

RESOURCES

Joyful Literacy Zoom Online Summit Closing the COVID-19 Gap

NOTE



The contents of this document are copyrighted and only for distribution to those attending Joyful Literacy's Closing the COVID-19 Gap Summit on February 12, 2021

1

**Build the Foundation:
Teaching, Testing, and
Tracking Literacy Skills**

Teacher's Chart

Class

Date

Class _____

Date _____

[illegible]

Degree of Mastery

- Skill Mastery
- ◐ Skill Review Required
- Skill Instruction Required

Skill Mastery Progress
 Black - Sep/Oct/Nov
 Green - Dec/Jan
 Yellow - Jan/Feb/Mar
 Red - Apr/May/June

A First Class Beginning:
eL Early Learning INC.
Janet N. Mort PHD • jnmort@shaw.ca

Teacher's Chart

Class _____

Date _____

A1. THE ALPHABETIC PRINCIPLE

Letter-sound Recognition (K/1) – LOWER CASE

- Name lower case letters
- Produce a word beginning with the letter/sound
- Produce letter sounds
- Find the letter in text

STUDENT'S NAME	b	c	d	f	g	h	j	k	l	m	n	p	q	r	s	t	v	w	x	y	z
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

● Skill Mastery

● Skill Review Required

○ Skill Instruction Required

Degree of Skill Mastery

● Black – Sept/Oct/Nov

● Green – Dec/Jan

● Yellow – Jan/Feb/Mar

● Red – Apr/May/June

Skill Mastery Progress

A First Class Beginning

Early Learning INC.

Janet N. Mort PhD • jnmort@shaw.ca

Teacher’s Chart

Class _____

Date _____

A1. THE ALPHABETIC PRINCIPLE

Letter-sound Recognition (K/1) – UPPER CASE

- Name upper case letters
- Produce letter sounds
- Sequence uppercase letters

STUDENT’S NAME	B	C	D	F	G	H	J	K	L	M	N	P	Q	R	S	T	V	W	X	Y	Z
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Skill Mastery

Skill Review Required

Skill Instruction Required

Degree of Skill Mastery

Black

– Sept/Oct/Nov

Green

– Dec/Jan

Yellow

– Jan/Feb/Mar

Red

– Apr/May/Jun

Skill Mastery Progress

Early Learning INC.

A First Class Beginning

Janet N. Mort PhD • jnmort@shaw.ca

Teacher’s Chart

Class _____

Date _____

A1. THE ALPHABETIC PRINCIPLE
Letter-sound Recognition (K/1) – VOWELS

STUDENT’S NAME	a	e	i	o	u		A	E	I	O	U										
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Skill Mastery

Skill Review Required

Skill Instruction Required

Degree of Skill Mastery

Black

– Sept/Oct/Nov

Green

– Dec/Jan

Yellow

– Jan/Feb/Mar

Red

– Apr/May/June

Skill Mastery Progress

A First Class Beginning:

Early Learning INC.

Janet N. Mort PhD • jnmort@shaw.ca

Teacher's Chart

DOLCH HIGH FREQUENCY WORDS: (PRE-PRIMER 1)

Class _____

Date _____

STUDENT'S NAME

	1. a	2. and	3. away	4. big	5. blue	6. can	7. come	8. down	9. find	10. for	11. funny	12. go	13. help	14. here	15. I	16. in	17. is	18. it	19. jump	20. little
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skill Mastery

Skill Review Required

Skill Instruction Required

Skill Mastery Progress

Black – Sept/Oct/Nov

Green – Dec/Jan

Yellow – Jan/Feb/Mar

Red – Apr/May/June

A First Class Beginning

e

Early Learning INC.

Janet N. Mort PhD • jnmort@shaw.ca

Teacher's Chart

DOLCH HIGH FREQUENCY WORDS (PRE-PRIMER 2)

Class _____

Date _____

STUDENT'S NAME

	21. look	22. make	23. me	24. my	25. not	26. one	27. play	28. red	29. run	30. said	31. see	32. the	33. three	34. to	35. two	36. up	37. we	38. where	39. yellow	40. you
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Degree of Skill Mastery

- ☐ Skill Mastery
- ☐ Skill Review Required
- ☐ Skill Instruction Required

Skill Mastery Progress

Black – Sept/Oct/Nov
Green – Dec/Jan
Yellow – Jan/Feb/Mar
Red – Apr/May/June

A First Class Beginning:

EL Early Learning INC.

Janet N. Mort PhD • jnmort@shaw.ca

Teacher's Chart

DOLCH HIGH FREQUENCY WORDS: (PRIMER 1)

Class _____

Date _____

STUDENT'S NAME

	41. all	42. am	43. are	44. at	45. ate	46. be	47. black	48. brown	49. but	50. came	51. did	52. do	53. eat	54. four	55. get	56. good	57. have	58. he	59. into	60. like
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

● Skill Mastery

◐ Skill Review Required

○ Skill Instruction Required

Degree of Skill Mastery

Black – Sept/Oct/Nov

Green – Dec/Jan

Yellow – Jan/Feb/Mar

Red – Apr/May/Jun

Skill Mastery Progress

A First Class Beginning

e Early Learning INC.

Janet N. Mort PhD • jnmort@shaw.ca

Teacher's Chart

DOLCH HIGH FREQUENCY WORDS: (PRIMER 2)

Class _____

Date _____

STUDENT'S NAME

	61. must	62. new	63. no	64. now	65. on	66. our	67. out	68. please	69. pretty	70. ran	71. ride	72. saw	73. say	74. she	75. so	76. soon	77. that	78. there	79. they	80. this
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skill Mastery

Skill Review Required

Skill Instruction Required

Skill Mastery Progress

Black – Sept/Oct/Nov

Green – Dec/Jan

Yellow – Jan/Feb/Mar

Red – Apr/May/June

A First Class Beginning:

e

Early Learning INC.

Janet N. Mort PhD • jnmort@shaw.ca

Teacher's Chart

DOLCH HIGH FREQUENCY WORDS: (PRIMER 3)

Class _____

Date _____

STUDENT'S NAME

	81. too	82. new	83. under	84. want	85. was	86. well	87. went	88. what	89. white	90. who	91. with	92. yes								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher's Chart

DOLCH HIGH FREQUENCY WORDS: (GRADE ONE 1)

Class _____

Date _____

STUDENT'S NAME

	93. after	94. again	95. an	96. any	97. ask	98. as	99. by	100. could	101. every	102. fly	103. from	104. give	105. going	106. has	107. had	108. her	109. him	110. his	111. how	112. just
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Degree of Skill Mastery

- ☐ Skill Mastery
- ☐ Skill Review Required
- ☐ Skill Instruction Required

Skill Mastery Progress

Black – Sept/Oct/Nov
Green – Dec/Jan
Yellow – Jan/Feb/Mar
Red – Apr/May/June

A First Class Beginning

Early Learning INC.

Janet N. Mort PhD • jnmort@shaw.ca

Teacher's Chart

DOLCH HIGH FREQUENCY WORDS: (GRADE ONE 2)

Class _____

Date _____

STUDENT'S NAME

	113. know	114. let	115. live	116. may	117. of	118. old	119. once	120. open	121. over	122. put	123. round	124. some	125. stop	126. take	127. thank	128. them	129. then	130. think	131. walk	132. were
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Degree of Skill Mastery
● Skill Mastery
● Skill Review Required
○ Skill Instruction Required

Skill Mastery Progress
Black – Sept/Oct/Nov
Green – Dec/Jan
Yellow – Jan/Feb/Mar
Red – Apr/May/June

A First Class Beginning
e Early Learning INC.
Janet N. Mort PhD • jnmort@shaw.ca

Teacher's Chart

DOLCH HIGH FREQUENCY WORDS: (GRADE TWO 1)

Class _____

Date _____

STUDENT'S NAME

	133. always	134. around	135. because	136. been	137. before	138. best	139. both	140. buy	141. call	142. cold	143. does	144. don't	145. fast	146. first	147. five	148. found	149. gave	150. goes	151. green	152. its
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Degree of Skill Mastery

- ☐ Skill Mastery
- ☐ Skill Review Required
- ☐ Skill Instruction Required

Skill Mastery Progress

Black – Sept/Oct/Nov
Green – Dec/Jan
Yellow – Jan/Feb/Mar
Red – Apr/May/June

A First Class Beginning

EL Early Learning INC.

Janet N. Mort PhD • jnmort@shaw.ca

Teacher's Chart

DOLCH HIGH FREQUENCY WORDS: (GRADE TWO 2)

Class _____

Date _____

STUDENT'S NAME

	153. made	154. many	155. off	156. or	157. pull	158. read	159. right	160. sing	161. sit	162. sleep	163. tell	164. their	165. these	166. those	167. upon	168. us	169. use	170. very	171. wash	172. why
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Degree of Skill Mastery
● Skill Mastery
◐ Skill Review Required
○ Skill Instruction Required

Skill Mastery Progress
Black – Sept/Oct/Nov
Green – Dec/Jan
Yellow – Jan/Feb/Mar
Red – Apr/May/June

A First Class Beginning
e Early Learning INC.
Janet N. Mort PhD • jnmort@shaw.ca

Teacher's Chart

DOLCH HIGH FREQUENCY WORDS: (GRADE TWO 3)

Class _____

Date _____

STUDENT'S NAME

	173. which	174. wish	175. work	176. would	177. write	178. your														
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Degree of Skill Mastery

- ☐ Skill Mastery
- ☐ Skill Review Required
- ☐ Skill Instruction Required

Skill Mastery Progress

Black – Sept/Oct/Nov
Green – Dec/Jan
Yellow – Jan/Feb/Mar
Red – Apr/May/June

A First Class Beginning

Early Learning INC.

Janet N. Mort PhD • jnmort@shaw.ca

Teacher's Chart

DOLCH HIGH FREQUENCY WORDS: (GRADE THREE 1)

Class _____

Date _____

STUDENT'S NAME

	179. about	180. better	181. bring	182. carry	183. clean	184. cut	185. done	186. draw	187. drink	188. eight	189. fall	190. far	191. full	192. got	193. grow	194. hold	195. hot	196. hurt	197. if	198. keep
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Degree of Skill Mastery

- ☒ Skill Mastery
- ☐ Skill Review Required
- ☐ Skill Instruction Required

Skill Mastery Progress

Black – Sept/Oct/Nov
Green – Dec/Jan
Yellow – Jan/Feb/Mar
Red – Apr/May/Jun

A First Class Beginning

EL Early Learning INC.

Janet N. Mort PhD • jnmort@shaw.ca

Teacher's Chart

DOLCH HIGH FREQUENCY WORDS: (GRADE THREE 2)

Class _____

Date _____

STUDENT'S NAME

	199. kind	200. laugh	201. light	202. long	203. much	204. myself	205. never	206. only	207. own	208. pick	209. seven	210. show	211. six	212. small	213. start	214. ten	215. today	216. together	217. try	218. warm
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Degree of Skill Mastery
● Skill Mastery
● Skill Review Required
○ Skill Instruction Required

Skill Mastery Progress
Black – Sept/Oct/Nov
Green – Dec/Jan
Yellow – Jan/Feb/Mar
Red – Apr/May/June

A First Class Beginning:
e Early Learning INC.
Janet N. Mort PhD • jnmort@shaw.ca

Teacher’s Chart

A2. PHONOLOGICAL AWARENESS (K/1)

Class _____

Date _____

STUDENT’S NAME	Kindergarten Skills						Grade 1 and 2 Skills					
	<i>Discriminate between rhyming and non-rhyming words</i>	<i>Produce words that rhyme</i>	<i>Isolate initial letters</i>	<i>Blend syllables (parts of words)</i>	<i>Segment (words in sentences)</i>	<i>Delete compound words</i>	<i>Isolate medial letters</i>	<i>Isolate final letters</i>	<i>Blend phonemes and letters</i>	<i>Blend syllables</i>	<i>Segment phonemes</i>	<i>Segment syllables and compound words</i>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Degree of Skill Mastery

- ☐ Skill Mastery
- ☐ Skill Review Required
- ☐ Skill Instruction Required

Skill Mastery Progress

Black – Sept/Oct/Nov
Green – Dec/Jan
Yellow – Jan/Feb/Mar
Red – Apr/May/Jun

A First Class Beginning:

Early Learning INC.

Janet N. Mort PhD • jnmort@shaw.ca

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.

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"/>

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"/> 28	red	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 29	run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 30	said	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 31	see	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 32	the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 33	three	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 34	to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 35	two	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 36	up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 37	we	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 38	where	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 39	yellow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 40	you	<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.						
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"/> 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"/>

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"/> 68	please	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 69	pretty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 70	ran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 71	ride	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 72	saw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 73	say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 74	she	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 75	so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 76	soon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 77	that	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 78	there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 79	they	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 80	this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 81	too	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 82	under	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 83	want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 84	was	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 85	well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 86	went	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 87	what	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 88	white	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 89	who	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 90	will	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 91	with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 92	yes	<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"/>

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"/> 120	open	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 121	over	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 122	put	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 123	round	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 124	some	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 125	stop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 126	take	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 127	thank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 128	them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 129	then	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 130	think	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 131	walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 132	were	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 133	when	<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 Two 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"/> 134	always	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 135	around	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 136	because	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 137	been	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 138	before	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 139	best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 140	both	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 141	buy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 142	call	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 143	cold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 144	does	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 145	don't	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 146	fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 147	first	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 148	five	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 149	found	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 150	gave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 151	goes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 152	green	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 153	its	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 154	made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 155	many	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 156	off	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 157	or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 158	pull	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 159	read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 160	right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade Two 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"/> 161	sing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 162	sit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 163	sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 164	tell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 165	their	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 166	these	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 167	those	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 168	upon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 169	us	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 170	use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 171	very	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 172	wash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 173	which	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 174	why	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 175	wish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 176	work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 177	would	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 178	write	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 179	your	<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 Three 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"/> 180	about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 181	better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 182	bring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 183	carry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 184	clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 185	cut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 186	done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 187	draw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 188	drink	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 189	eight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 190	fall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 191	far	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 192	full	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 193	got	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 194	grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 195	hold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 196	hot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 197	hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 198	if	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 199	keep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 200	kind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 201	laugh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 202	light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 203	long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 204	much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 205	myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 206	never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade Three 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"/> 207	only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 208	own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 209	pick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 210	seven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 211	shall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 212	show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 213	six	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 214	small	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 215	start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 216	ten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 217	today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 218	together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 219	try	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 220	warm	<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

2

Develop Playful Practice Centres

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**

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 ‘stuffie’ 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://kindercraze.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

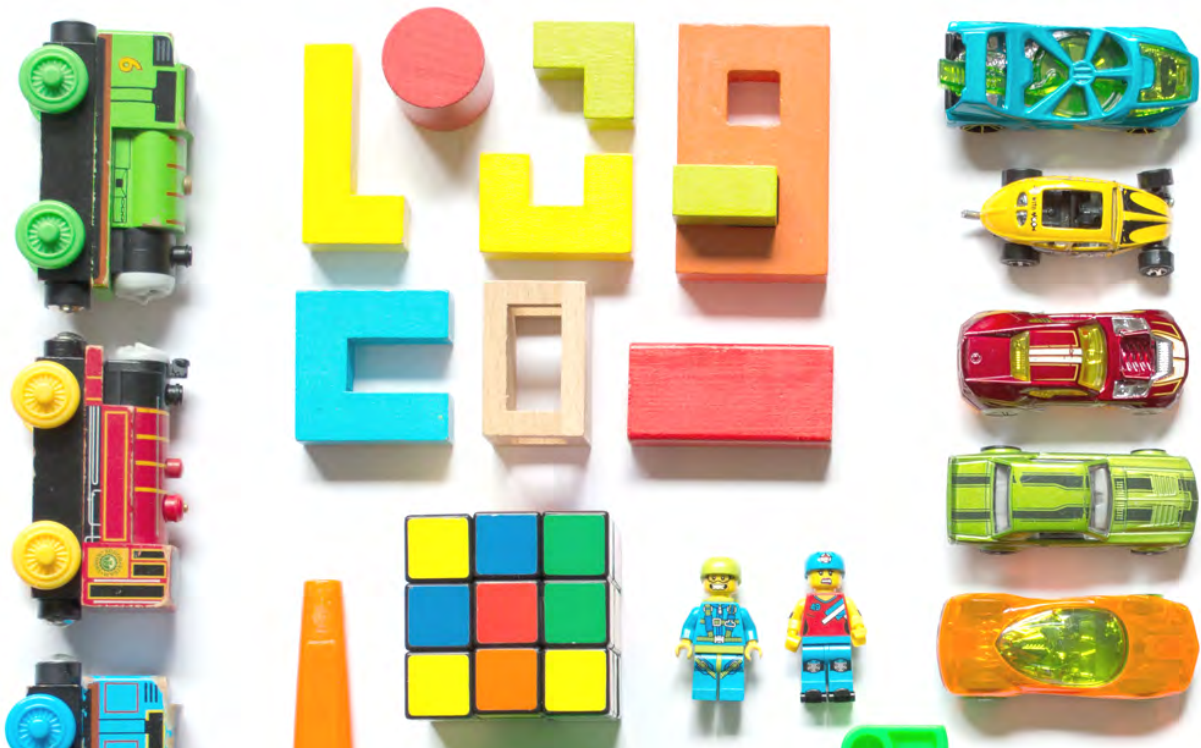
- Without your child's knowing, gather a set of their favourite toys. Either write alphabet letters on the toys with wipe-off pens, or tape alphabet

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

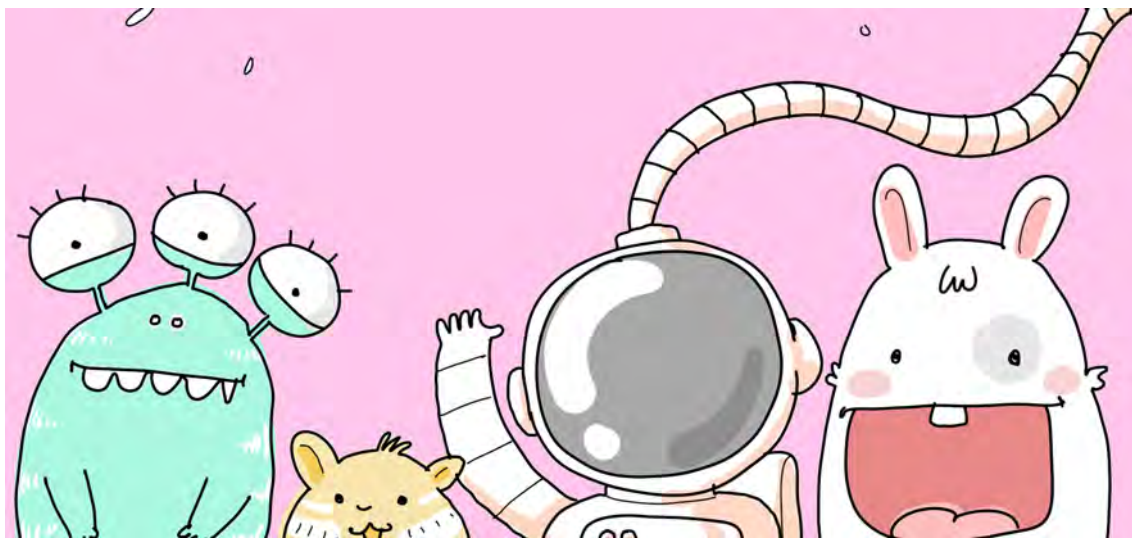
- Sets of letters with enough letters to spell big words
- A white board
- Pens and paper
- Sticky notes
- A book of amazing, wondrous words (find a dinosaur book or a book of fairy tales that has big words). Examples: tyrannosaurus or brontosaurus or unicorn or princess – or whatever captures their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



15

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.



20

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 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.

6

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)

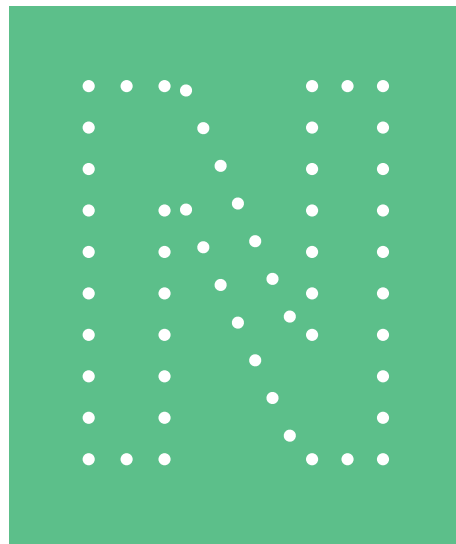
Instructions

- 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

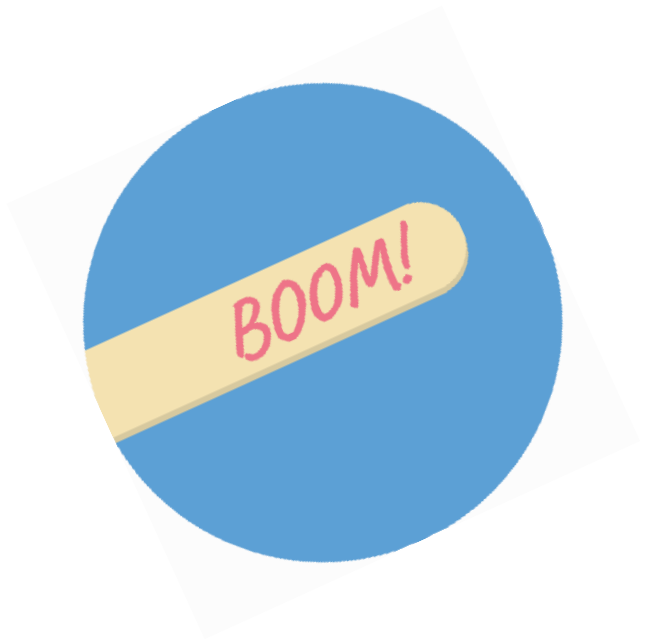
To practice reading words with increasing speed and fluency

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!



Name _____ Date _____

Instant Words

Look  and listen .



as shirt

with pants

his dress

they shoes

I hat



Phrases Read these phrases to yourself as you listen to them being read aloud.

Look , listen , and read .

on a train

I am

with them

has on

the one

one of his shoes

a dress

in the hat

as they

pants and a shirt

they have

got on the train

Could you read every word? If not, repeat reading and listening until you can. Then, try reading the phrases on your own without listening.

Lesson 4 (cont.)

Name _____ Date _____

Story Read the story to yourself as you listen to it being read aloud. Repeat reading and listening until you know every word.

Look , listen , and read .

A man and a woman are on a train.

The man has on pants and a shirt.

The woman has on a dress.

I am the one in the hat.

They have a baby with them.

The baby lost one of his shoes as they got on the train.



About the Story Finish each sentence with a group of words from the story.

Look , listen , and write .

1. What does the man have on? _____

2. What does the woman have on? _____

3. What do I have on? _____

4. What did the baby lose? _____

5. Where did the baby lose it? _____

Name: _____

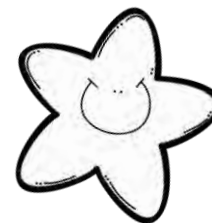
Sight Word RAN Board #11 – Recording Sheet

carry	small	own	show	pot	far	draw	clean	bear
chicken	grow	together	shall	laugh	cow	horse	duck	fish
bear	clean	chicken	draw	far	pot	show	own	small
carry	fish	duck	horse	cow	laugh	shall	together	grow
fish	duck	horse	cow	laugh	shall	together	grow	chicken
bear	clean	draw	far	pot	show	own	small	carry

Attempt:	1 st read	2 nd read	3 rd read
Date:			
Total Words Named Correctly:			
Duration of Time Used:			

Notes:

Sight Word RAN Board #1



the	to	and	I	you	cat	dog	a	it
in	said	for	up	look	boy	girl	the	to
and	I	you	cat	dog	a	it	in	said
for	up	look	boy	girl	the	to	and	I
you	cat	dog	a	it	in	said	for	up
look	boy	girl	the	to	and	I	you	cat



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

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

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

3

Embed Skill Instruction in Themes and Fun

Dinosaurs!

Dinosaurs are a great theme any time of year, but we love to do it in May or June when we can get outside! There are so many fun ways to incorporate playful practice of foundational skills while learning about dinos!

Dino Themed Read-Alouds:

- If You Happen to Have a Dinosaur – *Linda Bailey*
- Dinosaurumpus – *Tony Mitton*
- One More Dino on the Floor – *Kelly Starling Lyons*
- Dinosaurs Galore! – *Giles Andreae*
- Bones, Bones, Dinosaur Bones – *Byron Barton*
- Goldilocks and the Three Dinosaurs – *Mo Willems*
- Dinosaur Rocket! – *Pennv Dale*

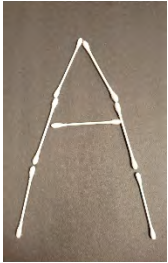


This theme has great potential for multi-sensory learning. Think sight words in sand, letters in “dino poop”, building letters with q-tip “bones”, and more! You can also do a lot with oral language as you describe the feeling and look of dinosaur eggs and predict when they will hatch. Have fun, get messy and always go back to those foundational skills!



Practice Centres/Games

Dino egg race: Borrow some balls from your equipment room. Using masking tape, add sight words to the balls. Place balls in a “dino nest” (hula hoop, chalk circle, anything to give a boundary). Students take turns running to the nest as velociraptors to steal a dino egg. They need to say the sight word and use the word in a sentence then take the egg back to their starting point.



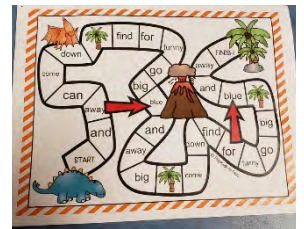
Alphabet bones: Use q-tips to build letters on black construction paper. You could have some with letter templates and some blank for students who are able to construct their own letters.

Beginning sound letter clip: Print off stegosaurus templates. Add a letter to the middle and pictures to each stegosaurus plate. Give students clothespins and ask them to clip the pictures that begin with the same letter in the middle.



Dinosaur stomp: Use masking tape to write sight words or letters on the ground. Make cardboard dinosaur feet or tissue box dinosaur feet. Have students take turns stomping on the words or letters! Don't forget to put the sight word in a sentence or say the letter sound/word that begins with that letter.

Board games: For a game option, you can make or find free board games online! We found an editable dinosaur sight word game from <https://www.playdoughtoplato.com/>. Students take turns rolling a die and saying the sight words as they go. If they get a palm tree, they have to build one of the sight words before or after the tree with playdough or write on a white board.



Microscope bones: Print some small bone shapes and laminate. Add some very small letters or sight words to the bones. Have students use microscopes to examine the bones closely...what letter or word can they find? Say the sound or use the word in a sentence! They can practice printing by recording their finds on very official clipboards!

Digging for letters: Use a sand table, bucket, or bin in the classroom for a sensory letter find. Have students use tools like mini paintbrushes or popsicle sticks to dig for letters. When they find a letter, they can remove it from the sand and record their find. You can easily do this with sight words. Make it EXTRA fun by going outside to your school sand pit! You can rope off quadrants for partners to search. You can even make real looking bones using a recipe from this website:

<http://kitchenfloorcrafts.blogspot.com/2014/07/homemade-dinosaur-bones.html>

Just add some sharpie letters to the bones and you are ready to go!



FUN ON THE FARM!

The farm theme is an exciting and engaging way to incorporate a cross-curricular approach to learning. Literacy practice centres can easily be adapted to tap into the natural curiosity and imagination of your students. There are endless storybooks that fit nicely into this theme as well, and you will find some listed below.

Farm Themed Read-Alouds:

- Mrs. Wishy-Washy's Farm – Joy Cowley



Group Activity – Phonemic

I wonder what's in the
big red barn,

I wonder what's in it
for me.

It starts with _____
and rhymes with _____

Oh what do you think
it could be?



<https://www.teacherspayteachers.com/Product/Big-Red-Barn-Rhyming-Activity-1717196?st=d38def92b43d48a84419934c5426a086>

Practice Centres

Mrs. Wishy Washy: Using plastic farm animals and a sharpie, print letters or sight words directly on the animals. Cover the animals in brown paint. Grab a tub of soapy water and some small sponges and have your students scrub the animals clean before identifying the letter/word. This is a wonderful follow-up activity to the story “Mrs. Wishy-Washy’s Farm”.

Additionally: Upper and lowercase animals could be matched. Or matching word families, etc.



Egg Kaboom: Using Styrofoam or plastic eggs and egg cartons, print Letters or sight words on the bottom of the eggs, with a few eggs having the word “Kaboom”. Students take turns picking an egg and identifying the letter/word. They then get to keep their egg. If they choose an egg with “Kaboom”, all their eggs have to go back on the carton.

Animal Pens: Combining dramatic play and literacy development, with the target skill being initial sound. Set up several pens, each labelled with a different letter. Set out a handful of plastic farm animals and a dog. Students play with the dog and round up the animals, leading them to their pens (pigs in the “p” pen, goats in the “g” pen, etc).



Word Family Harvest: Set up a play garden. The example in the picture was made using arched poster boards with holes cut in the top, and then covered in brown plastic table clothes, also with holes. You can make carrots by rolling orange construction paper cones and adding green tissue paper on top, or beets by covering Styrofoam balls in red tissue paper with green on top. On each vegetable, print the end to a word family (at, ug, in, etc). Students pick vegetables, and using a whiteboard, record as many words as they can think of in that word family.

Syllable Silos: Make two or three silos. You could use rolled red poster board. Cut a slot near the top of each silo and label the silos as “one syllable”, “two syllables”, or “three syllables”. Students will use picture cards and clap out syllables. They then place the card in the corresponding silo.



Veterinary Hospital

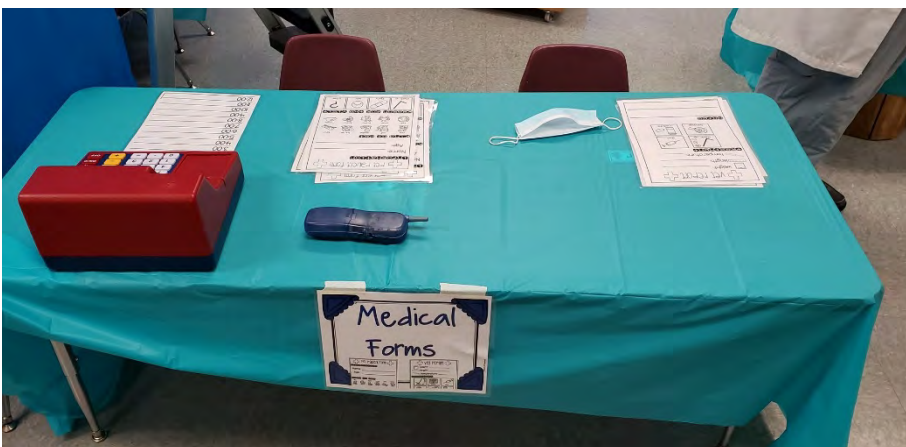
Some themes can be stretched out over a few weeks and some can be done over one special day. We chose to do our veterinary hospital on one day, however, we used stories and poetry throughout the week to get students excited! This is a way you can ease into themes!

Vet/Pet Themed Read-Alouds:

- Harry the Dirty Dog – *Gene Zion*
- Paula the Vet – *Julia Donaldson*
- I Don't Want a Cool Cat – *Emma Dodd*
- They All Saw a Cat – *Brendan Wenzel*
- Cookie's Week – *Cindy Ward*

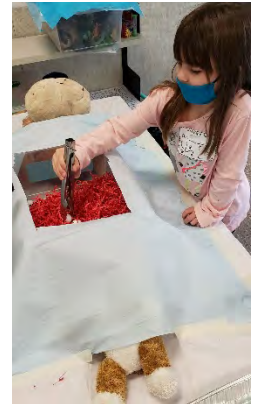


Begin by engaging students through stories, poetry and brainstorming ideas (talk about dressing up)! Set the stage by incorporating children's art and your own decorations. Incorporate writing/printing into your play centres – like medical check-in forms for the pets! Fill the day or weeks with practice centres and games revolving around the foundational skills.



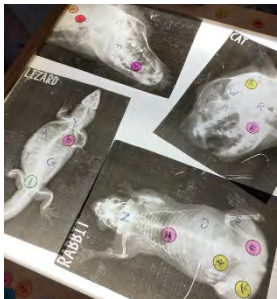
Practice Centres

Animal surgery: Place two stuffed animals on a table with a bin in between. Cover the bodies so that one head shows and one set of legs shows. Fill the bin with red shredded paper or spaghetti. Add small Styrofoam balls with sight words written on them with sharpie. Draw a heart on a few of the balls. Have students take turns using tongs to pick out balls to help the animal. When they pick a ball, they say the sight word out loud. If they get a heart...all of the balls have to go back!!



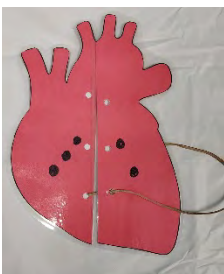
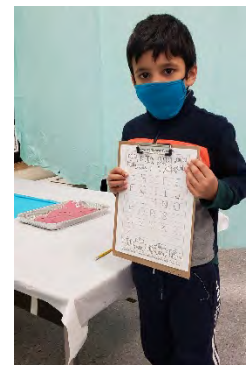
Orthopedic surgery...broken bones: Draw or print bone shapes on white cardstock. Write uppercase letters on one side of the bones and lower case on the other. Laminate the bones and cut them in half. Add Velcro circles to each side. Laminate bandaids and add Velcro circles. Students work together to match the uppercase and lowercase letters together by attaching the bones with a bandaid. You could also do this with parts of sight words or word families!

Letter surgery: Print thick letters on cardstock (I like to use different colours) and laminate. Cut them in half! Have students work to put letter halves together to make real letters. Practice saying the letter, the sound, and a word that begins with that letter. Have students print their letters in a "patient chart" for extra practice.



Animal x-rays: Print animal x-rays on transparency paper. Add uppercase or lowercase letters to the pictures with a sharpie. Have students use a light table for this activity. Give students bingo chips with uppercase or lowercase letters. They can take turns picking a bingo chip and matching it to the x-ray!

Animal check-in, letter hunt: Place animal letter cards all over the room. Give each student a clipboard with alphabet in a printing template format. Students walk around the room searching for all the letters. When they find a letter, they trace the corresponding letter on their clipboard, say the sound and come up with a word that begins with that letter. The kids ALWAYS love a scavenger hunt!!



Cardiac surgery (ways to incorporate math into the theme): Create hearts using red construction paper. Cut in half and add dots to either side. Grab some string or twine and you are ready! Students work together to "stitch" the hearts back together. You can have them make math equations by adding the dots on both side of the heart. To practice ways to make 5, have students try to only make heart combinations that add to 5!

4

**Teach Fluency with
Pizzazz and Drama**

Dolch Sight Word

RAN Boards

Using the Dolch Pre-Primer,
Primer, First, Second and
Third Grade lists, plus Nouns



By

Liz Young

<https://www.teacherspayteachers.com/Store/Elizabeth-Young-9530>

Thank you for purchasing this product!

What is a RAN Board?

RAN is defined as how quickly readers are able to identify letters, digits, or images. These boards are charts that can be used to practice any items that need to be memorized, such as letters, shapes, numbers, or words.

In this packet you will receive the following items:

- 12 different RAN (Rapid Automatic Naming) Boards using the Dolch Pre-Primer, Primer, First, Second and Third Grade lists plus Nouns.
 - Color Coded Flash cards for each RAN board.
- Recording Sheet for each RAN Board that can be used up to 3 times (giving the student 3 chances/times to improve their time/speed) with a place for notes.



Snapshot of RAN Board #1 Items:

Sight Word RAN Board #1

the	to	and	I	you	cat	dog	a	it
in	said	for	up	look	boy	girl	the	to
and	I	you	cat	dog	a	it	in	said
for	up	look	boy	girl	the	to	and	I
you	cat	dog	a	it	in	said	for	up
look	boy	girl	the	to	and	I	you	cat

you	the
cat	to
dog	and
a	I

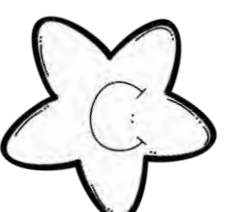
up	it
look	in
boy	said
girl	for

Sight Word RAN Board #1 - Recording Sheet

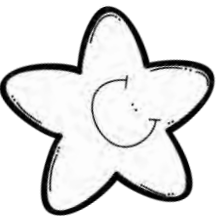
Name	the	to	and	I	you	cat	dog	a	it
	in	said	for	up	look	boy	girl	the	to
	and	I	you	cat	dog	a	it	in	said
	for	up	look	boy	girl	the	to	and	I
	you	cat	dog	a	it	in	said	for	up
	look	boy	girl	the	to	and	I	you	cat
1st read									
2nd read									
3rd read									
Notes									

Date _____
 Teacher _____
 Student's Name _____
 Date _____

Sight Word RAN Board #1



the	to	and	I	you	cat	dog	a	it
in	said	for	up	look	boy	girl	the	to
and	I	you	cat	dog	a	it	in	said
for	up	look	boy	girl	the	to	and	I
you	cat	dog	a	it	in	said	for	up
look	boy	girl	the	to	and	I	you	cat



you

the

cat

to

dog

and

a

I

up

it

look

in

boy

said

girl

for

Name: _____

Sight Word RAN Board #1 – Recording Sheet

the	to	and	I	you	cat	dog	a	it
in	said	for	up	look	boy	girl	the	to
and	I	you	cat	dog	a	it	in	said
for	up	look	boy	girl	the	to	and	I
you	cat	dog	a	it	in	said	for	up
look	boy	girl	the	to	and	I	you	cat

Attempt:	1 st read	2 nd read	3 rd read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



Sight Word RAN Board #2



is	go	we	little	down	can	pig	car	see
not	one	my	me	big	sun	toy	snow	come
blue	red	where	jump	away	here	rain	help	water
see	car	pig	can	down	little	we	go	is
come	snow	toy	sun	big	me	my	one	not
water	help	rain	here	away	jump	where	red	blue
is	go	we	little	down	can	see	not	one
my	me	big	blue	red	where	jump	away	here

can

is

pig

go

car

we

see

little

not

down

toy

one

snow

my

come

me

blue

big

red

sun

help

where

water

jump

away

here

rain

Name: _____

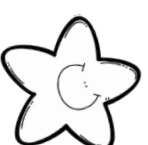
Sight Word RAN Board #2 – Recording Sheet

is	go	we	little	down	can	pig	car	see
not	one	my	me	big	sun	toy	snow	come
blue	red	where	jump	away	here	rain	help	water
see	car	pig	can	down	little	we	go	is
come	snow	toy	sun	big	me	my	one	not
water	help	rain	here	away	jump	where	red	blue
is	go	we	little	down	can	see	not	one
my	me	big	blue	red	where	jump	away	here

Attempt:	1 st read	2 nd read	3 rd read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



Sight Word RAN Board #3



make	yellow	two	play	run	find	three	funny	day
man	he	was	bat	she	on	they	but	at
bed	men	man	day	funny	three	find	run	play
two	yellow	make	men	bed	at	but	they	on
she	bat	was	he	man	make	yellow	two	play
run	find	three	funny	day	man	men	bed	at
but	they	on	she	bat	was	he	play	on

find

yellow

three

make

funny

two

day

play

man

run

they

he

but

was

at

bat

bed

she

men

on

Name: _____

Sight Word RAN Board #3 – Recording Sheet

make	yellow	two	play	run	find	three	funny	day
man	he	was	bat	she	on	they	but	at
bed	men	man	day	funny	three	find	run	play
two	yellow	make	men	bed	at	but	they	on
she	bat	was	he	man	make	yellow	two	play
run	find	three	funny	day	man	men	bed	at
but	they	on	she	bat	was	he	play	on

Attempt:	1 st read	2 nd read	3 rd read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



Sight Word RAN Board #4



with	all	there	out	be	have	am	do	wind
tree	did	what	so	get	like	this	will	leg
yes	top	went	are	now	no	came	ride	into
good	apple	seed	tree	wind	do	am	have	be
out	there	all	with	top	yes	leg	will	this
like	get	so	what	did	seed	apple	good	into
ride	came	now	are	no	went	have	this	went
did	so	like	am	be	no	yes	be	are

have

with

am

all

do

there

wind

out

tree

be

this

did

will

what

leg

so

yes

get

top

like

ride

went

into

are

good

now

apple

no

seed

came

Name: _____

Sight Word RAN Board #4 – Recording Sheet

with	all	there	out	be	have	am	do	wind
tree	did	what	so	get	like	this	will	leg
yes	top	went	are	now	no	came	ride	into
good	apple	seed	tree	wind	do	am	have	be
out	there	all	with	top	yes	leg	will	this
like	get	so	what	did	seed	apple	good	into
ride	came	now	are	no	went	have	this	went
did	so	like	am	be	no	yes	be	are

Attempt:	1 st read	2 nd read	3 rd read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



Sight Word RAN Board #5



want	too	pretty	four	saw	well	ran	brown	name
box	eat	who	new	must	black	white	soon	our
mother	father	ate	say	under	of	his	had	him
brother	sister	box	name	brown	ran	well	saw	four
pretty	too	want	father	mother	our	soon	white	black
must	new	who	eat	sister	brother	him	had	his
of	under	say	ate	too	new	say	had	ran
box	saw	our	well	four	eat	box	sister	father

well

want

ran

too

brown

pretty

name

four

box

saw

white

eat

soon

who

our

new

mother

must

father

black

had

ate

him

say

brother

under

sister

of

his

Name: _____

Sight Word RAN Board #5 – Recording Sheet

want	too	pretty	four	saw	well	ran	brown	name
box	eat	who	new	must	black	white	soon	our
mother	father	ate	say	under	of	his	had	him
brother	sister	box	name	brown	ran	well	saw	four
pretty	too	want	father	mother	our	soon	white	black
must	new	who	eat	sister	brother	him	had	his
of	under	say	ate	too	new	say	had	ran
box	saw	our	well	four	eat	box	sister	father

Attempt:	1 st read	2 nd read	3 rd read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



Sight Word RAN Board #6



her	some	as	then	could	when	were	them	baby
home	ask	an	over	just	from	any	how	know
street	boat	home	baby	them	were	when	could	then
as	some	her	boat	street	know	how	any	from
just	over	an	ask	her	some	as	then	could
when	were	them	baby	home	ask	an	over	just
from	any	how	know	street	boat	then	from	an

when

her

were

some

them

as

baby

then

home

could

any

ask

how

an

know

over

street

just

boat

from

Name: _____

Sight Word RAN Board #6 – Recording Sheet

her	some	as	then	could	when	were	them	baby
home	ask	an	over	just	from	any	how	know
street	boat	home	baby	them	were	when	could	then
as	some	her	boat	street	know	how	any	from
just	over	an	ask	her	some	as	then	could
when	were	them	baby	home	ask	an	over	just
from	any	how	know	street	boat	then	from	an

Attempt:	1 st read	2 nd read	3 rd read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



Sight Word RAN Board #7



put	take	every	old	by	after	think	let	feet
ground	going	walk	again	may	stop	fly	round	give
letter	ball	once	open	has	live	thank	doll	window
would	very	your	ground	feet	let	think	after	by
every	take	put	ball	letter	give	round	fly	stop
again	walk	going	would	window	doll	thank	live	has
open	once	take	by	fly	stop	live	has	feet
old	may	your	ball	again	let	after	very	letter

after

put

think

take

let

every

feet

old

ground

by

fly

going

round

walk

give

again

letter

may

fly

stop

doll

once

window

open

would

has

very

live

your

thank

Name: _____

Sight Word RAN Board #7 – Recording Sheet

put	take	every	old	by	after	think	let	feet
ground	going	walk	again	may	stop	fly	round	give
letter	ball	once	open	has	live	thank	doll	window
would	very	your	ground	feet	let	think	after	by
every	take	put	ball	letter	give	round	fly	stop
again	walk	going	would	window	doll	thank	live	has
open	once	take	by	fly	stop	live	has	feet
old	may	your	ball	again	let	after	very	letter

Attempt:	1 st read	2 nd read	3 rd read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



Sight Word RAN Board #8



its	around	don't	right	green	their	call	sleep	house
night	five	wash	or	before	then	off	cold	tell
school	way	work	first	does	goes	write	always	made
gave	bell	bird	night	house	sleep	call	their	green
right	don't	around	its	way	school	tell	cold	off
then	before	or	wash	five	bird	bell	gave	made
always	write	goes	does	first	work	its	don't	call
five	or	then	off	first	write	cold	does	way

their

its

call

around

sleep

don't

house

right

night

green

cold

five

or

wash

tell

before

school

then

way

off

always

work

made

first

gave

does

bell

goes

bird

write

Name: _____

Sight Word RAN Board #8 – Recording Sheet

its	around	don't	right	green	their	call	sleep	house
night	five	wash	or	before	then	off	cold	tell
school	way	work	first	does	goes	write	always	made
gave	bell	bird	night	house	sleep	call	their	green
right	don't	around	its	way	school	tell	cold	off
then	before	or	wash	five	bird	bell	gave	made
always	write	goes	does	first	work	its	don't	call
five	or	then	off	first	write	cold	does	way

Attempt:	1 st read	2 nd read	3 rd read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



Sight Word RAN Board #9



us	by	those	use	fast	pull	both	sit	flower
money	which	read	why	found	because	best	upon	these
ring	song	sing	wish	many	if	long	about	got
six	children	picture	money	flower	sleep	sit	both	pull
fast	use	those	by	us	song	ring	these	upon
best	because	found	why	read	which	picture	children	six
got	about	long	if	many	wish	sing	us	fast
sit	read	many	upon	use	ring	sleep	these	pull

pull

us

both

by

sit

those

flower

use

money

fast

best

which

upon

read

these

why

ring

found

song

because

about

sing

got

wish

six

many

children

if

picture

long

Name: _____

Sight Word RAN Board #9 – Recording Sheet

us	by	those	use	fast	pull	both	sit	flower
money	which	read	why	found	because	best	upon	these
ring	song	sing	wish	many	if	long	about	got
six	children	picture	money	flower	sleep	sit	both	pull
fast	use	those	by	us	song	ring	these	upon
best	because	found	why	read	which	picture	children	six
got	about	long	if	many	wish	sing	us	fast
sit	read	many	upon	use	ring	sleep	these	pull

Attempt:	1 st read	2 nd read	3 rd read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



Sight Word RAN Board #10



never	seven	eight	today	myself	much	keep	try	time
game	start	ten	bring	drink	only	better	hold	warm
farm	farmer	full	done	light	pick	hurt	cut	kind
fall	birthday	party	game	time	try	keep	much	myself
today	eight	seven	never	farmer	farm	warm	hold	better
only	drink	bring	ten	start	party	birthday	fall	kind
cut	hurt	pick	light	done	full	seven	try	only
hold	done	pick	cut	start	kind	much	time	eight

much

never

keep

seven

try

eight

time

today

game

myself

better

start

hold

ten

warm

bring

farm

drink

farmer

only

cut

full

kind

done

fall

light

birthday

pick

party

hurt

Name: _____

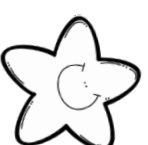
Sight Word RAN Board #10 – Recording Sheet

never	seven	eight	today	myself	much	keep	try	time
game	start	ten	bring	drink	only	better	hold	warm
farm	farmer	full	done	light	pick	hurt	cut	kind
fall	birthday	party	game	time	try	keep	much	myself
today	eight	seven	never	farmer	farm	warm	hold	better
only	drink	bring	ten	start	party	birthday	fall	kind
cut	hurt	pick	light	done	full	seven	try	only
hold	done	pick	cut	start	kind	much	time	eight

Attempt:	1 st read	2 nd read	3 rd read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



Sight Word RAN Board #11



carry	small	own	show	pot	far	draw	clean	bear
chicken	grow	together	shall	laugh	cow	horse	duck	fish
bear	clean	chicken	draw	far	pot	show	own	small
carry	fish	duck	horse	cow	laugh	shall	together	grow
fish	duck	horse	cow	laugh	shall	together	grow	chicken
bear	clean	draw	far	pot	show	own	small	carry

far

carry

draw

small

clean

own

bear

show

chicken

pot

cow

grow

horse

together

duck

shall

fish

laugh

Name: _____

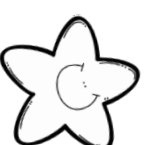
Sight Word RAN Board #11 – Recording Sheet

carry	small	own	show	pot	far	draw	clean	bear
chicken	grow	together	shall	laugh	cow	horse	duck	fish
bear	clean	chicken	draw	far	pot	show	own	small
carry	fish	duck	horse	cow	laugh	shall	together	grow
fish	duck	horse	cow	laugh	shall	together	grow	chicken
bear	clean	draw	far	pot	show	own	small	carry

Attempt:	1 st read	2 nd read	3 rd read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



Sight Word RAN Board #12



egg	kitty	rabbit	sheep	squirrel	nest	robin	clean	stick
wood	watch	grass	garden	coat	corn	bread	milk	morning
hill	fire	chair	wood	stick	clean	robin	nest	squirrel
sheep	rabbit	kitty	egg	watch	stick	clean	wood	chair
fire	hill	morning	milk	bread	corn	coat	garden	grow
kitty	wood	watch	sheep	nest	bread	milk	stick	clean

nest

egg

robin

kitty

stick

rabbit

would

sheep

watch

squirrel

milk

grass

morning

garden

hill

coat

fire

corn

chair

bread

Name: _____

Sight Word RAN Board #12– Recording Sheet

egg	kitty	rabbit	sheep	squirrel	nest	robin	clean	stick
wood	watch	grass	garden	coat	corn	bread	milk	morning
hill	fire	chair	wood	stick	clean	robin	nest	squirrel
sheep	rabbit	kitty	egg	watch	stick	clean	wood	chair
fire	hill	morning	milk	bread	corn	coat	garden	grow
kitty	wood	watch	sheep	nest	bread	milk	stick	clean

Attempt:	1 st read	2 nd read	3 rd read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				

Thank you for
purchasing!!

Please follow and rate me at:

[https://www.teacherspayteachers.com/
Store/Elizabeth-Young-9530](https://www.teacherspayteachers.com/Store/Elizabeth-Young-9530)

Email me at: lizyoung1020@gmail.com



MERGE SHARED READING AND FLUENCY DEVELOPMENT FOR POWERFUL RESULTS

An Innovative Approach • 30 Minutes: 15 Minutes Twice a Day

	SHARED READING LESSON	FLUENCY DEVELOPMENT LESSON
DAY 1 Read for joy. Design a play activity to go with it using art strategies later in the day to engage.	Choose an exciting book, poem or excerpt. Display text and pictures. Model very best reading. Define unusual words.	Ask children to echo-read favourite parts after you. Act out sentences. Decide on props and artifacts. Children bring props from home. Celebrate!
DAY 2 Skills We Know & Rehearsal	Model-read it again. Point out skills we have learned – alphabet, sight words, punctuation, print concepts.	Use the props and artifacts this time. Rehearse with echo reading, choral reading and assigning group roles (girls, boys, different clothing colours etc). Debrief how you did and how it might have gone better.
DAY 3 Word Study & Rehearsal	Model-read it again with the class. Point out the high lights of your model reading. Point out the Word Study skills we have learned – syllables, rhymes, spelling, blends etc.	Choral read the passage as a whole class. Stop at each line to discuss how it might be improved. Plan how the children will stand for rehearsal and how they will use their props when performing.

MERGE SHARED READING AND FLUENCY DEVELOPMENT FOR POWERFUL RESULTS

An Innovative Approach • 30 Minutes: 15 Minutes Twice a Day

	SHARED READING LESSON	FLUENCY DEVELOPMENT LESSON
DAY 4 Comprehension & Rehearsal	Choral read the passage together this time. Practice comprehension skills most appropriate – setting, theme, plot, predictions, connections, inferring.	Rehearsal: Assign roles; practice use of props and artifacts; practice body placement; practice drama and action. Choose the rehearsal audience and set time and place (the janitor, secretary, principal, a parent's meeting, the superintendent etc).
DAY 5 Performance & the Audience	The Big Day: Our Last Rehearsal. Have the children compliment each other – one compliment to each other in pairs then share to make sure everyone feels good.	The Big Day: Our Performance Keep track of the video performance of the children so you have a record of their growth over the course of the year and regular reports to send home. PM Benchmarks result may triple (according to Rasinski's data and experience).
DAY 6 ...extend as desired	Sometime children become so engaged you may want to repeat the reading, find texts by the same author or genre, move into a related classroom theme for a week on the same topic, turn it into an art project, teach younger classes what they learned, join with other teachers and hold a performance assembly! This could be an endless literacy celebration!	

Teacher's Chart

CLASS	DATE	STUDENT'S NAME	SCORE	Scores of 10 or more indicate that the student is making good progress in fluency.
-------	------	----------------	-------	--

MULTI-DIMENSIONAL FLUENCY RUBRIC

	1	2	3	4
EXPRESSION and VOLUME	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
PHRASING	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
SMOOTHNESS	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots".	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentences structures.
PACE	Reads slowly and labouriously.	Reads moderately slowly.	Reads generally at an appropriate rate throughout reading.	Reads at an appropriate conversational pace throughout reading.

Source: Training Teachers to Attend to their Student's Oral Reading Fluency: J. Zutell & T. Rasinski, 1991, Theory Into Practice | © Early Learning Circle Charts: Fluency and Comprehension

ASSESSING READING FLUENCY

Teacher's Chart

Class _____

Date _____

ASSESSING READING FLUENCY Multi-Dimensional Reading Fluency Scale

STUDENT'S NAME	1 / 2 / 3 / 4				1 / 2 / 3 / 4				1 / 2 / 3 / 4				1 / 2 / 3 / 4			
	Expression and Volume				Phrasing				Smoothness				Pace (minimal disruption while reading)			
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: Training Teachers to Attend to their Student's Oral Reading Fluency: J. Zutell & T. Rasinski, 1991, Theory Into Practice | © Early Learning Circle Charts: Fluency and Comprehension

A First Class Beginning:
e Early Learning INC.
Janet N. Mort PhD • jnmort@shaw.ca

Skill Mastery Progress
Black – Sept/Oct/Nov
Green – Dec/Jan
Yellow – Jan/Feb/Mar
Red – Apr/May/Jun

Degree of Skill Mastery
● Skill Mastery
● Skill Review Required
○ Skill Instruction Required

Primary Reading Comprehension Rubric (K-1)

	Level 1	Level 2	Level 3	Level 4
Making Connections (Prior Knowledge)	Does not make connections with the text	Talks about what text reminds them of, but cannot explain or relate clearly to the text	Relates background knowledge/experience to text	Uses background knowledge to enhance comprehension and Interpretation. Makes text-to-text and text-to-self connections; uses author schema with familiar text to make predictions
Questioning	Does not ask questions	Asks questions about the story; may confuse questions/statements	Asks questions relevant to the story; can answer questions	Asks questions to enhance meaning; can easily answer questions; beginning awareness of different types of questions
Visualizing (Sensory Imagery)	Does not describe simple sensory images related to the text	Can describe some simple sensory images, mostly related to text or picture	Describes some sensory images tied directly to the text or a description of the picture in the text	Describes own sensory images; images can be elaborated from the literal text or existing picture; demonstrated using any modality or media
Determining Importance	Random guessing	Inaccurate attempts to identify some concepts in text (i.e., characters, plot, main idea, or setting)	Identifies some concepts in text as more important to text meaning (i.e., characters, plot, main idea, or setting)	Identifies words, characters, and/or events as more important to overall meaning; makes some attempt to explain reasoning
Monitoring Comprehension	No awareness of text difficulties	Has text difficulties, no need to solve the problem	Identifies difficulties and articulates need to solve problem; does not articulate what the problem is	Identifies location and type of difficulty and articulates the need to solve the problem
Inferring	Does not attempt a prediction or conclusion	Attempts a prediction or conclusion; inaccurate or unsubstantiated with the text	Draws conclusions and make predictions that are consistent with text or background knowledge	Draws conclusions and makes predictions using examples from the text
Synthesizing	Does not retell	Randomly retells some elements of the text; events may not be in sequence	Retells most key elements in sequence	Retells elements of the text in logical sequence; may include some extension to overall theme, message, background knowledge

Primary Reading Comprehension Rubric (2-3)

	Level 1	Level 2	Level 3	Level 4
Making Connections (Prior Knowledge)	Does not make connections to the text	Talks about what text reminds them of, but cannot explain how it relates to the text	Relates background knowledge/experience to text	Links background knowledge and examples from the text to enhance comprehension and/or interpretation
Questioning	Unable to ask or answer questions; gives inappropriate or off topic responses	Beginning to ask and answer questions; unable to support with evidence from the text	Can ask and answer questions and begin to provide evidence from the text	Asks and answers different types of questions; and finds evidence in the text to support questions and answers
Visualizing (Sensory Imagery)	Does not demonstrate use of sensory images	Demonstrates use of some sensory images	Demonstrates use of sensory images; images are somewhat elaborated from literal text or existing pictures	Demonstrates multi-sensory images that extend and enrich the text; demonstration may be through any modality or medium
Determining Importance	Unable to identify important concepts in the text	Identifies some important concepts in text (i.e. characters, plot, main idea, or setting)	Identifies some important concepts in text with some supporting explanation (i.e. characters, plot, main idea, or setting)	Identifies at least one key idea, theme, or concept linking it to the overall meaning of the text. Uses supporting details from the text to clearly explain why it is important
Monitoring Comprehension	Does not identify difficulties or problem areas	Identifies difficulties, but does not articulate need to solve problem or articulate the problem area	Identifies difficulties and articulates need to solve the problem, but does not use strategies independently to solve the problem; may need teacher guidance	Identifies difficulties, articulates need to solve the problem and identifies the appropriate strategy to solve the problem (i.e. using meaning, visual, or structural cues)
Inferring	Does not make predictions, interpretations, or draw conclusions	Makes predictions, interpretations, and/or draws conclusions, but does not justify response with information from the text	Makes predictions, interpretations and/or draws conclusions and justifies response with information from the text; some teacher prompting may be necessary	Independently makes predictions, interpretations, and/or draws conclusions; and clearly explains connections using evidence from the text and personal knowledge, ideas, or beliefs
Synthesizing	Unable to retell elements of the text	Randomly retells some elements of the text	Retells all key elements of the text in logical sequence	Retells elements of the text in logical sequence with some extension to overall theme, message, or background knowledge

Primary Reading Comprehension Rubric (4-5)

	Level 1	Level 2	Level 3	Level 4
Making Connections (Prior Knowledge)	Makes no connections between text and background knowledge	Makes simple connections but cannot explain them, or the connections are irrelevant to the text	Relates background knowledge/ experience to text and expands the interpretations of text by using schema; may discuss schema related to author, text structure;	Explains how schema enriches interpretation of text and begins to make connections beyond life experience and immediate text
Questioning	Asks only literal questions	Asks questions only to clarify meaning	Asks questions to deepen the meaning of text; may explain how the questions enhance comprehension (metacognition)	Uses questions to challenge the text (author's purpose, theme, or point of view)
Visualizing (Sensory Imagery)	Cannot describe sensory images	Describes some visual or other sensory images; may be tied directly to text or description of the picture in the text	Describes own mental images, usually visual; images are somewhat elaborated from the literal text or existing picture	Creates and describes multi-sensory images that extend and enrich the text, and can explain how those images enhance comprehension
Determining Importance	Guesses randomly or inaccurately attempts to identify important elements	Identifies some elements as more important to text meaning	Identifies words, characters, and/or events as more important to overall meaning and makes some attempt to explain reasoning	Identifies at least one key concept, idea, or theme as important in overall text meaning and clearly explains why
Monitoring Comprehension	Little or no conscious awareness of reading process	Identifies difficulties, comprehension breakdown is often at word level, little or no sense of the need to solve the problem; main strategy is to sound it out	Identifies problems at word, sentence, or schema level; can articulate and use a strategy to fix comprehension breakdown, usually at the word or sentence level	Uses more than one strategy to build meaning when comprehension breaks down; can articulate which strategies are most appropriate for a given text
Inferring	Attempts to make predictions or draw conclusions, without using the text or by using the text inappropriately to defend the statement	Draws conclusions or makes predictions that are consistent with the text or schema	Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction	Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge or ideas and beliefs
Synthesizing	Stops occasionally or at the end of the text and identifies some text elements	Stops periodically to identify text events and may incorporate schema into interpretation	Stops frequently to reflect on text meaning; uses own schema and story elements to enhance meaning; may identify key themes	Stops frequently to reflect on text meaning; relates to the story or genre in a personal way; can identify key themes; may articulate how this process has created new meaning upon completion of the text

PRIMARY READING COMPREHENSION RUBRIC

Teacher's Chart

Class _____

Date _____

PRIMARY READING COMPREHENSION RUBRIC

STUDENT'S NAME	Making Connections				Questioning				Visualizing				Determining Importance				Monitoring Comprehension				Inferring				Synthesizing			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

A First Class Beginning:

 Janet N. Mort PhD • jnmort@shaw.ca

Skill Mastery Progress
 Black – Sept/Oct/Nov
 Green – Dec/Jan
 Yellow – Jan/Feb/Mar
 Red – Apr/May/Jun

Degree of Skill Mastery
 ● Skill Mastery
 ○ Skill Review Required
 ○ Skill Instruction Required

© 2018 Early Learning Inc.

Fluency Skills

Every Week: Teach and Practice

1. Expression and Volume

Do you read with expression and volume as if you were telling a story to a friend?

2. Phrasing

Do you read paying attention to what the punctuation tells you?

Do you cluster words so you can breathe as necessary?

Do you use the tone or feeling that fits the story?

3. Smoothness

Do you read with some natural breaks?

Do you self-correct when experiencing difficulty with words or sentence structures?

4. Pace

Do you read with a regular tempo as if you were telling the story to a friend?



Daily Read-Alouds and Fluency: A Perfect Partnership

Integrate Daily Read-Alouds and Fluency Development Skills

Dr. Tim Rasinski's Daily Fluency Strategy

Monday

- Choose an exciting book or poem.
- Model exemplary reading displaying text and pictures.
- Discuss unusual words and props for Friday's presentation.
- Echo-read or choral-read parts.

Tuesday

- Read the text again.
- Examine Foundational Skills (alphabet, sight words, punctuation and print concepts).
- Practice echo-reading and choral reading.
- Assign roles to small groups.

Wednesday

- Review one of the comprehension skills.
- Practice applying the comprehension skill considering the text.
- Practice echo and choral reading to prepare for the Friday presentation.

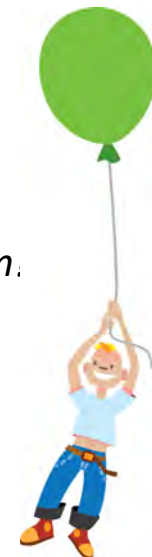
Thursday

- Define and discuss unusual words from the text.
- Review previously taught word study skills.
- Conduct a formal rehearsal for Friday with roles and props assigned.
- Practice with drama and expression.

Friday

- Performance Time!
 - Choose your audience.
 - Debrief after the performance.
- "What could we have done better?"

Watch Reading levels and Fluency Blossom.





The Power of Poetry Mentor Texts Reading AND Writing

What is a mentor text and why use them?

Students learn more about reading and writing when we use mentor texts to explore how literacy works. Mentor texts can be exceptional children's literature or poetry that gives your children clear and enjoyable examples of good writing they can read for pleasure – and to pinch and pilfer for their own writing.

Mentor texts help us guide our children through rich literacy experiences that achieve two things:

- 1. Provide vulnerable children with imaginary adventures and ideas, they may not have had previously – opening doors to new thinking, new vocabulary and new possibilities for further reading and writing.*
- 2. Provide us with the opportunity to practice the foundational skills we are teaching in the context of inspiring children's literature – truly integrating all features of literacy instruction in meaningful ways.*

INTEGRATE
DAILY READ-ALOUDS, FOUNDATIONAL SKILLS,
FLUENCY AND WRITING
A SIMULATION OF A WEEK IN YOUR CLASS

TASK ONE (MONDAY) 15 MINUTES

The teacher **models** reading the book or poem with best expression and fluency skills while displaying and discussing pictures. Choose a really good part that you will use in your Friday presentation. Read it together. Discuss possible props.

TASK TWO (TUESDAY) 10 MINUTES

The teacher asks the group to identify **foundational skills** they have learned or practiced that week – alphabet, sight words, rhyming words, phonological skills etc. Practice the part you will present Friday. (echo read or choral read - practicing the **four fluency skills**).

TASK THREE (WEDNESDAY) 10 MINUTES

The teacher reviews the **comprehensions skills** with the class (chart) and chooses one or two skills to practice using the story. Practice the part you will present Friday. (echo read or choral read - practicing the four fluency skills).

TASK FOUR (THURSDAY) 10 MINUTES

The teacher works with the class to identify new **vocabulary** to define, discuss, use in sentences and put on the word wall. Also find words that you might feature in **word studies**. Hold a rehearsal for your public presentation Friday; assign roles; plan props.

TASK FIVE (FRIDAY) 10 MINUTES

The teacher reminds the class about **the four fluency skills** and reminds them to do their best. The teacher leads the class in their performance. The class debriefs after to identify what they could do better.

Parents & Family Members:

Every Child's First & Forever Teachers



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 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, they are modeling 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 copying the sentence you read, it is okay to repeat the sentence and have them copy 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!*

Parents & Family Members:

Every Child's First & Forever Teachers



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 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!*

Parents & Family Members:

Every Child's First & Forever Teachers



Strategy #3 Come Alive Reading

What is Come Alive Reading?

- In schools we often call this Reader's 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 feel you are 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/Leaders

- 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 want to read more. Your teachers will appreciate it too; this is one of the skills they are working on too.
- 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!

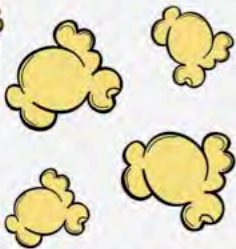
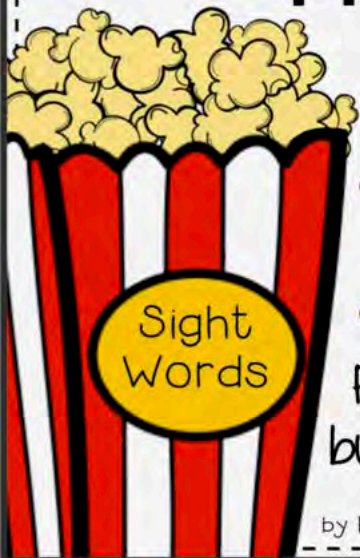


5

Implement the Blitz Intervention Strategy

pop

Sight Word Phrases



Phrases to
build fluency

by Renee Dooly





1

Phrases

Read the phrases below. Color a piece of popcorn each time you read the page.

She said that.

for his to

It was on the

you and I

they said in

he was on

that of a

but they had

It was on the



6

**The Celebration:
Charlotte Diamond!!!**



Themes Presented In Charlotte Diamond's Songs And Stories

The letters following each title indicate on which recording or video it is found.



(C) 10 Carrot Diamond,
(R) Diamond in the Rough,
(S) Qu'il y ait toujours le soleil,
(D) Diamonds and Dragons,
(CH) The Christmas Gift,
(G) My Bear Gruff,
(P) Soy una Pizza,
(Day) Diamonds and Daydreams,
(W) Charlotte Diamond's World
(F) Nous sommes tous comme les fleurs
(V1) Diamonds and Dragons DVD Video
(V2) 10 Crunchy Carrots DVD Video

The Environment

Earth, Water, Air and Fire (D)
Stop and Listen (D)
May There Always be Sunshine (C)(V2)(S)
The Forest is Calling (G)
Listen to the Water (G)
We Need Water (W)
When the Tide Goes Out (W)

Water and The Weather

Hello Winter (D)
Earth, Water, Air and Fire (D)
Octopus (C)(V2)(P)(S)
Rubber Blubber Whale (D)
Puddles (G)
It's a Rainy Day (G) (F)
Listen to the Water (G)
We Need Water (W)
Singin' in the Rain (W)

Seasons, Days of the Week

Hello Winter (all the seasons)(D)
Looking for Dracula (Halloween) (C)
Sing in the Spring (R)
The Days of the Week (R)
Circles (W)

Animals in Nature

The Foolish Frog (R)
Metamorphosis (R)
Slimy the Slug (D) & (V1)
Rubber Blubber Whale (D)
Octopus (C)&(V2)(P)(S)
Spider's Web (C)&(V2)(P)(S)
The Keeper would a-hunting go (CH)
Five Little Sparrows (G)
Splishin' and Splashin' (W)

Pets

Animals Have Personality (D)&(V1)
I Wanna be a Dog (C)&(V2)
I Wanna a Purple Kitty (D)
My Bear Gruff (G)
Y'a un chat (Cat at the Door) (G) (F)
Little Black Dog (Day)
Mi Caramelita (Day) (P) (F)
Snuggle with Your Puppy (W)
Giddyup Pony (W)

Unusual Animals

Boa Constrictor (R)
Sasquatch (C)&(V2)

Dicky Dinosaur (D)&(V1)
The Imp with Blood-red Eyes (D)
Fly High Unicorn (D)&(V1)
Slimy the Slug (D)&(V1)
Wee Kirkcudbright Centipede (G)
The Carousel (Day)&(V2)

Plants

Each of us is a Flower (C)(V2)(P)(F)
The Garden Song (C)
The Giving Tree (CH)
What Kind of Tree are You? (R)
Wildflowers (G)

Food

I am a Pizza (C)(V2)(P)(S)
All the Nations Like Banana (G) (F)
Bats ta pate (Making Bread) (G) (F)
10 Crunchy Carrots (C)&(V2) (F)
New Potato Polka (W)

Rhythms of the World, Dance songs

La Bamba (Mexico)(C)(V1)(P)(S)
Alegria (Peru) (CH)
La Bastringue (Fr. Canada)(R)&(V1)
Collinda (Louisiana) (R)
The Huron Carol (Canada) (CH)
Zulu Carol (South Africa) (CH)
Wee Kirkcudbright Centipede
(Scotland) (G)
All the Nations Like Banana (G) (F)
(Nicaragua)
All Mixed Up (W)

Pride in Our Heritage and Diversity

Look Through the Kaleidoscope (W)
Skookumchuck (W) First Nations
All Mixed Up (W)
When I First Came to this Land (R)
May There Always Be Sunshine (C)(V2)(S)
The Imp with Blood-red Eyes (D)
All the Nations Like Banana (G) (F)
The Wisest Old Woman & Man (Day)



Page 2 – Themes Winter Celebrations Around the World

(All found on "The Christmas Gift")

Feliz Navidad (Latin America)

Alegria (Peruvian Carol)

The Huron Carol (Canada)

Here we come a-wassailing (England)

Petit Papa Noel (France)

The Virgin Mary (Caribbean)

What Shall I Give to the Child (Spain)

Silver Bells (USA)

Silent Night - Stille Nacht (Germany)

Zulu Carol (South Africa)

S'vivon - Little Dreydl Spin (Israel)

The Toy at the Bottom of the Stocking

The Giving Tree

Hello, Winter ("Diamonds and Dragons")

Bonjour l'hiver ("Bonjour l'hiver")

Self-esteem

Donne-moi la main - Give me your hand (R)

(S) Toma mi mano (P)

Four Hugs a Day (C)(V2)(P)(S)

The Hug Bug (R)(V1)(F)

Lucky Streak (D)(V1)(P)

Love Me For Who I Am (C) (F)

You Can Make a Miracle (D)

You Never Praise Me Enough (R)

The Whistling Paper Boy (G)

Wounded Bird (G)

My Bear Gruff (G)

Everyday Angel (Day)

Patience (W)

Leave the World a Little Better (W) (F)

Quiet Songs

Eriskay Love Lilt (Day)

Suo-Gan / All Through The Night (Day)

Goodnight Mistress Moon (Day)

Morningtown Ride (Day)

Sh! Sh! Fingers (Day)

Coping With Change

Metamorphosis (R)

Cooperation (D) (V1)

Patience (W)

Roots and Wings (Day)

Joy of Learning - Curiosity and Creativity

Two Books (G)

Dragons and Dinosaurs (D)

Spider's Web (C)(V2)(P)(S)

Close Your Eyes (R)

Fly High Unicorn (D)&(V1)

One Dream (Day)

The Carousel (Day)& (V2)

Favourite Things (Day)

My School is the World (W) (F)

Making Your Own Music

The Whistling Paper Boy (G)

Stop and Listen (sound effects)(D)

Bats ta pate (clapping song) (G) (F)

La Bamba (hand percussion) (C)&(V1)

Giddyup Pony (gallops and trots) (W)

Family Life

Why Did I Have to Have a Sister? (C)

The Laundry (D)&(V1)

No More Dishes (G)

Procrastination (G)

Four Hugs a Day (C)(V2)(P)(S)

The Hug Bug (R)(V1)(F)

The Toy at the Bottom of the Stocking (CH)

Hush Little Baby (Day)

Grandma's Eyes (Day)

A Mother is Forever (Day)

Two Good Reasons (W)

Circles (All my Life's a Circle) (W)





The Walking School Bus

By Charlotte Diamond

© Charlotte Diamond Music 2004, SOCAN

INTRO

Vroom, Vroom ... Beep, Beep, Beep!
Riding the Walking School Bus. X 2

CHORUS

When I go to my school,
I like to walk and I'm no fool,
With my friends, I'm just fine,
Riding the Walking School Bus.

1.

One of our parents comes along,
We whistle and talk or sing a song,
Who needs a car when it's not too far?
Riding the Walking School Bus.

BRIDGE

Two by two we cross the street,
Look left and right, then pick up our feet,
We don't run, we stay together,
Walking to school in all kinds of weather.

Rain? *Sure!* Snow? *Of course!*
Windy? *Fine!* How about sunshine?
Walking in sunshine!

2.

I like walking in fresh air,
With my friends, I haven't a care.
Looking for birds, bugs and bears!
Riding the Walking School Bus.

3.

On the way back home, we've stories to tell,
What's new in school, which words we can spell?
One by one we say, "Good bye",
Riding the Walking School Bus.

BRIDGE

CHORUS

TAG

Vroom, Vroom ... Beep, Beep, Beep!

Who needs a car when it's not too far?
Vroom, Vroom ... Beep, Beep, Beep!
Riding the Walking School Bus.
Riding the Walking ... School Bus!
This song was inspired after I visited an Elementary School in Mississauga, Ontario. So many children arrived at school in a car when they only lived a few blocks away. The traffic congestion was horrendous! Walking to school not only provides great exercise, but also builds a child's connection to the community. Friendships are formed, stories are told, and there is so much to observe and learn as we walk in groups. Children learn the safety rules through practise. Walking together also provides the parent volunteers with a connection to the neighbourhood children and the school. In my own community of Richmond, B.C., I had heard of the Walking School Bus and Walk to School Week in October. I wanted to create a song that would support those programs.

The History of the Walking School Bus
The Walking School Bus originated in Brisbane, Australia in the early nineties as one way to reduce school traffic problems. Since then, it has been used in many communities around the world. There are many variations, for example, in Great Britain; the Walking School Bus is called the 'Crocodile'. You can add 'riding the crocodile' to my song and it sounds great! There is a growing interest internationally and there are other 'safe routes to school' organizations in Asia and Europe.

The concept is simple. Parents act as bus drivers, each taking a shift or two per week. They wear a brightly coloured vest or hat for visibility. As bus drivers, they walk a prescribed

route, at a prescribed time, to or from the school, picking up children along the way. There are many variations, such as children walking in groups or walking with a buddy. Many schools have constructed an actual bus with a covered wagon that can carry the children's packs as they walk. There are several organizations that can help schools get started in developing safe routes to school such as the Walking School Bus.

In B.C. Canada, visit:

DASH www.dashbc.org and

HASTE www.hastebc.org

In Ontario, Canada

www.saferoutestoschool.ca,

In the rest of Canada,

www.goforgreen.ca In the USA

www.walktoschool.org

Internationally

www.iwalktoschool.org

Visit Charlotte's Web Site for more information and to hear her song.

www.charlottediamond.com

Hug Bug Music – (604) 274-8216



THE P.R.I.Z.E. METHOD of teaching Songs

- P. **PROPS, PUPPETS & DRAMA** - make the words come alive visually
- R. **RHYTHM and MOVEMENT** - find the beat and move to it
- I. **IMAGINATION** - stimulate creativity, a sense of wonder and discovery
- Z. **ZIPPER SONGS** - write new songs by adding variations to those you know
- E. **ECHO - CALL AND RESPONSE** - the easiest way to teach a song

Try these ideas with any song, poem or story!

PROPS, PUPPETS AND DRAMA - *Appeal to the eyes!*

- Props enhance the visual impact, add a sense of fun and comedy, reduce the inhibitions of the teacher and the children and increase comprehension of the words.
- A felt board with felt figures or stick puppets with paper figures can animate a story or song. For example, a **Slippery fish** is eaten by an **Octopus**, who is eaten by a **Tuna Fish**, who is eaten by a **Great White Shark**...etc.
- Puppets allow the focus to pass to a puppet, teddy bear or stuffed animal who can present a different point of view. Puppets encourage conversation and problem solving. Do you have a classroom mascot, like the **Hug Bug** or another animal that can spend time with a child on a special day?
- Drama encourages children to enter the world of fantasy and imagination through simple costumes: hats, dark glasses, boots, umbrellas, a laundry basket, Dracula cape and binoculars, dog ears, slug antennae, face paint, ribbon sticks and bubble wands. Change your voice to suit the characters, such as, Dracula, a Dog, a Bear or Sasquatch.
- Suggested songs: "I Wanna Be a Dog", "Dicky Dinosaur", "Slimy the Slug", "The Hug Bug", "Looking for Dracula", "The Laundry Monster", "My Bear Gruff", "Puddles", "Octopus", "I am a Bubble", "Singin' in the Rain", "Snuggle with Your Puppy"

RHYTHM - *Let's get moving!*

- Children love rhythm; it makes the lyrics of a song or chant easier to learn and to remember. Hand claps, finger snaps, and sound effects help to develop a sense of rhythm.

- Rhythmic body movement encourages physical or kinesthetic involvement with the song, for example, sign language or gesture, simple dance steps and clapping with a partner.
- Ribbon sticks and scarves follow the flow of the music and allow a child to explore the space around her/him.
- Songs that come from other lands or cultures are easier to teach when we start with the rhythmic pulse of the music. Make simple percussion instruments based on authentic instruments, such as, maracas, claves, guiros, tambourines and rain sticks.
- Suggested rhythmic songs - "La Bamba", "Stop and Listen", "Co-operation", "Rubber Blubber Whale", "Dicky Dinosaur", "Zulu Carol", "Feliz Navidad", "All the Nations Like Banana", "Bats ta pâte", "The Carousel", "Morningtoun Ride", "Giddyup Pony", "Splishin' and Splashin'", "New Potato Polka".

MOVEMENT, GESTURE & SIGN LANGUAGE -*Talk with our hands and body!*

- Rhythmic movement unifies the group. Holding hands in a circle is a wonderful way to begin and end the day. "Donne-moi la main" (Give Me Your Hand) "Toma mi mano"
- Movement increases attention span and participation. When a movement crosses the body midline, both sides of the brain become involved. (Four Hugs a Day or 10 Crunchy Carrots)
- Sign language increases comprehension and introduces the language of the hearing-impaired.
- Suggested songs: "Four Hugs a Day", "May There Always Be Sunshine", "Spider's Web", "Each of Us Is a Flower", "Dicky Dinosaur", "What Kind of Tree Are You", "Octopus", "Sing in the Spring", "5 Little Sparrows", "Listen to the Water", "De Colores", "Roots and Wings", "Sh! Sh! Fingers", "Leave the World a Little Better", "Look Through the Kaleidoscope", "Lucky Streak".

IMAGINATION - *Let's pretend!*

- The magic words, "Let's pretend" always evoke a sense of mystery, suspense and discovery.
- Use music to stimulate a child's creative development through word-play and role-play. A stormy day, a special event, classroom news, such as a new puppy can lead into song or story. Be spontaneous when children have a keen interest in a topic. Learning comes from fascination.
- Draw while listening to music. A song can create

a mood or expand on a theme.

- Suggested songs and stories: - "Looking For Dracula", "Two Books", "Fly High Unicorn", "Spider's Web", "The Carousel & My Favourite Things", "Dragons and Dinosaurs", "Goodnight Mistress Moon", "I Wanna Be a Dog", "Skookumchuck", "My School is the World".

ZIPPER SONGS - *Let's make up a new song!*

- Encourage children to compose their own songs by adapting songs they already know. For example: "I am a **Pizza**" could become "I am a **Sandwich**", "I am a **Bubble**", or "I'm a **Guitar**".
- Take the pattern of "My Bear **Gruff**" and add other animals whose names end in "uff" - **Puff**, **Fluff**, **Tuff** and **Ruff**. Change "I Wanna be a Dog" to a **Bear**, a **Whale** or a **Seal**.
- "May There Always Be **Sunshine**" - May there always be eagles, whales, rhinos or other endangered species. May there always be friends, sisters, brothers, cousins, grandparents.
- Suggested zipper songs: "Listen to the Water", "It's a Rainy Day", "Sing in the Spring", "Sh! Sh! Fingers", "What Kind of Tree Are You?" (What Kind of **Fish** Are You?), "Splishin' and Splashin'", "We Need Water", "Leave the World a Little Better" (a little **kinder**, a little **brighter**)

ECHO SONGS (Call and Response) - *Let's take turns being the leader!*

- Echoing is one of the most effective ways of teaching lyrics and melody to children.
- The group can be divided in two, one group leads and the other echoes.
- Echoing is excellent for teaching English as a Second Language, or introducing another language. The teacher can hear more clearly the response of individual children. The children can see how the teacher forms the words, then imitate mouth shape as well as sound.
- Suggested Echo Songs: "I am a Pizza" (Je suis une pizza) (Soy una Pizza), "Puddles", "Sasquatch", "Looking for Dracula", "The Days of the Week", "The Zulu Carol", "I am a Bubble".

Remember to include quiet songs during the day to rest, soothe and nurture our softer side.





SAMPLE LESSON PLANS **For Charlotte Diamonds Music**

1. THE HUG BUG

- Children can act out the moods as they sing the song - feeling sad, a sniffly cold, or falling off their bike. Then talk about other situations when we need a hug or a kind word to feel better. Discuss how to be a good friend, a caring brother or sister.
- Draw Hug Bugs or make them out of hearts (for Valentines Day) or Paper Bags Hug Bugs with six legs attached. Hug Bugs come in many different shapes, sizes and colours. Hug Bugs can be made as a gift for a parent or taken to a nearby Senior's Facility.
- Vary the song by adding an echo to the chorus: "It's the Hug Bug (Hug Bug), the Hug Bug (Hug Bug), the Hug Bug, never know where it's hiding"...
- What does a bug look like? - Six legs, 4 wings, antennae. What has 8 legs?
- Related songs - "Four Hugs a Day", "My Bear Gruff", "Love Me For Who I Am", "Everyday Angel", "Snuggle with your Puppy".

2. I AM A PIZZA

- This is an excellent echo song and very easy to sing. Divide the group in two with one group

leading while the other group echoes. One child may want to be the leader.

- Once the children know the song in English, teach a verse in French (on 10 Carrot Diamond) or in Spanish (on Soy Una Pizza)
- Use a felt board with the pizza shape and add different toppings. Using a pizza box with a felt pizza inside, act out the song.
- The children can draw pizzas, putting on the toppings that they like. Change the words in the song to suit their toppings. "I am a Pizza...with lots of olives, some feta cheese"
- Make pizzas in class so that the children truly become a Pizza. (We are what we eat!)
- Change the word "Pizza" to "Sandwich", "Taco", "Guitar" etc. and create a new song (Zipper Method) "I'm a guitar, made of wood. When you strum me, I sound good..."
- Discuss what foods we need to make a pizza - flour, tomatoes, onions, green peppers.
- Lead into "The Garden Song", "Each of us is a Flower" or other growing songs.
- Once children learn the pattern of echoing, related songs and stories are : "Puddles", "Sasquatch", "Looking For Dracula" "I am a Bubble", "Little Sir Echo".

3. IT'S A RAINY DAY

- This song is very easy to sing and could be used to start each day.
- Teach the sign language for the different kinds of weather: rain, wind, fog, snow or sunshine. Substitute gesture if you are not sure of the signs.
- What is the weather today? Lead into a discussion of seasons and weather. "Where do frogs go when the weather is cold in winter?" They hibernate. "Where do birds go?" They migrate. Some animals change throughout the seasons. That's Metamorphosis! (Frogs and Butterflies)
- Use a scarf or ribbon wand to act out the weather - the movement of the wind, cover your eyes to make fog, make a zigzag for lightning. "It's a stormy day, lightning is flashing."
- Related songs: "Puddles" (dance with an umbrella or rain hat), "Hello Winter" (change hats for the changing seasons), "Stop and Listen" (make the sounds of the weather), "May There Always Be Sunshine", "Sing in the Spring", "Singin' in the Rain".



PAGE 2 - SAMPLE LESSONS PLANS For Charlotte Diamonds Music

4. THE CAROUSEL AND MY FAVOURITE THINGS

- Use ribbon wands or scarves to follow the rhythm of the music. With a smaller scarf, the children can play “throw and catch” to themselves or with a partner.
- Draw a large circle for the carousel and then add on horses that the children have made.
- Form a circle in the room and have the children ride their imaginary horse around the Carousel, moving up and down to the music. One child can be the Carousel operator who starts the music and the imaginary Carousel.
- Make a list of your favourite things. Discuss how we all like **different** things. “What is your favourite colour?” “What is your favourite ice cream?”...favourite animal?
- “What favourite things do we **all** like?”
- Read the book, “My Favourite Things”. Make your own book of favourite things.
- Related songs: (All of these songs have 3/4, Waltz rhythm) “Fly High Unicorn”, “De Colores”, “My Bear Gruff”, “Donne-moi la main” (Give me your hand)

5. LA BAMBA

- Make simple percussion instruments - yogurt containers or film canisters, filled with pop corn kernels, macaroni or rice. Have only a small group play at one time so that the other children can listen. Can you identify a particular instrument?
- Create a simple dance or clapping pattern with the children. Have them work in pairs, then share their ideas with the group.
- Learn to sing the song in Spanish - teach only small sections at a time, using the “echo method” to introduce the words.
- Related songs: “Zulu Carol”, “All the Nation Like Banana”, “Feliz Navidad”, “Mi Caramelita”, “All Mixed Up”, “Skookumchuck”.

6. 10 CRUNCHY CARROTS

- Use your fingers as the carrots, making them disappear as you count down. Start with **five crunchy carrots**, if the children are very young.
- Use real carrots at snack time, putting the child’s name in the song as s/he chooses a carrot. The last carrot is shared between two children. Make music with “Crunches”. Compare the crunch of a carrot with a piece of celery or an apple.



- Discuss how carrots are grown, that they are a “root”. Discuss the difference between a potato (tuber), celery (stem), lettuce (leaves) and tomato (fruit). They all begin as tiny seeds. Plant some carrot seeds in a garden - and follow the growth of the plants.
- Other counting songs: “Five Little Sparrows”, “Four Hugs a Day”, “New Potato Polka”
- Related songs: “The Garden Song”, “Each of us is a Flower”

Many more interesting teaching ideas for Charlotte’s songs are in her Music Books “Charlotte Diamond’s Musical Treasures” and “A World of Music”
© Charlotte Diamond Music

6251 Chatsworth Road, Richmond, B.C.
CANADA
Phone (604)274-8216
Fax: (604) 274-8210
Email: hugbug@intergate.ca Web Site:
www.charlottediamond.com

Everyday Angel

By Charlotte Diamond

© Charlotte Diamond Music 1994 SOCAN

As recorded on "Diamonds and Daydreams"

CHORUS

Be an Everyday Angel
Help out in little ways
Share your smile
And make this a better day

Be an Everyday Angel
Spread your wings
Bringing your love to all that you touch
Makes their hearts sing.

1.
Each day has its problems
Sometimes it's hard to take
The world moves too fast
From the moment that we awake
But then there are Angels
To see us through
And the very best Angels with tiny wings
Are me and you.

2.
It isn't the biggest gift
That brings the biggest smile
But gentle memories
That stay with us awhile
Of times together
Feeling close
Sharing our dreams, sharing our fears,
Sharing our hopes.

CHORUS



Leave the World a Little Better

By Charlotte Diamond

© Charlotte Diamond Music SOCAN 1997

As recorded on "Charlotte Diamond's World"

CHORUS

Leave the world just a little bit better,
A little better than it was,
Leave the world just a little bit better,
A little better than you found it
When the sun came up.

1.
I'm only one and we are two
But there are others like me and you,
Step by step and hand in hand
We can help our land.

CHORUS

2.
If I listen to you and you listen, too
Soon there'll be others like me and you,
We know a word, it's called "Respect",
Give what you expect.

CHORUS - Variation

Leave the world just a little bit kinder,
A little kinder than it was,
Leave the world just a little bit kinder,
A little kinder than you found it
When the sun came up

3.
If I smile at you and you smile, too
Soon there'll be others like me and you,
Let's send a giggle around the world
To every boy and girl.

CHORUS – La, la, la ...
Repeat Verse One

CHORUS

ALTERNATE VERSE

If I plant a tree and you do, too
Soon there'll be others like me and you
Tree by tree and stream by stream
Help the earth stay green.

Lucky Streak

By Tom Arntzen SOCAN 1988

As recorded on "Diamonds and Dragons"
by Charlotte Diamond

CHORUS

I got a smile on my face, shoes on my feet
That's all I really need, I guess I got a
Lucky Streak
I got the sun pouring down, the birds
sing so sweet
That's all I really need, I guess I got a
Lucky Streak.

1.
I don't need any money to buy those
fancy toys
I'm satisfied with what I've got, I can still
make lots of noise
If I had a hundred dollars to spend just
how I feel
I'd give it to someone who needs it,
someone not as lucky as me.

CHORUS

I got a smile on my face, shoes on my feet
That's all I really need, I guess I got a
Lucky Streak
I got the sun pouring down, the birds
sing so sweet
That's all I really need, I guess I got a
Lucky Streak.

2.
I'm glad to have the stars, shining down
so bright
I'm lucky to have the moon, to help me
see at night
When I stop to think, it adds up to a lot
And makes me feel lucky, I'm happy with
what I've got.

CHORUS

I got a smile on my face, shoes on my feet
That's all I really need, I guess I got a
Lucky Streak
I got the sun pouring down, the birds
sing so sweet
That's all I really need, I guess I got a
Lucky Streak.



THREE BOOKS A DAY

By Charlotte Diamond

© Charlotte Diamond Music SOCAN 2005

Based on "Four Hugs a Day" as recorded on "10 Carrot Diamond"

Intro: (Spoken)

Nobody reads enough books a day
'Cause the minimum number is three,
We can read everywhere, on the floor, in a chair
On a bus, there are stories to read.

Chorus:

Three books a day, that's the minimum,
Three books a day, not the maximum.
Three books a day, that's the minimum,
Three books a day, not the maximum.

Step One: Read a sign on the street,
Step Two: On the foods that we eat,
Step Three: In a comic book,
Step Four: A recipe that we cook.

Chorus

Step One: Read a book about whales,
Step Two: Or a dragon's tale,
Step Three: Solve a mystery,
Step Four: Dive under the sea.

Don't forget, your Mama and Papa,
Grandma and grandpa can read to you,
too,
Brothers and sister, aunts and uncles
Have some fun; it's easy to do.

Let's read...
One, Two, Three or more!
Let's read ...
One, Two, Three or more!

Let's read ... Chorus
Don't forget, you gotta read three books a day!

** Inspired by Mem Fox from her book "Reading Magic"
"If every parent and every adult caring for a child read aloud a minimum of three stories a day to the children in their lives, we could probably wipe out illiteracy with one generation."

HOW TO USE

CHARLOTTE DIAMOND'S SONG CARDS (BIG BOOKS)

Song cards are proven, successful tools for use in early literacy programs, which introduce children to the love of reading. The words to each song are written on individual 11"x17" heavy card stock and are beautifully illustrated. The children listen to the words as they are sung by either a teacher or parent or played on a CD. As they do this, they follow the words on the song cards. Soon they are singing and reading! As children love to repeat a song that they love over and over, the vocabulary and sentence structure are reinforced.

TO ASSEMBLE YOUR SONG CARDS (BIG BOOKS)

Colour the pages using washable, coloured felt markers. Use thin tipped for more detail. For example, Crayola – Washable Markers

Then laminate the pages. Using an individual hole punch, make two holes at the bottom of the pages – about four inches in from the sides and ¾ inch from the bottom. Then insert two metal rings that will hold the pages together.

When reading with the children, the pages flip forward and down as you read. Draw attention to the pictures to help tell the story. Leave out a word at the end of a line so that the children learn to rhyme. Songs are great for providing lots of rhyming words!

Children will love to read the Song Cards (Big Books) to each other as they sit on the floor and turn the pages. Soon they will be making their own Big Books and writing their variations of my songs. The song is just the beginning!

Good luck! Enjoy "Shared Reading" and singing with your children.

"Three Books a Day, that's the minimum,
Three Books a Day, not the maximum.

Don't forget to read at least "Three Books a Day"! Charlotte Diamond

Please contact me for more information.

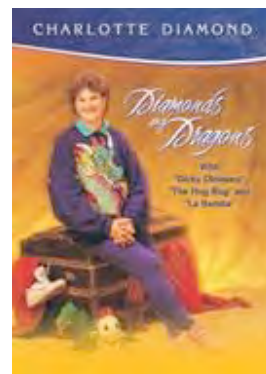
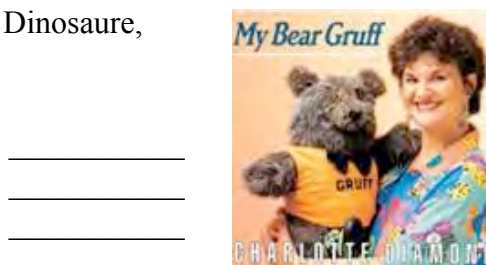
And visit "Teacher's Corner" on my web site www.charlottediamond.com

HUG BUG MUSIC
6251 Chatsworth Road, Richmond, B.C.
Canada V7C 3S4
Phone: 604-274-8216 Fax: 604-274-8210
Email: hugbug@intergate.ca

CHARLOTTE DIAMOND

MUSIC SONG CARDS – (11" x 17" Big Books) \$12.00 each

Quantity	*Available in French	Recorded on	Puppets
_____	I am a Pizza *	10 Carrot Diamond	_____ Pizza Puppet (\$30.00)
_____	Octopus – Slippery Fish *	10 Carrot Diamond	_____ Octopus Puppet (\$30.00)
_____	I Wanna Be a Dog	10 Carrot Diamond	_____ 10 Crunchy Carrots (\$35.00)
_____	Looking for Dracula	10 Carrot Diamond	_____ NEW! Flower Puppet (\$35.00)
_____	10 Crunchy Carrots	10 Carrot Diamond	
_____	Each of Us is a Flower *	10 Carrot Diamond	
_____	Four Hugs a Day *	10 Carrot Diamond	
_____	My Bear Gruff	My Bear Gruff	
_____	Puddles	My Bear Gruff	
_____	Listen To The Water	My Bear Gruff	
_____	Five Little Sparrows	My Bear Gruff	
_____	It's a Rainy Day *	My Bear Gruff	
_____	Dicky, Dicky Dinosaur *	Diamonds and Dragons	
_____	Slimey the Slug	Diamonds and Dragons	
_____	Lucky Streak	Diamonds and Dragons	
_____	Boa Constrictor	Diamond in the Rough	
_____	Hug Bug *	Diamond in the Rough	
_____	Metamorphosis	Diamond in the Rough	
_____	What Kind of Tree	Diamond in the Rough	
_____	Are You?	Diamond in the Rough	
_____	Hush Little Baby	Diamonds and Daydreams	
_____	I am a Bubble *	Charlotte Diamond's World	
_____	Splishin' and Splashin'	Charlotte Diamond's World	



* **8 Titles in French:** Je suis une pizza, La belle pieuvre, Embrasse quatre fois, Nous sommes tous comme les fleurs, Aujourd'hui, il pleut, Di, Di, Dinosaur, Le Hug Bug, Je suis une bulle.

_____ Song cards @ \$12.00 each
 _____ Octopus/Pizza Puppets @ \$30.00 each
 _____ Carrot / Flower Puppet @ \$35.00 each
 _____ Shipping \$8.00
 _____ **Total**

Master Card & Visa Accepted

HUG BUG MUSIC

6251 Chatsworth Road, Richmond, B.C. Canada V7C 3S4

Phone (604) 274-8216 Fax (604) 274-8210

Email: orders@charlottediamond.com

Website: www.charlottediamond.com

Name _____

Address _____ Code _____

Phone _____ Email: _____

VISA or MASTERCARD # _____ Expiry Date _____

“DIAMONDS BY THE SEA” – LYRIC BOOKLET

All songs written by Charlotte Diamond, except for “Sharks Need Their Fins” and “Ottie the Otter”, which were co-written with Matt Diamond.

Copyright © Charlotte Diamond Music 2015 SOCAN

CharlotteDiamond.com

1. Hello, Hola, Bonjour

By Charlotte Diamond

Copyright © Charlotte Diamond Music 2014 SOCAN

**Echo these greetings and add on your own!*

Hello... Hello, **Hola...** Hola, **Bonjour...** Bonjour, **Konichiwa...** Konichiwa,

Hello... Hello, **Lay ho ma...** Lay ho ma, **Nee how...** Nee how, **Namaste...** Namaste.

Hello... Hello, **Sat sri akal...** Sat sri akal, **Shalome...** Shalome, **Kumasta...** Kumasta,

Hello... Hello, **Buon Giorno...** Buon Giorno, **Guten Tag...** Guten Tag, **Aloha...** Aloha!

Hello... Hello, **Hola...** Hola, **Bonjour...** Bonjour,

I'm so glad you're here,

I'm so glad you're here,

I'm so glad you're here!

2. 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!

2.

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!

3.

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!

4.

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!

5.

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!

3. Put the Beat in Your Feet

By Charlotte Diamond

Copyright © Charlotte Diamond Music 2015 SOCAN

1.

Put the beat in your feet, put the beat in your feet,
Put the beat in your feet.
Move them around, up and down,
Put the beat in your feet!

2.

Put the beat in your knees, put the beat in your knees,
Put the beat in your knees.
To the left, to the right,
Put the beat in your knees.

3.

Put the beat in your hips, put the beat in your hips.

Put the beat in your hips.

To the side, wiggle and jive,

Put the beat in your hips.

4.

Put the beat in your arms, put the beat in your arms,

Put the beat in your arms.

Way up high, way down low,

Put the beat in your arms.

5.

Put the beat in your head, put the beat in your head,

Put the beat in your head.

Nodding "Yes" and shaking "No"

Put the beat in your head.

*Descending chords G /// F/// Eb/// C/// D///

6. *(A Cappella - Voices Only)*

Put the beat in your hands, put the beat in your hands,

Put the beat in your hands.

Put the beat in your hands, across the land,

Put the beat in your hands.

7.

Put the beat in your feet, put the beat in your feet,

Put the beat in your feet.

Move them around, up and down,

Put the beat in your feet! X2

Put the beat in your ...feet!

4. I Have Shoes and I Can Walk

By Charlotte Diamond

Copyright © Charlotte Diamond Music 2009 SOCAN

1. *(Twice)*

I have shoes and I can walk

I have shoes and I can walk

I have shoes and I can walk

Walk and walk and walk!

2.

I have shoes and I can dance

I have shoes and I can dance

I have shoes and I can dance

Dance and dance and dance!

3.

I have shoes and I can jump

I have shoes and I can jump

I have shoes and I can jump

Jump and jump and jump!

Bridge

To the front - clap, clap. To the back – clap, clap

To the side, - clap, clap. To the other side – clap.

4.

I have shoes and I can run

I have shoes and I can run

I have shoes and I can run

Run and run and run!

5.

I have shoes and I can stop (*Pause*)

I have shoes and I can stop (*Pause*)

I have shoes and I can stop (*Pause*)

Stop... and stop... say, "Stop!"

6.

I have shoes and I can sleep, ZZZZ

I have shoes and I can sleep, ZZZZ

I have shoes and I can sleep, ZZZZ Wake up!

When I take them off my feet.

7. (*Repeat First Verse*)

I have shoes and I can walk

I have shoes and I can walk

I have shoes and I can walk

Walk and walk and Stop!

Variation:

I have wheels and I can roll ...

*Lyrics for **French** Version – See Song #16*

*Lyrics for **Spanish** Version – See Song #17*

5. Connected

By Charlotte Diamond

Copyright © Charlotte Diamond Music 2004 SOCAN

Chorus

I feel connected; I feel respected

With my family and with my friends,

Like a tower, I've got power

With an energy that never ends.

I need community and my teachers

To watch my steps as I grow,

Take my hand, let's go together

For there's so much I want to know!

Verse

Moving too fast, make this day last

For very soon I'll be grown,

Time goes by and you'll ask why

The early years have just flown?

Jump on our bikes; let's go for a hike

All that I want is your time,

It's simple to see; just listen to me
And share your world with mine.

Chorus (with "We")

'Cause we're connected and respected
With our family and with our friends.
Like a tower, we've got power
With an energy that never ends.
We've got community and our teachers
To watch our steps as we grow.
Take our hands, let's go together
For there's so much we want to know!

Verse (Repeat)

Chorus (with "I") Spoken for the first four lines.

6. The Moose on the Loose

By Charlotte Diamond

Copyright © Charlotte Diamond Music 2005 SOCAN

Chorus

I'm the Moose, Moose on the loose,
And I didn't mean to wander away.
I'm the Moose, Moose on the loose
I was busy and I just didn't pay attention.
I'm the Moose on the loose.

1.

Waded slowly into the stream,
The water was cool and looked so clean,
Filled with tasty roots and grass.
I ate and ate while time just passed.

2.

Kept on grazing down the hill,
The tastier grasses were farther still,
I never noticed the horns and toots.
I was busy munching tasty roots. **Chorus**

3.

When I looked up, the woods were gone,
I'd munched my way right into town,
Kids were pointing and parents said, "Oh!"
I did not know which way to go.

4.

There was no place for me to hide,
Big buildings stood on either side,
They must have thought it was a dream,
Finding a moose in a city stream.

Instrumental Chorus

5.

Luckily those folks were kind,
They did not chase but let me find
A way to slowly turn around,
And find my way back out of town.

6.

You may hear my story still,
Of how I wandered down that hill,
It may sound strange but it's the truth!
For, I'm the Moose on the loose!

Chorus – Repeat last line x4.

7. Sharks Need Their Fins

By Charlotte Diamond and Matt Diamond

Copyright © Charlotte Diamond Music 2015 SOCAN

1. (Echo)

Sharks need their fins ...
Tigers need their tails ...
Rhinos need horns ...
And Foxes need their fur ...
Eagles need their plumes ...
Turtles need their shells ...
They all need our help. Yes, they all need our help.

2.

Whales need their blubber ...
Sturgeon need their eggs ...
Bears need their claws ...
And frogs need their legs ...
Sea horses need to be ...
Always in the sea ...
They all need our help. Yes, they all need our help..

Instrumental Break – Bass lead with guitar echoing

Modulate to E

3.

We want our world ...
To always be there ...
From the tiniest mouse ...
To the polar bear ...
But they need to live ...
And we need to care ...
And share this earth our home.
And share this earth our home.
Tag: And share this earth our home.

8. Families of Crows

By Charlotte Diamond

Copyright © Charlotte Diamond Music 2005 SOCAN

"Sometimes crows wake us up in the morning with their raucous, 'Caw, Caw!' They often sound so angry, but they are only talking to each other. Crows are fun to watch. They are smart, and love to play together, dancing with the wind." CD

1.

(a) Families of crows are spiralling, tumbling,
Dancing at play, on the warm winds of spring.
Skydiving hills that fall to the ocean,
Catching the wind, under their wings.

(b) Families of crows, flying so close
Wings almost touch, dancing in flight,
Soaring apart to climb even higher
Black feathers flash, reflecting the light, the light, the light.

2.

(a) Pairs twist and tussle, exuberant mates,
Falling together, into a sigh.
Down they descend to catch the next breeze,
That sweeps them like paper, into the sky.

(b) They dance and play on through the day,
Wind is their game; wind is their power,
Making new friends, finding new mates,
Riding the wind, hour upon hour and hour and hour.

Instrumental variation on Verse One, Part (a) & (b)

3.

(a) When softening breeze brings an end to their play,
They rest and they dream, of the next windy day;
When families of crows will take to the wing,
To spiral and dance, on the warm winds of spring,
On the warm winds of spring, on the warm winds of spring.

9. Don't Stumble on the Little Things

By Charlotte Diamond

Copyright © Charlotte Diamond Music 2005 SOCAN

Chorus

Don't stumble on the little things,
Don't trip on the pebbles,
Keep your eye on the sparrow,
Lift your chin off the floor.
Don't stumble on the little things,
Don't trip on the pebbles,
Let in a little sunshine,
And go walking out the door.

1.

But sometimes I can get bogged down
Sometimes I get stuck,
Some days nothing turns me on
Nothing picks me up.
But I kick off and start to swim
Rising to the top,
The rush of water past my ears
Makes my mood go "Pop!" **Chorus**

2.

Sometimes life just isn't fair
Sometimes life is tough,
Just when you think the way is clear
Things get really rough.
But jump in the boat and start to paddle
Away from the storm,
Before too long, the sun breaks through
And you'll start feeling warm. **Chorus**

3.

Sometimes when I look in the mirror
I can't see myself,
That grumpy face looking back at me
Must be someone else.
So I wash my face, comb my hair
And brush my teeth 'til they shine.
Then I stick out my chin and with a grin
That smiling face is mine! **Chorus**

Tag: And go walking out the door. (*swimming, wheeling*)
(*Pause*) Just get out that door!

10. The Tub Song

By Charlotte Diamond

Copyright © Charlotte Diamond Music 1985 SOCAN

Chorus

Scrub, scrub, rub-a dub, dub,
Playing in the tub, just the bubbles and me.
Scrub, scrub, rub-a dub, dub,
Playing in the tub is where I want to be.

1.

Sometimes when I feel alone,
No one wants to play with me.
We fill up the tub and load it with toys,
Jump right in, it's such a joy. **Chorus**

2.

Making islands out of foam,
Sailing ships beneath my knees.
Whales and dolphins wander and roam,
They can do whatever they please. **Chorus**

3.

There's no one here to bother me,
Mom's down the hall and she lets me be.
She checks to see if I'm okay,
In case I've washed myself away. **Chorus**

4.

Scuba divers can explore,
Chasing sharks and giant squid.
Bubbles splash out onto the floor,
But that's OK 'cause I'm a kid! **Chorus**

5.

But now the bubbles float away,
The water's cool and I can't stay.
I'm kind of wrinkled like a prune,
My bath is over much too soon. **Chorus**
Tag: Playing in the tub is where I want to be. X2
Scrub-a dub-a, scrub-a dub-a.
Don't pull the plug!

11. Ti-U, Turn It Up!

By Charlotte Diamond

Copyright © Charlotte Diamond Music 2009 SOCAN

Intro (spoken)

Ti-U, Ti-U, Turn it up and turn it on!

Chorus

Ti-U, Ti-U, Ti-U, Ti-U, Turn it up!
Ti-U, Ti-U, Turn it up and turn it on!
Ti-U, Ti-U, Ti-U, Ti-U, Turn it up!
Ti-U, Ti-U, Turn it up and turn it on!

1.

Wake up early, Ti-U. Wake up early, turn it up!
Wake up early, Ti-U. Turn it up and turn it on!
Wake up early, Ti-U. Wake up early, turn it up!
Wake up early, Ti-U. Turn it up and turn it on! **Chorus**

2.

Let's go walking, Ti-U. Let's go walking, down the street!
Let's go walking, Ti-U. Turn it up and turn it on!
Ride your bike now, Ti-U. Ride your bike now, turn it up!
Ride your bike now, Ti-U. Turn it up and turn it on! **Chorus**

3.

Everybody boogie, Ti-U. Everybody boogie, turn it up!
Everybody boogie, Ti-U. Turn it up and turn it on!
Everybody boogie, Ti-U. Everybody boogie. Let's go!
Everybody boogie, Ti-U. Turn it up and turn it on!

Bridge

Turn it up, turn it on... Turn it up, turn it on...
Turn it up, turn it on... Turn it up, turn it on!

4..

Let's go singing, Ti-U. Let's go singing, turn it up!

Let's go singing, Ti-U. Turn it up and turn it on!

Let's go singing, Ti-U. Let's go singing, down the street!

Let's go singing, Ti-U. Turn it up and turn it on!

Chorus

Tag: Turn it up and turn it on x3

12. Y R U So Difficult?

By Charlotte Diamond

Copyright © Charlotte Diamond Music 2000

Chorus

(a) One step forward, two steps back,
A pain in my head and an ache in my back,
Oh, No! Why are you so difficult?

(b) One step forward, two steps back,
My hair is gray, and I'm off track,
Oh, No! Why are you so difficult?

1.

At two years old, you were lots of fun,
By five years, you were ready to run,
At seven years, I started to bend,
I'm out of shape, where does this end?

Chorus (a)

2.

Will you help me? *No, I won't.*
Please, do it now! *No, I can't.*
Come home on time ...*Oh, Mother!*
Am I two years old? ... Sometimes I wonder?

Chorus (a)

3.

Just when I think that I've got it right,
We end up in an awful fight,
Should I scream, should I shout?
Or hold my breath, 'til you move out!

Chorus (a) & (b) Instrumental

4.

I love to help you learn to read,
Fun and play are what we need,
Doing Math and singing a song,
Why can't we just get along? **Chorus (a)**

Tag:

Oh, No! Why are you so difficult?
Oh, Mom! Why are you so difficult?
Oh, Gee! Why are we so difficult?
Come on, give me a hug.

13. Oh, Deer, the Doe's in the Marigolds!

By Charlotte Diamond

Copyright © Charlotte Diamond Music 2002 SOCAN

Chorus

Oh, Deer, the doe's in the marigolds,
Oh, Deer, she's munching the day lilies,
Oh, Deer, the buck nipped my roses,
He's nibbling the snapdragons, too!

1.

The fawns have trampled through the petunias,
Dancing and prancing all over the fuchsias,
Azaleas, hydrangeas are only bare branches,
And all the strawberries are gone.

2.

Why don't they like dandelions and nettles?
Why don't they eat all the horsetails and brambles?
What can I do to protect all my flowers?
And teach all the deer to eat weeds?

3.

Shall I stand on guard and tell them to "Shoo!"
Should I build a fence so they cannot come through?
But those crafty deer know which game to play,
They wait until we go away.

Chorus Instrumental

4.

Next spring my garden will be all impatiens,
The blooms they ignore will be my salvation,
I know we must share and I love nature's creatures,
But I say, "The buck stops here!"

14. Whistle a Tune

By Charlotte Diamond

Copyright © Charlotte Diamond Music 1990 SOCAN

Chorus

Whistle a tune while you're walking along,
Free as a breeze, make your own melodies,
Whistle a tune like the birds in the trees,
Let's all whistle a tune!

1.

You can whistle in French, you can whistle in Greek,
In Cantonese, any language you speak,
Whistling's the same in every land,
Let's all whistle a tune.

Bridge

You may think that what you do
Is not heard by the others,
But when you're whistling a happy song,
It gives a giggle to your sisters and your brothers.

2.

Whistle a tune with the kids on the street,
Skipping along, put the beat in your feet,
Make up a tune, and spread it around,
Let's all whistle a tune.

Whistling Chorus - Call and response

Bridge

You may think that what you do
Is not heard by the others,
But when you're whistling a happy song,
It gives a giggle to your sisters and your brothers.

Chorus

Let's all whistle a tune X3

15. We Are the Keepers of All the Stories

By Charlotte Diamond

Copyright © Charlotte Diamond Music 2008 SOCAN

1.

Grandmas and Grandpas, Mothers and Fathers,
Tell us the stories, we want to know,
We want to follow the roads that you've travelled,
Children need stories that help us to grow.

Chorus

For we are the keepers of all the stories,
We are the keepers of the songs,
We hold the pictures filled with your memories,
Tell us the story of our family.

2.

My nose is pointed, just like my Grandpa's
My feet are long and I'm filling big shoes.
You were so brave when you left your homeland,
Hard work and care made the future for me. **Chorus**

3.

I like your cooking, please won't you teach me
I like your flowers; can I grow some, too?
Can we go fishing? I want to catch one,
Tell me the tale of the one that got away.

Interlude

4.

If we watch the stars and sit very quiet,
I can imagine when you were young,
When we're together, sharing a moment,
My hand in yours makes us all feel like one. **Chorus**

16. J'ai des souliers, je peux marcher (French)

Par Charlotte Diamond

Traduction en français de « I Have Shoes and I Can Walk »

Copyright © Charlotte Diamond Music 2009 SOCAN

1. Refrain x2

J'ai des souliers, je peux marcher,
Des souliers, je peux marcher,
Des souliers, je peux marcher,
Marcher, marcher, marcher.

2.

J'ai des souliers, je peux danser...

3.

J'ai des souliers, je peux sauter...

Bridge

En avant... (*Taper dans les mains*) en arrière...

D'un côté... de l'autre côté... **Refrain**

4.

J'ai des souliers, je peux courir... **Refrain**

5.

J'ai des souliers, je peux m'arrêter...

Des souliers, je peux m'arrêter ...

Des souliers, je peux m'arrêter ...

M'arrêter... m'arrêter... m'arrêter! **Refrain**

6.

J'ai des souliers, je peux dormir ZZZZZ x3

Lève-toi! Quand je les enlève de mes pieds.

Refrain

J'ai des souliers, je peux marcher,
Des souliers, je peux marcher,
Des souliers, je peux marcher,
Marcher, marcher, m'arrêter!

Une variation :

J'ai des roues, je peux rouler x3

Rouler, rouler, rouler.

17. Tengo Zapatos Para Caminar (Spanish)

Por Charlotte Diamond

Traducido al español de "I Have Shoes and I Can Walk"

Con la ayuda de Maritza Nunez

Copyright © Charlotte Diamond Music 2009 (SOCAN)

Coro

1. X2

Tengo zapatos para caminar,
Zapatitos para caminar,
Tengo zapatos para caminar,
Caminar, caminar, caminar.

2.

Tengo zapatos para bailar
Zapatitos para bailar,
Tengo zapatos para bailar
Bailar, bailar, bailar.

3.

Tengo zapatos para saltar ... **Coro**

Variación

Adelante (plas, plas). Para atrás (plas, plas).
Para un lado (plas, plas). Para el otro (plas). **Coro**

4.

Tengo zapatos para correr ... **Coro**

5.

Tengo zapatos para parar ... (Pause)
Zapatitos para parar ...
Tengo zapatos para parar ...
Parar...parar... y parar! **Coro**

6.

Tengo zapatos para dormir, ZZZZZ
Zapatitos para dormir, ZZZZZ
Tengo zapatos para dormir, ZZZZZ

Despierta!

Y quitatelos para dormir

Coro

Tengo zapatos para caminar,
Zapatitos para caminar,
Tengo zapatos para caminar,
Caminar, caminar y parar!

18. The Walking School Bus

By Charlotte Diamond

Copyright © Charlotte Diamond Music SOCAN 2004

Intro

Vroom, Vroom ... Beep, Beep, Beep!
Riding the Walking School Bus. X 2

Chorus

When I go to my school,
I like to walk and I'm no fool,
With my friends, I'm just fine,
Riding the Walking School Bus.

1.

One of our parents comes along,
We whistle and talk or sing a song,
Who needs a car when it's not too far?
Riding the Walking School Bus.

Bridge

Two by two we cross the street,
Look left and right, then pick up our feet,
We don't run, we stay together,
Walking to school in all kinds of weather.

Rain? ***Sure!*** Snow? ***Of course!***

Windy? ***Fine!*** How about sunshine? ***Walking in sunshine!***

2.

I like walking in fresh air,
With my friends, I haven't a care.
Looking for birds, bugs and bears!
Riding the Walking School Bus.

3.

On the way back home, we've stories to tell,
What's new at school, which words we can spell?
One by one we say, "Good bye",
Riding the Walking School Bus.

Bridge

Two by two we cross the street...

Chorus

When I go to my school,
I like to walk and I'm no fool,
With my friends, I'm just fine,
Riding the Walking School Bus X 2

Tag:

Vroom, Vroom ... Beep, Beep, Beep!
Who needs a car when it's not too far?
Vroom, Vroom ... Beep, Beep, Beep!
Riding the Walking School Bus.
Riding the Walking ... School Bus!

***Learn more about your local Walk to School programs in English and French in the "Teacher's Corner" on Charlotte's Website: <https://charlottediamond.com/teachers-corner/>**

19. L'Autobus scolaire pédestre

Par Charlotte Diamond

Version française de "The Walking School Bus"

Copyright © Charlotte Diamond Music 2004, SOCAN

Introduction :

Vroom! Vroom! Bip, bip, bip!
En autobus scolaire pédestre. X2

Refrain :

Quand je vais à mon école
J'aime marcher sans soucis,
Aux côtés de mes amis
En autobus scolaire pédestre.

1.

Un parent nous accompagne
Nous sifflons ou chantons un refrain
Sans voiture quand ce n'est pas loin
En autobus scolaire pédestre.

Variation :

Deux par deux, traversons la rue
Regardons à gauche et puis à droite,
Ne courrons pas, marchons ensemble
À l'école, beau temps, mauvais temps.
La pluie? ***Mais oui!*** La neige blanche? ***Quelle chance!***
Dans le vent? ***Certainement!*** Le soleil? ***Quelle merveille!***

2.

J'aime marcher en plein air
Avec mes amis, je n'ai pas de soucis,
En quête d'oiseaux, d'insectes et d'ours!
En autobus scolaire pédestre.

3.

En revenant à la maison
Nous racontons des histoires,
Nous nous souhaitons « Au revoir ! »
En autobus scolaire pédestre.

Variation :

Deux par deux, traversons la rue ...

Refrain :

Quand je vais à mon école,
J'aime marcher sans soucis,
Aux côtés de mes amis
En autobus scolaire pédestre.

(Dernier couplet)

Vroom! Vroom! Bip, bip, bip!
Sans voiture quand ce n'est pas loin
Vroom! Vroom! Bip, bip, bip!
En autobus scolaire pédestre. X2

24 CARROT DIAMOND – THE BEST OF CHARLOTTE DIAMOND LYRIC BOOKLET

All songs are written by Charlotte Diamond unless otherwise indicated.

© Charlotte Diamond Music SOCAN

1. Each of Us Is a Flower

By Charlotte Diamond 1985 SOCAN

Each of us is a flower growing in life's garden
Each of us is a flower, we need the sun and rain
Each of us is a flower growing in life's garden
Each of us is a flower, we need the sun and rain.

Sun, shine your warmth on me
Moon, cool me with your night
Wind, bring the gentle rain
Earth, take my roots down deep.

2. Earth, Water, Air and Fire

By Andy Ruszel 1985 SOCAN

© Vancouver Island Productions

1.

When I go walking I like to see
The waves on the water, the flowers in the fields
My brothers and my sisters, the friends on my street
Laughing and playing and singing so free.

CHORUS

Earth and water, air and fire
The worm digs deeper and the robin flies higher
We're all part of one family
The sun and the earth and you and me
The sun and the earth and you and me.

2.

Where does it come from the air we all breathe?
Where is it going the water in the stream?
Small is the seed and big is the tree
Hey, ain't that little seed just a little like me.

CHORUS

3.

When I go to sleep sometimes I dream
My friends in the wild are calling to me
The wolf in the woods, the whales in the sea
And this is the song that they sing to me.

CHORUS

Father, mother, little baby,
The sun and the earth, you and me.

3. Four Hugs a Day

By Earl Robinson ASCAP & Charlotte Diamond 1984 SOCAN

© Charlotte Diamond Music Inc,

Nobody gets enough hugs a day
'Cause the minimum number is four
Now if you haven't got Four Hugs today
Then you better get some more.

CHORUS

Four Hugs a day, that's the minimum
Four Hugs a day, not the maximum. (Twice)

1.

Step One, look them right in the eye
Step Two, nose to nose
Step Three, reach your arms
Step Four, you can't do any harm with...CHORUS

2.

Don't forget your Mama and Papa
Your Grandma, your Grandpa
And all your friends too,
Brothers and Sisters, Aunts and Uncles
And don't forget your teachers too. We need...

One, Two, Three and Four, we need
One, Two, Three and Four, we need...CHORUS
Don't forget you've got to give Four Hugs a Day.

4. The Hug Bug

By Charlotte Diamond 1985 SOCAN
CHORUS

The Hug Bug, the Hug Bug, the Hug Bug
Never know where it's hiding
It's the Hug Bug, the Hug Bug
Watch out it's gonna hug you!

1.

If you're in a growly mood
Sitting alone on your bed
The Hug Bug will sneak up from behind
And hug you right on the head. CHORUS

2.

If you're sniffing with a cold
And chilly right down to your toes
The Hug Bug will sneak in the middle of the night
And hug you right on the nose. CHORUS

3.

If you've tumbled off your bike
And skinned both of your knees
The Hug Bug will sneak up when you're not looking
And give you a great big squeeze. CHORUS

4.

Now it doesn't bite, it doesn't sting
Or buzz like another bug
It eats good wishes and happy dreams
And turns them into love.

5.

So if you're feeling upside down
Or twisted all around
Just keep your eyes open wide
'Cause the Hug Bug's coming to town. CHORUS

5. Leave the World a Little Better

By Charlotte Diamond 1997 SOCAN
CHORUS

Leave the world just a little bit better,
A little better than it was,
Leave the world just a little bit better,
A little better than you found it
When the sun came up.

1.

I'm only one and we are two,
But there are others like me and you,
Step by step and hand in hand

We can help our land. CHORUS

2.

If I listen to you and you listen, too,
Soon there'll be others like me and you,
We know a word, it's called "Respect",
Give what you expect.

CHORUS (Variation)

Leave the world just a little bit kinder,
A little kinder than it was,
Leave the world just a little bit kinder,
A little kinder than you found it
When the sun came up

3.

If I smile at you and you smile, too,
Soon there'll be others like me and you,
Let's send a giggle around the world
To every boy and girl. CHORUS – La, la, la ...
REPEAT VERSE ONE AND CHORUS

6. La Bamba

Traditional song in Spanish, adapted by Charlotte Diamond

© Charlotte Diamond Music 1985 SOCAN

1.

Para bailar la Bamba
Para bailar la Bamba
Se necesita un poquito de gracia
Un poquito de gracia y otra cosita.
Ay! arriba y arriba, Ay! arriba y arriba y arriba iré
Por ti seré, por ti seré

CHORUS

Bamba, Bamba; Bamba, La Bamba, La Bamba
Bamba, Bamba; Bamba, La Bamba, La Ba

2.

When you dance La Bamba,
When you dance La Bamba
All you need is a little bit of rhythm
A little bit of rhythm, clap your hands.
Ay! arriba y arriba, Ay! arriba y arriba y arriba iré
Por ti seré, por ti seré

3.

Para subir al cielo
Para subir al cielo
Se necesita una escalera larga
Una escalera larga y otra cortita.
(To get to heaven you need a long ladder
and a little short one)

Ay! arriba y arriba, Ay! arriba y arriba y arriba iré
Por ti seré, por ti seré CHORUS

REPEAT VERSE ONE AND CHORUS

7. I am a Pizza

By Peter Alsop © Moose School Music BMI

French translation by Charlotte Diamond

© Charlotte Diamond Music, 1985 SOCAN

1.

I am a pizza ...With extra cheese ...
From tomatoes ...Sauce is squeezed ...
Onions and mushrooms ...Oregano!! ...
I am a pizza, ready to go!

2. (French)

Je suis une pizza ...Avec du fromage ...
Beaucoup de sauce ...Des tomates ...
Des oignons, des champignons ...Épices mélangées
Je suis une pizza, prête à manger.

3.

I am a pizza ...Pepperoni ...
No anchovies ...Or Phony Bologna ...
I am a pizza ...Order by phone ...
I am a pizza. please take me home.

4.

I am a pizza ...Peppers on top ...
Out of the oven ...Into the box ...
Into the car and ...Upside-down!...
I am a pizza, dropped on the ground.

ENDING

I was a pizza ... I was the best ...

I was a pizza, now I'm a mess!

8. All the Nations Like Banana

Traditional Folksong of Nicaragua

Adapted by Charlotte Diamond,

Arranged by Paul Gitlitz 1992 SOCAN

Banana, Banana, Banana!

CHORUS

All the nations like banana

All the races like banana. (Twice)

1.

Green banana - Banana, Yellow banana - Banana,
Red banana - Banana, Ripe banana - Banana.
Big banana - Banana, Little banana - Banana,
Long banana - Banana, Short banana - Banana.
Banana, banana, banana! CHORUS

2.

The Americas like it - Banana, Europe like it - Banana,
Asia like it - Banana, Africa like it - Banana.
Mama like it - Banana, Papa like it - Banana,
Grandma like it - Banana, Baby like it - Banana.
Banana, banana, banana! CHORUS

3.

Fried banana - Banana, Dried banana - Banana,
Sliced banana - Banana, Nice banana - Banana.
Chocolate banana - Banana, Banana yogurt - Banana,
Banana pie - Banana, Banana split! Mmmm!

Intrumental break

CHORUS Banana, Banana, Banana!

9. It's a Rainy Day

By Charlotte Diamond Music 1991 SOCAN

1.

It's a rainy day, the sky is crying
A rainy day, falling all around
It's a rainy day, the sky is crying
Teardrops making puddles on the ground.

2.

It's a windy day, the wind is whispering
A windy day, whispering through the trees
It's a windy day, the wind is whispering
Telling stories to the birds and the bees.

Bridge

I like all kinds of weather
Rain or sunshine suits me fine
Sometimes just like the weather
I want to change my mind.

It's a foggy day, like a blanket
A foggy day, wrapping all around
It's a foggy day, a big gray blanket
I can't see my feet upon the ground.

4.

It's a snowy day, snowflakes falling
A snowy day, won't you come and play
It's a snowy day, my friends are calling
Let's play hockey on the ice all day.

Bridge - I like all kinds of weather... etc.

5.

It's a sunny day, the sun is laughing
A sunny day, warming up the ground
It's a sunny day, the sun is laughing
Spreading giggles all around the town
All around the town. X 3

10. Puddles

By Charlotte Diamond 1992 SOCAN

I'm ready for, you're ready for,
We're ready for the puddles.

1.

I've got new boots... a raincoat, too...
I've got a hat... and it's bright blue...
The sky is gray... raining cats and dogs...
And I'm ready for, you're ready for,
We're ready for the puddles.

2.

I don't care... if it rains all day...
I can't wait... to go out and play...
Splishing and splashing... my cares away...
'Cause I'm ready for, you're ready for,
We're ready for the puddles.

BRIDGE

The biggest ones are like a lake
What a splash we can make!
We won't get wet with all this gear
We'll stay in this puddle for a year (or two or three or four!)

3.

I'll catch the drips... on my tongue...
Drinking the rain... is lots of fun...
I feel like a frog... as I hop and run...
'Cause I'm ready for, you're ready for,
We're ready for the puddles.

4.

I hear the rain... on my hat...
Tapping out... a pitter, patter, pat...
While my boots... go Smack, Smack, Smack!...
'Cause I'm ready for, you're ready for,

We're ready for the puddles.

5.

Instrumental with vocal jazz echo

BRIDGE (2)

But, hey, what's that up in the sky?

The sun peaks through and winks his eye

With the rain he's having fun

Painting a rainbow for everyone.

Repeat Verse One.

Tag: 'Cause I'm ready for... You're ready for...

We're ready for... Puddles! SPLASH!

11. Listen to the Water

By Bob Schneider SOCAN 1980 © Feeling Alive Music

CHORUS

Listen to the water, listen to the water

Rolling down the river.

Listen to the water, listen to the water

Rolling down the river.

1.

We saw some birds by the waterside

Saw some birds by the waterside

We saw some birds by the waterside

Oh, Oh, by the waterside, Oh, Oh, by the waterside.

CHORUS (After each verse)

2. We saw some fish by the waterside...

3. We saw some ducks by the waterside...

4. We saw some flowers by the waterside...

Add your own verses and actions!

12. Spider's Web

By Charlotte Diamond SOCAN 1985

Take the silver thread of a spider's web

And spin, spin, spin

Silver wings to fly and sing

Upon the wind.

High above the trees, across the seas

And through the sky

To the rainbow's bend, where stories never end

And dreams never die.

13. Octopus (Slippery Fish)

By Charlotte Diamond SOCAN 1985

Slippery fish, Slippery fish

Sliding through the water

Slippery fish, Slippery fish

Gulp, gulp, gulp

Oh, no! It's been eaten by an...

Octopus, Octopus

Squiggling in the water

Octopus, Octopus

Gulp, gulp, gulp

Oh, no! It's been eaten by a...

Tuna fish, Tuna fish

Flashing through the water

Tuna fish, Tuna fish
Gulp, Gulp, Gulp
Oh, no! It's been eaten by a ...

Great white shark, Great white shark
Lurking in the water
Great white shark, Great white shark
Gulp, gulp, gulp
Oh, no! It's been eaten by a...

Humungous Whale, Humungous Whale
Spouting in the water
Humungous Whale, Humungous Whale
GULP, GULP, GULP! PARDON ME!

14. Dicky, Dicky Dinosaur

By Charlotte Diamond 1988 SOCAN
Assisted by Thomas Diamond

1. Dicky, Dicky Dinosaur lives in a swamp
Dicky, Dicky Dinosaur gets very damp
Dicky, Dicky Dinosaur is really neat,
But she always trips on her great, big feet. THUD
2. Dicky, Dicky Dinosaur has four legs
Dicky, Dicky Dinosaur lays big eggs
Dicky, Dicky Dinosaur always wails
When you step on the tip of her great, long tail
THUD...YIPES
3. Dicky, Dicky Dinosaur is lots of fun
Dicky, Dicky Dinosaur loves to run
Dicky, Dicky Dinosaur runs real fast
When Tyrannosaurus Rex is on her path. THUD...
YIPES...RUN
4. Dicky, Dicky Dinosaur's a friend of mine
Dicky, Dicky Dinosaur has spikes on her spine
Dicky, Dicky Dinosaur loves to roar
But, really she's a gentle herbivore. THUD...YIPES
...RUN...ROAR!

15. May There Always Be Sunshine

Russian folksong by A. Ostrovsky/L. Oshanin
© English Translation by Tom Botting, MCA Music Canada Inc.
Arrangement and translations by Charlotte Diamond

May there always be sunshine
May there always be blue skies
May there always be Mama (Papa)
May there always be me.

Russian: (sound writing)
Poust vzeгда boudyit solnse
Poust vzeгда boudyit nieba
Poust vzeгда boudyit mama
Poust vzeгда boudou ya.

French:
Qu'il y ait toujours le soleil
Qu'il y ait toujours le ciel bleu
Qu'il y ait toujours ma maman
Et que je sois toujours là.

Spanish:
Que haya siempre sol

Que haya siempre cielo
Que esté siempre mi mámi
Que esté siempre yo.

German:
Immer scheine die sonne
Immer strahle der himmel
Immer lebe die mutti
Un auch ich immerdar.

Cantonese: (sound writing)
Tonne hay mong seung yaou tie yeung
Tonne hay mong seung yaou ching teen
Tonne hay mong seung yaou mama
Tonne hay mong seung yaou nga.

16. Sasquatch

By Charlotte Diamond 1985 SOCAN

Sasquatch, Sasquatch, won't you come on down
Sasquatch, Sasquatch, won't you come on down
Shed your furry coat, and let the sun shine in
The door is open come on in.

Sasquatch, Sasquatch, we are just like you
Sasquatch, Sasquatch, we get frightened too
Maybe you could learn to trust us as a friend
The door is open come on in.

When you're hiding in the mountains so lonely and afraid
Hiding in the rocks and hiding in your cave,
Growling at the world below in anger and afraid
And leaving great big footprints and the fear of your name.

Sasquatch, Sasquatch, won't you come on down
Sasquatch, Sasquatch, won't you come on down
Shed your furry coat and let the sun shine in
The door is open come on in. The door is open come on in.

17. I Wanna Be a Dog

By Barry Louis Polisar © Rainbow Morning Music BMI 1979

Adapted by Charlotte Diamond 1985

1.
Oh, I wanna be a dog
I wanna wag my tail,
Chase cars and knock over garbage cans
Bite the lady who brings you the mail.

2.
Oh, I wanna be a dog
I wanna dig big holes.
I wanna sniff French poodles and basset hounds
And look for telephone poles.

3.
Oh, I wanna be a dog
I wanna big, wet nose.
I wanna run in the street, get mud on my feet
And jump up on to your clothes.

BRIDGE

Oh, I wanna have dog breath
I wanna learn how to growl,
Scratch fleas and ticks, run after sticks
The moon will make me howl.

4.

Oh, I wanna be a dog
I wanna lie around.
Being human these days is getting too crazy
I just wanna be a hound.

18. Animals Have Personality

By Charlotte Diamond 1987 SOCAN

CHORUS

Animals have personality; animals have lots to say
If you take time to look, take time to listen
They're different in their own way.....oo,oo,oo,oo

1.

Talk to your bird, whistle a tune
She might start talking to you
Or pet your cat when she's feeling sad
She may do the same for you. CHORUS

2.

My dog was sick, I held him in my arms
And gave him water each day
I tried my best to keep him safe
And take the pain away. CHORUS

3.

Well, I'm an animal; you are too
We're just like our animal friends
I care for you; you care for me
Our friendship never ends. CHORUS

19. The Laundry

By Charlotte Diamond 1986 SOCAN

1.

There's just one job in my household
That never ever gets done
Not even if I start at first light of day
Until the setting of the sun.
I wash and scrub and iron and fold
My life away
There's a monster that lives in my back room
And never ever goes away. It's....

CHORUS #1

The Laundry, the Laundry, I'm slowly going insane
If I see another piece of laundry
I'm gonna stuff it down the drain.

2.

It has sixteen arms and sixteen legs
And eight pairs of socks that don't match
It eats all the buttons and the underwear
And every carefully sewed on patch.
And if I dare to overload, it protests with
BURPS and GROWLS!
And then in the quiet of the middle of the night
It grows green slime upon my towels.

CHORUS #2

The Laundry, the Laundry, I'm doing it in my dreams
If I see another load of laundry
I know I'm gonna scream!

3.

But last night I thought of a wonderful way
To dispel all my fears
Put half of the laundry in the freezer
It keeps for a hundred years.
Then send all your children out to play
To put holes in their knees and their socks
Then the rest of the laundry just disappears
Into the mending box.

CHORUS #3

The Laundry, the Laundry, something must be wrong
'Cause I'm so busy doing laundry
I can't find time to write a song.
The Laundry, the Laundry, I'm slowly going insane
If I see another load of laundry...
I'm gonna stuff it down the drain!

20. You Never Praise Me Enough

By Charlotte Diamond 1986 SOCAN

CHORUS

You never praise me enough
When I'm doing the best I can
Sometimes it's hard to understand,
How I always make you mad, even when I try
Sometimes I need a helping hand.

1.

I didn't mean to walk across
The floor that you'd just washed
With my muddy boots all covered with grime,
And the ball that knocked your flowers flat
Just slipped right through my hands
But there's lots of things I did today just fine.

CHORUS

2.

My gerbils ate your curtains up
And the bird I picked won't talk
My hamster smells just like a little swine,
And the dog has fleas and sheds its hair
But I give them lots of love
And I'm so glad you let them all be mine.

CHORUS

3.

I may not be the best in school
But I sure know how to try
I can catch a ball, there's lots of things I know,
And when it comes to speaking up
I've sure got a lot to say
I make mistakes but they all help me grow.

CHORUS

21. Looking for Dracula

Traditional "Lion Hunt"

Adapted by Charlotte Diamond 1985 SOCAN

1.

Looking for Dracula, but I'm not afraid
I've got binoculars, I've got my cape and my fangs.
Oh, Oh! What do I see?
A spooky swamp!

Can't jump over it
Can't go under it
Can't go around it
We have to put on the big rubber boots and go in it.

2.

Looking for Dracula, but I'm not afraid
I've got binoculars, I've got my cape and my fangs.
Oh, Oh! What do I see?

A huge lake!

Can't jump over it

Can't go under it

Can't go around it

Okay, into the boat, we have to row

Row, row, row your boat, gently down the stream

Ha, Ha, fooled you, I'm a Submarine!

3.

Looking for Dracula, but I'm not afraid
I've got binoculars, I've got my cape and my fangs.
Oh, Oh! What do I see?

A haunted house!

Can't jump over it

Can't dig under it

Can't go around it

Alright, we're going in. Open the door ...

Here come all the bats. Watch out!

Let's sneak in.

4.

Looking for Dracula, but I'm not afraid
I've got binoculars, I've got my cape and my fangs.
Oh, Oh! What do I feel?

A great big foot, with a great big body!

With a great big head, a great big fangs!

Get out of there! Quick!

*The Great Escape! Have fun with actions,
sound effects, costumes and your own ideas.

22. Slimy the Slug

By Charlotte Diamond and Paul Gitlitz assisted by
Matthew Diamond

Have you seen my little slug?
He is much cuter than a bug,
Slippin' around, slidin' around. He's Slimy, the Slug.

He likes to flirt with his antennas,
After dark he is a menace,
Slippin' around, slidin' around. He's Slimy the Slug.

1.

One would think that he was out to get us, (*Get us*)
When he munches up all of my lettuce. (*And carrots, too*)

He leaves a trail of slime behind him,
But that's the way that I can find him,
Slippin' around, slidin' around. He's Slimy the Slug.

2.

Sometimes I would find him in the compost, (*Compost*)
Munching on the little bits of brown toast. (*He's got good taste*)

If you see a little slug that is much cuter than a bug,
Slippin' around, slidin' around, that's Slimy the Slug.

3.
One day he was playing with the mower. (*OH, NO!*)
Now I cannot find him anymore! Poor Slimy...

So if you see a little slug that was much cuter than a bug,
Scattered around, over the ground
That's Slimy, the Slug.
Oh, Slimy! Can't you pull yourself together?

23. You Can Make a Miracle

By Charlotte Diamond 1988 SOCAN
CHORUS

You can make a miracle
You can help the children
Because of you the future will be theirs.
You can make a miracle
You can help the children
Reach out your hand and show them that you care.

1.
There are so many children
Who need that special caring
That special time to help them on their way.
Children are the future
Each face a tomorrow
Within each smile, the sunshine of today
CHORUS

2.
The world's spinning faster
With so many needs and changes
It's hard to know what each of us can do,
But just one kindness
Leads to another and another
Soon the light of love comes shining through.
CHORUS

***This song was written as a theme song for
B.C. Children's Hospital in Vancouver and
was featured on the Children's Miracle Network Telethon.**

24. Donne-moi la main (Give Me Your Hand)

By Guy Auger © Les Éditions du Pollen 1984 SOCAN
English Translation by Charlotte Diamond 1986 SOCAN

Refrain:

Donne-moi la main
Give me your hand,
Donne, donne, donne, donne
Donne-moi la main.

1.
J'ai un ami (une amie) à qui je dis
Toutes mes pensées,
Il (elle) prend le temps de s'arrêter
Le temps de m'aider. **Refrain**

2.
If you're ever alone and feeling sad
You can count on me
I'll take the time to help you through
That's how a friend should be. **Refrain**

PRICKLY

By Charlotte Diamond May 16th, 2020

Porcupine voice

1. Sometimes I feel prick-a-ly,
I want to be alone,
Don't want to play or go outside,
I'd rather stay at home.
For I'm a prickly porcupine, hiding in my den,
Don't knock at my door, just stay away,
'Cause I won't let you in.

Sea Urchin voice

2. Here's a message in a bubble
For I am prickly, too,
My spines are sharp for my defense
And they might prickle you.
For, I'm a spiny Sea Urchin,
Hiding at the bottom of the sea,
Behind a rock, feeling small,
So, no one will notice me.

Porcupine

3. You know we are so much alike
And you sound just like me,
Although we are so far apart
On land and in the sea.

Sea Urchin

We cannot hug, we cannot snuggle,
Because we're prick-a-ly,
But send me messages in a bubble
And float them down to me!

Porcupine

Because you care, and I do, too,
We can be friends this way,
With smiles and bubbles, we'll "Pop" our troubles
And find a new way to play.

Sea Urchin

We'll share our thoughts and our feelings
So we won't feel blue.
On those days when I feel prick-a-ly
I can count on you!

Spoken: So bubbles went up and bubbles came down,
They found a way to share,
Just knowing that they liked each other,
And took the time to care.

Porcupine

When we talk and listen to others,
Our problems start to shrink

Sea Urchin

Soon we can smile and go outside, It's easier than you think.