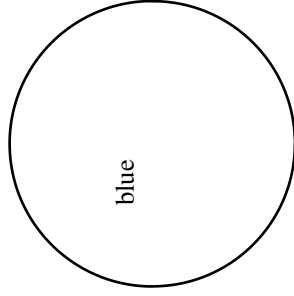


I like you!

I like



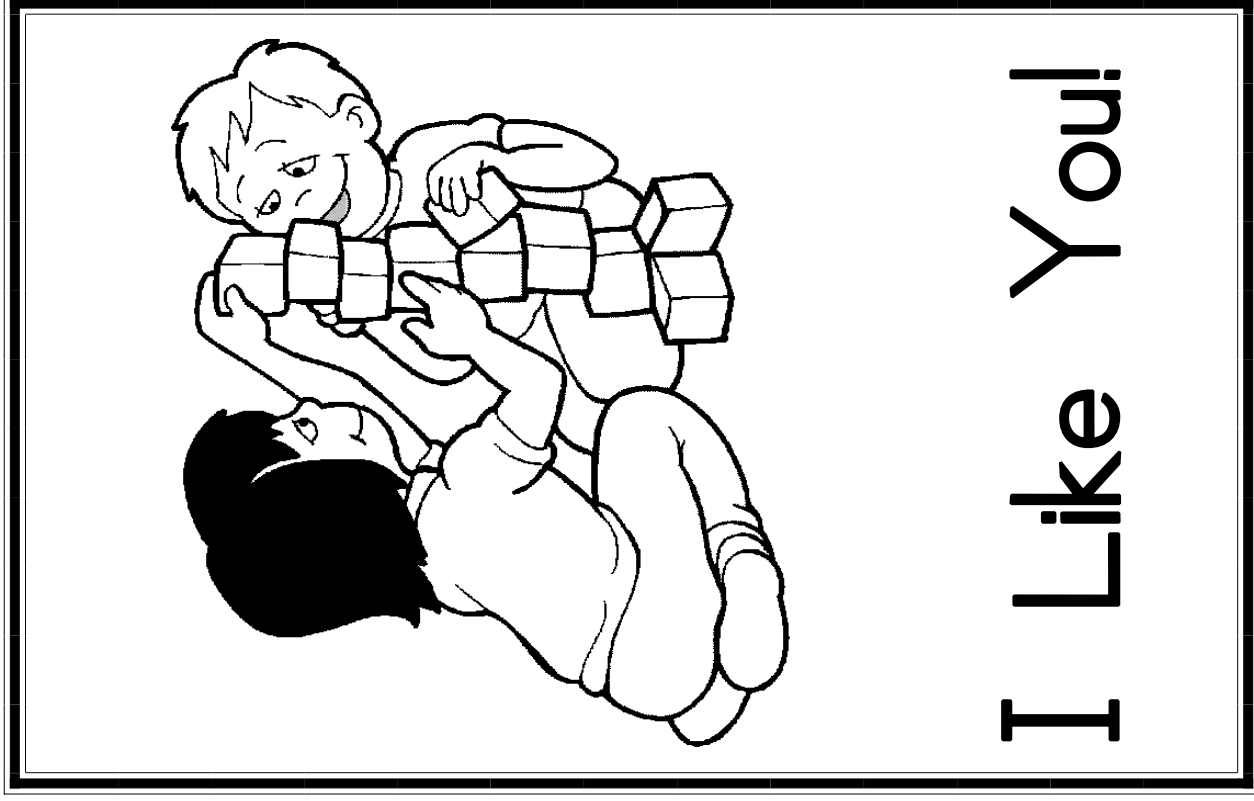
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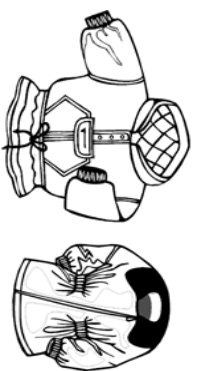


I like  
you!



I Like You!

I like



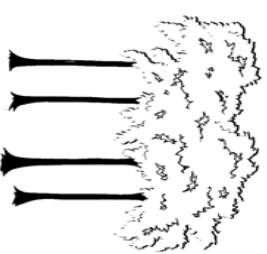
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