



Stepping Stones For Early Readers

You are your child's first and most important teacher. Discover how to help your young child become a confident and joyful reader.

by Renee Abramovitz

Why young readers need special guidance

Many children begin reading at a young age. They may be memorizing frequently seen words or attempting to sound out words on their own based on their knowledge of the sound each letter makes. When children are beginning to learn to read, it is important for parents to have the necessary tools to successfully guide their young reader. In this e-book, I will give you the information you need to help your child become a confident and comfortable reader.

In this e-book:

The importance of effortless reading

Learn how to help your child become a confident reader.

The role of sight words

Help your child avoid the time-consuming task of sounding out commonly used words and words with non-phonetic spelling.

Tips for introducing sight words

Fun games and cheers will make learning sight words a breeze for your child.

The role of phonics rules in early reading

Knowing the sound each letter makes and other basic phonics rules helps children master unfamiliar words.

Word families facilitate easy reading

When children easily spot groups of letters that frequently appear together, they can read those words quickly.

The importance of punctuation

Does punctuation matter? Yes, it does!

92 sight word flashcards

A complete set of preschool- and kindergarten-level sight word flashcards will help your child become familiar with commonly used words.

12 pages of easy-to-read sentences filled with sight words

Watch your child's confidence soar as he reads full sentences comprised of the sight words he just learned.

10 word family "sliders"

Give your child a fun way to learn the 10 most common word families.

10 sight word bingo cards

The first one to have five sight words in a line gets to yell "Bingo!"

About School Sparks

www.schoolsparks.com is a free website with tips and resources to help your child start school prepared to succeed. There are hundreds of **kindergarten worksheets**, and new worksheets are added weekly. The website also offers information on the 8 developmental areas that are critical to success in school, including tips for helping your child develop necessary skills in each area. To assess your child's readiness to begin school, there is a **kindergarten readiness test**. At the conclusion of the assessment, you will receive customized feedback about your child's existing skills in each of the 8 developmental areas, plus activity suggestions to help your child accelerate skill development. Lastly, a weekly **blog** covers various topics related to early childhood education, like "Tips For Teaching Your Child The Proper Pencil Grip" and "Teaching Children To Count."

Renee Abramovitz retired from teaching in 2008 to become, as she likes to say, a "full-time grandma." Renee worked in preschool and kindergarten classrooms during her entire teaching career and is passionate about helping young children succeed in school. Although retired, she enjoys continuing to work with young children on school readiness activities and believes that when children start school with a solid foundation of skills, they are poised to begin a lasting cycle of academic success. Renee has three grown children and four young grandchildren. She and her husband recently celebrated 40 years of marriage and live in Columbus, Ohio.

The importance of effortless reading

The goal of reading is to be able to read quickly and smoothly with good comprehension.

Beginning readers pause frequently as they read, stopping to sound out each letter they see. While this is appropriate when children first learn to read, stopping to sound out each letter of every word is cumbersome and makes reading a chore.

Stopping to sound out each word also interferes with comprehension. Rather than being able to focus on the meaning of the words, a child must put all of his energy into sounding out each word, letter by letter. When children are able to read words quickly and understand what they are reading, reading becomes a comfortable and enjoyable activity.

Comfortable reading fosters comprehension,
self-confidence and a **love of reading**.

Comfortable reading is achieved through the combination of an expansive sight word vocabulary and a knowledge of phonics rules.

The role of sight words

Sight words are just what their name implies - words that a child can read "on sight" without having to sound out each letter. Sight words are typically those that break the rules of phonics and cannot be read by sounding out the letters or those words that are written frequently.

A growing sight word vocabulary contributes to comfortable reading since it allows a child to quickly read entire words without sounding them out. When a child can read words quickly, he can maintain a smooth pace and focus on the meaning of the words he is reading.

Tips for introducing sight words

The easiest way to introduce your child to sight words is through sight word flashcards.

The sight word flashcards included in this e-book are based on the list of Dolch sight words, which is a nationally recognized list of words children need to know to be able to read quickly and comfortably. This e-book includes flashcards for all Dolch pre-primer (preschool) and primer (kindergarten) sight words.

Before you cut apart the flashcards, consider printing or copying the sheets on card stock or heavy paper to make the flashcards more durable.

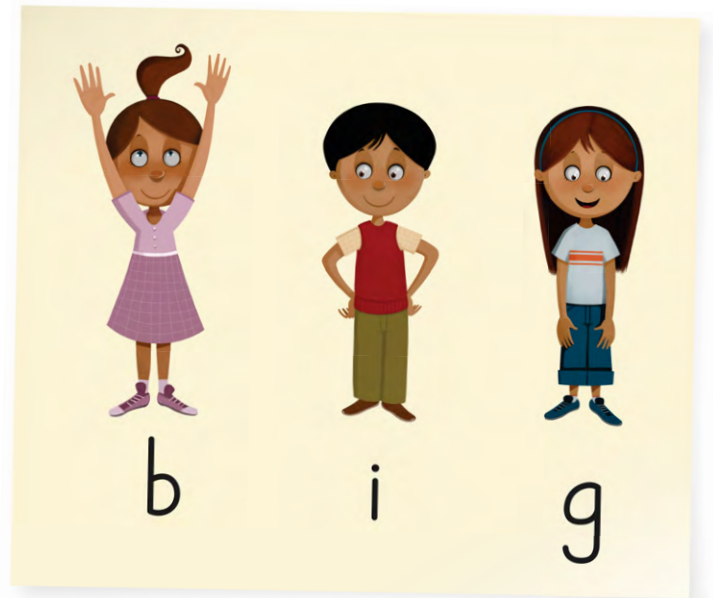


A few simple tips will help your child quickly and easily learn the sight words.

Introduce three sight words at a time. Begin with the first sheet of Dolch pre-primer (preschool) sight words and choose three words. Show your child one flashcard at a time, saying the word clearly and asking your child to repeat the word after you. Put the first flashcard face down and repeat this with the second and third flashcards.

As you review each word, remind your child to try to remember what the word looks like. I would tell my kindergarten students to “tuck the word in their brain.” This phrase helped the children understand the concept of committing something to memory.

Get physical. Another way to reinforce new sight words is to teach your child a verbal cheer for each word. Start by labeling each letter according to its height or how it dips below the line: "high" (b, d, f, h, k, l, t and all uppercase letters), "medium" (a, c, e, i, m, n, o, r, s, u, v, w, x and z) or "low" (g, j, p, q and y).



Say aloud the sight word and then say the name of each letter in the word to create the cheer. Direct your child to reach above his head for "high" letters, put his hands on his hips for the "medium" letters, and put his arms down at his sides for the "low" letters. Repeat the cheer several times until your child can join you in saying the names of the letters while he looks at the flashcard and moves.

Using body movements while learning the sight words will bring the words to life and add another dimension to learning. Rather than just seeing the word and saying it aloud, your child can “feel” the word as he moves his body.

Customize the cards. As you introduce each sight word, draw an outline in red around the entire word on the flashcard, highlighting the shape of the word. Since sight words are visual in nature, the red box gives children another way to visualize the word and remember how it looks.



Don't stop with just one word. After your child learns all eight sight words on a page, show him the accompanying page of sight word sentences. Each of the eight sentences incorporates the sight words your child just learned plus other words that are familiar or phonetically easy to sound out. Your child will delight in reading full sentences, which will fuel his confidence and eagerness to learn more words. The sight word sentences are found at the end of this e-book, immediately following the sight word flashcards.

Keep it fun. Although learning sight words requires memorization, you can play simple games with the cards that will help make this learning fun.

For example, spread the cards face down on a table and let your child pick one card at a time by saying, “Eeeny, meeny, miney, mo. I’ll pick a card that I know!” Direct your child to pick the last card he touches as he reaches the end of the rhyme. Playful elements such as the silly rhyme and allowing your child to pick his own card will help keep your child engaged and having fun.

Or, after your child is familiar with the 40 preschool-level sight words or the 52 kindergarten-level sight words, print the corresponding bingo cards at the end of this e-book. After each player selects a bingo card, turn the corresponding group of sight word flashcards face down and pick one flashcard at a time. Ask your child to read aloud the sight word and then read the words on his card to see if he has a match. First person to cover five words in a line (across, down or diagonally) wins.

B	I	N	G	O
not	jump	two	I	it
funny	run	said	up	little
in	down	red	make	a
and	yellow	go	here	we
big	come	my	find	the

B	I	N	G	O
like	am	but	new	that
no	are	came	ate	eat
well	what	did	who	four
went	too	want	yes	pretty
now	under	was	soon	ran

Create your own sight word flashcards. Each family has different words that may be common or important. Ask your child for sight word suggestions such as a family member's name, a favorite food, or a favorite store. Use the blank flashcards included with the sight word flashcards at the end of this e-book to make personalized sight word flashcards for your child.

Track your child's progress. As your child learns an additional sight word, punch a hole in the top corner of the flashcard and keep all the mastered flashcards on a loose-leaf ring (found at office supply stores). Your child will be able to see his progress as he accumulates flashcards and the ring will also keep the cards from getting lost. My kindergarten students used to delight in toting around their rings of sight word flashcards, stopping to show other teachers and their parents the assortment of words they could read.

Personalized sight word flashcards

have **special meaning** for your child,
so he will be **excited to learn** the words.

The role of phonics rules in early reading

The phonics approach to reading focuses on the sounds that letters or groups of letters make. When children are taught the sounds associated with each letter, they can “sound out” unfamiliar words.

Most children read using a combination of
sight words and **phonics rules**.

In addition to focusing on the sound each letter makes, the phonics approach to reading teaches children basic rules such as: when the letter e appears at the end of the word, it is silent; when two vowels appear next to each other in a word (as with *peak* or *boat*), the first vowel makes its long sound and the second vowel is silent; and, the letter y acts as a consonant when it is the first letter in a word (as with *yellow*) and acts as a vowel when it is the last letter in the word (as with *pretty*).

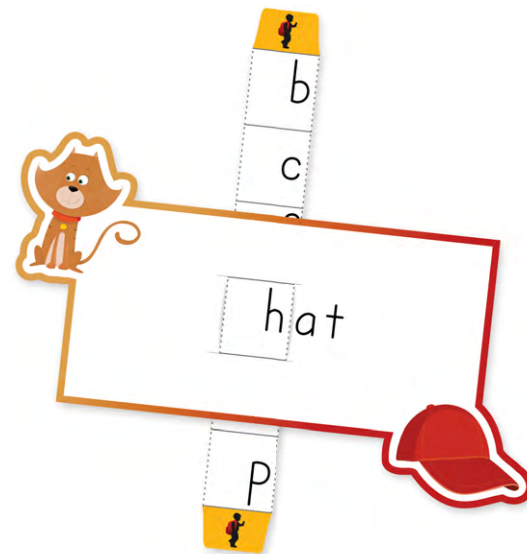
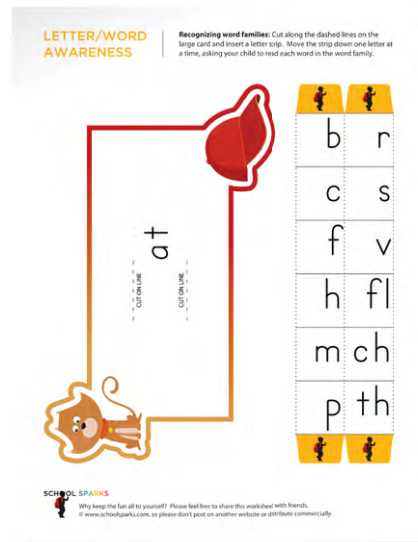
Word families facilitate easy reading

“Word families” are groups of letters that are frequently seen together. While there are many word families, some of the most common are: -at, -an, -ar, -ed, -ing, -og

and -ug. The dash in front of each word family represents the position of one or more consonants. The -ing word family, for example, is the basis for the words *king, ring, sing, wing, ding, swing, sling, and spring*.

Knowing word families directly contributes to effortless reading. When a child spots a familiar word family ending, he can add the sound of the first letter and quickly read the entire word.

A simple way to introduce your child to word families is with word family sliders. Cut out each word family card and letter strips. Then carefully cut along the dotted lines, where indicated, on the word family card.



After you feed the letter strip through the slits on the word family card, you or your child can slide the letter strip up and down to instantly create new words in the same word family. With time, your child will commit many word families to memory and will be able to spot members of the different word families when reading.

The word family sliders are found at the end of this e-book following the sight word flashcards and sight word sentences.

The importance of punctuation

When children are able to read as if they are talking, with pauses and voice inflections, reading is smooth and natural. Punctuation also impacts the meaning of many sentences. For example, consider the sentence, “Mary Ann and Beth are my friends.” How many friends is that? A comma between the words Mary and Ann would change the number of friends from two to three. Likewise, the sentences “You like ice cream.” and “You like ice cream?” have very different meanings.

Punctuation marks are like **clues on the page**:

Following them **clarifies the meaning** of each sentence.

The four punctuation marks that young readers should be familiar with are:

Period: A period marks the end of a sentence. When your child reaches a period, direct him to stop reading, take a breath, and then begin reading the next sentence.

Comma: A comma helps separate different parts of a sentence. Direct your child to pause briefly when he reaches a comma and then continue reading the rest of the sentence.

Question mark: A question mark means the sentence is asking a question. Demonstrate how your voice goes up at the end of the sentence to show that you are asking a question.

Exclamation point: An exclamation point shows surprise or excitement. Encourage your child to have fun while reading by raising his voice in excitement when he sees an exclamation point.

With **practice**, your child will
understand the **meaning of punctuation**.

The easiest and most natural way to introduce punctuation marks to your child is to point them out when reading together. I suggest selecting books with only one or two sentences per page and fairly large print so your child can easily spot the punctuation marks.

Helpful resources

Learning to read is a fun and exciting time for children. Once they master this skill set, they will be free to read to themselves and explore the wonderful and imaginary places captured in books.

The resources on the following pages will give your child wonderful opportunities to gain important reading skills.

Sight word flashcards - pages 17 to 29

Sight word sentences - pages 30 to 41

Word family sliders - pages 42 to 51

Sight word bingo cards - pages 52 to 61

With the **proper resources**, all children can
become **confident, successful** readers.

LETTER/WORD AWARENESS

Dolch pre-primer (preschool) sight words: Cut between the lines to make eight separate flashcards for your child. Consider printing this page on cardstock to increase the durability of the flashcards.

a

SET 1

and

SET 1

go

SET 1

I

SET 1

in

SET 1

me

SET 1

the

SET 1

up

SET 1



LETTER/WORD AWARENESS

Dolch pre-primer (preschool) sight words: Cut between the lines to make eight separate flashcards for your child. Consider printing this page on cardstock to increase the durability of the flashcards.

can

SET 2

for

SET 2

is

SET 2

it

SET 2

my

SET 2

not

SET 2

to

SET 2

we

SET 2



LETTER/WORD AWARENESS

Dolch pre-primer (preschool) sight words: Cut between the lines to make eight separate flashcards for your child. Consider printing this page on cardstock to increase the durability of the flashcards.

big

SET 3

help

SET 3

look

SET 3

make

SET 3

play

SET 3

run

SET 3

see

SET 3

you

SET 3



LETTER/WORD AWARENESS

Dolch pre-primer (preschool) sight words: Cut between the lines to make eight separate flashcards for your child. Consider printing this page on cardstock to increase the durability of the flashcards.

come

SET 4

funny

SET 4

one

SET 4

two

SET 4

three

SET 4

jump

SET 4

said

SET 4

here

SET 4



LETTER/WORD AWARENESS

Dolch pre-primer (preschool) sight words: Cut between the lines to make eight separate flashcards for your child. Consider printing this page on cardstock to increase the durability of the flashcards.

red

SET 5

blue

SET 5

yellow

SET 5

down

SET 5

away

SET 5

find

SET 5

little

SET 5

where

SET 5



LETTER/WORD AWARENESS

Dolch primer (kindergarten) sight words: Cut between the lines to make eight separate flashcards for your child. Consider printing this page on cardstock to increase the durability of the flashcards.

yes

SET 1

no

SET 1

but

SET 1

on

SET 1

all

SET 1

am

SET 1

at

SET 1

be

SET 1



LETTER/WORD AWARENESS

Dolch primer (kindergarten) sight words: Cut between the lines to make eight separate flashcards for your child. Consider printing this page on cardstock to increase the durability of the flashcards.

did

SET 2

so

SET 2

get

SET 2

good

SET 2

he

SET 2

will

SET 2

say

SET 2

like

SET 2



LETTER/WORD AWARENESS

Dolch primer (kindergarten) sight words: Cut between the lines to make eight separate flashcards for your child. Consider printing this page on cardstock to increase the durability of the flashcards.

do

SET 3

ran

SET 3

ride

SET 3

saw

SET 3

into

SET 3

she

SET 3

ate

SET 3

well

SET 3



LETTER/WORD AWARENESS

Dolch primer (kindergarten) sight words: Cut between the lines to make eight separate flashcards for your child. Consider printing this page on cardstock to increase the durability of the flashcards.

are

SET 4

black

SET 4

brown

SET 4

white

SET 4

now

SET 4

have

SET 4

was

SET 4

too

SET 4



LETTER/WORD AWARENESS

Dolch primer (kindergarten) sight words: Cut between the lines to make eight separate flashcards for your child. Consider printing this page on cardstock to increase the durability of the flashcards.

came

SET 5

eat

SET 5

four

SET 5

must

SET 5

new

SET 5

out

SET 5

that

SET 5

went

SET 5



LETTER/WORD AWARENESS

Dolch primer (kindergarten) sight words: Cut between the lines to make eight separate flashcards for your child. Consider printing this page on cardstock to increase the durability of the flashcards.

soon

SET 6

there

SET 6

this

SET 6

under

SET 6

want

SET 6

with

SET 6

pretty

SET 6

what

SET 6



LETTER/WORD AWARENESS

Dolch primer (kindergarten) sight words: Cut between the lines to make eight separate flashcards for your child. Consider printing this page on cardstock to increase the durability of the flashcards.

please

SET 7

who

SET 7

our

SET 7

they

SET 7



LETTER/WORD AWARENESS

Blank flashcards for sight words: Cut between the lines to make separate flashcards and personalize them for your child. Consider writing family members' names, favorite foods, and favorite stores.



PRE-PRIMER SET 1

- 1 I will go in the hut.
- 2 Go in the car and visit me.
- 3 I see a kite up in the sky.
- 4 The plane will go up.
- 5 A jet can go up in the sky.
- 6 The dog is in the yard with me.
- 7 My mom and dad love me.
- 8 The dog and I go up the hill.



PRE-PRIMER SET 2

- 1 We can go for it.
- 2 It is not my hat.
- 3 The can is for my dog.
- 4 It is not far to go.
- 5 It is for my mom.
- 6 We can go to my room.
- 7 It is not my can.
- 8 My bat is fun for me.



PRE-PRIMER SET 3

- 1 Help me make a big hut.
- 2 I can look at you play.
- 3 I can see you run.
- 4 Help me look for my big dog.
- 5 You are big and I see you.
- 6 Look at the big can.
- 7 We can play and help look.
- 8 You make my dog run and play.



PRE-PRIMER SET 4

- 1 My dad said to come here.
- 2 I can jump two times.
- 3 I look funny when I jump.
- 4 I can say one, two, three.
- 5 Jump one time and come here.
- 6 I said three funny jokes.
- 7 I said here is a funny hat.
- 8 Here is one big, funny dog.



PRE-PRIMER SET 5

- 1 Run down and find a red bat.
- 2 Look where the yellow cat is.
- 3 My leg is a little red where I fell.
- 4 It is a funny, little book.
- 5 The blue car can go away.
- 6 My bike is down where I left it.
- 7 The sky is a little blue.
- 8 I can find the red, blue and yellow hat.



PRIMER SET 1

- 1 I will be on all the mats.
- 2 I am on the list.
- 3 Yes, it is fun but I am hot.
- 4 No kid will be at the top.
- 5 But he can be on my side.
- 6 Yes, he will be at the pool.
- 7 I say yes, but he says no.
- 8 No hat can be on a dog.



PRIMER SET 2

- 1 He did say hi.
- 2 He will like it so much.
- 3 I get so sad.
- 4 He will get to say it.
- 5 I like a good dog.
- 6 He did a good job.
- 7 He will get so big.
- 8 He did say he will like it.



PRIMER SET 3

- 1 She saw I ran into the hut.
- 2 I ate well and she ate well.
- 3 I like to ride into the shop.
- 4 She ran well and she ran far.
- 5 She will ride into the wall.
- 6 Do you like to ride a sled?
- 7 I do like to ride a bike.
- 8 She ran into the park and saw me.



PRIMER SET 4

- 1 The dog was brown too.
- 2 The maps are black and white.
- 3 The cats have white feet too.
- 4 The black cats are here now too.
- 5 It was black but now it is brown.
- 6 I have too many white hats.
- 7 The white fish are black now.
- 8 Her hats are now white too.



PRIMER SET 5

- 1 They came to the new shop to eat.
- 2 All four boys went out that door.
- 3 I came to eat that.
- 4 They are good and they came back.
- 5 He must eat out a lot.
- 6 The new boy came to eat four times.
- 7 She went out that way.
- 8 I must eat that at four.



PRIMER SET 6

- 1 He will want to go with me soon.
- 2 There is the pretty dog with the boy.
- 3 This is the pretty cat under my leg.
- 4 What is this under my hat?
- 5 This is what I want.
- 6 Soon he will want to eat the pretty cake.
- 7 What is under this tent with me?
- 8 I want to go there with you soon.



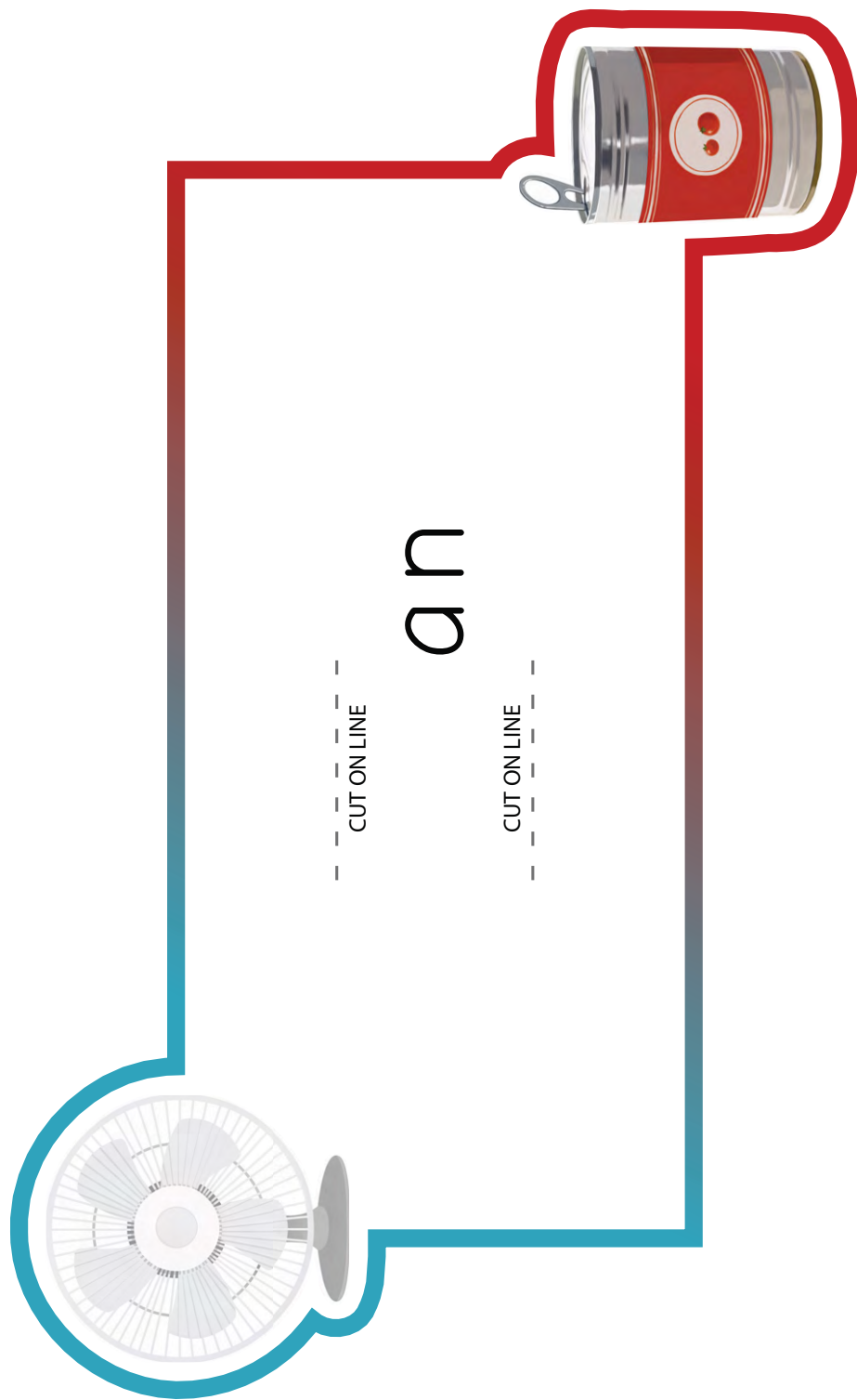
PRIMER SET 7





- 1 Please ask who they are.
- 2 Soon I will say please.
- 3 They are under our car.
- 4 Who is there with you?
- 5 They eat at the shop.
- 6 I have our book for him.
- 7 Please get our hat.
- 8 They like our cat.



LETTER/WORD AWARENESS

Recognizing word families: Cut along the dashed lines on the large card and insert a letter strip. Move the strip down one letter at a time, asking your child to read each word in the word family.

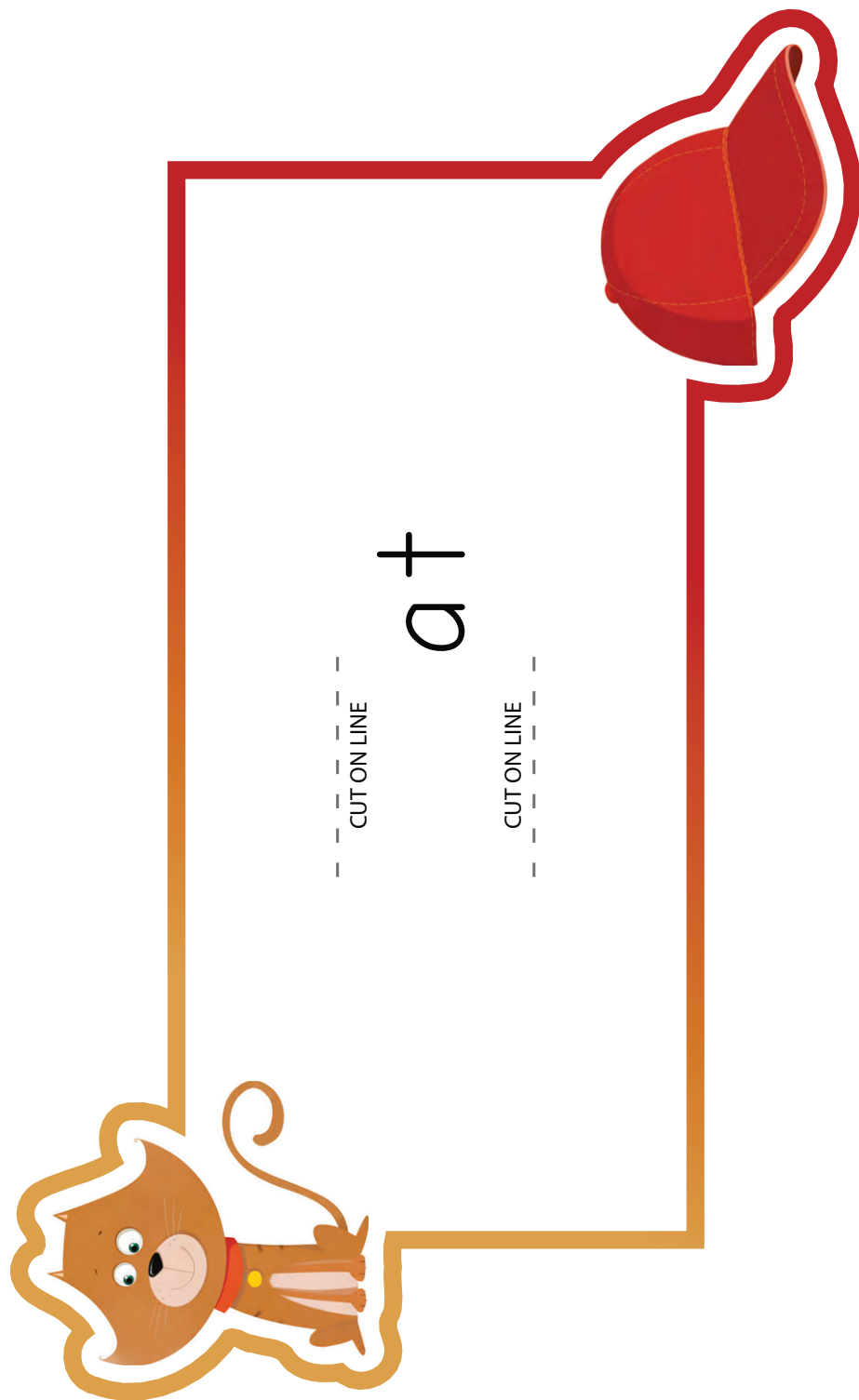






	
b	t
c	v
f	D
m	cl
p	pl
r	sc
	



LETTER/WORD AWARENESS

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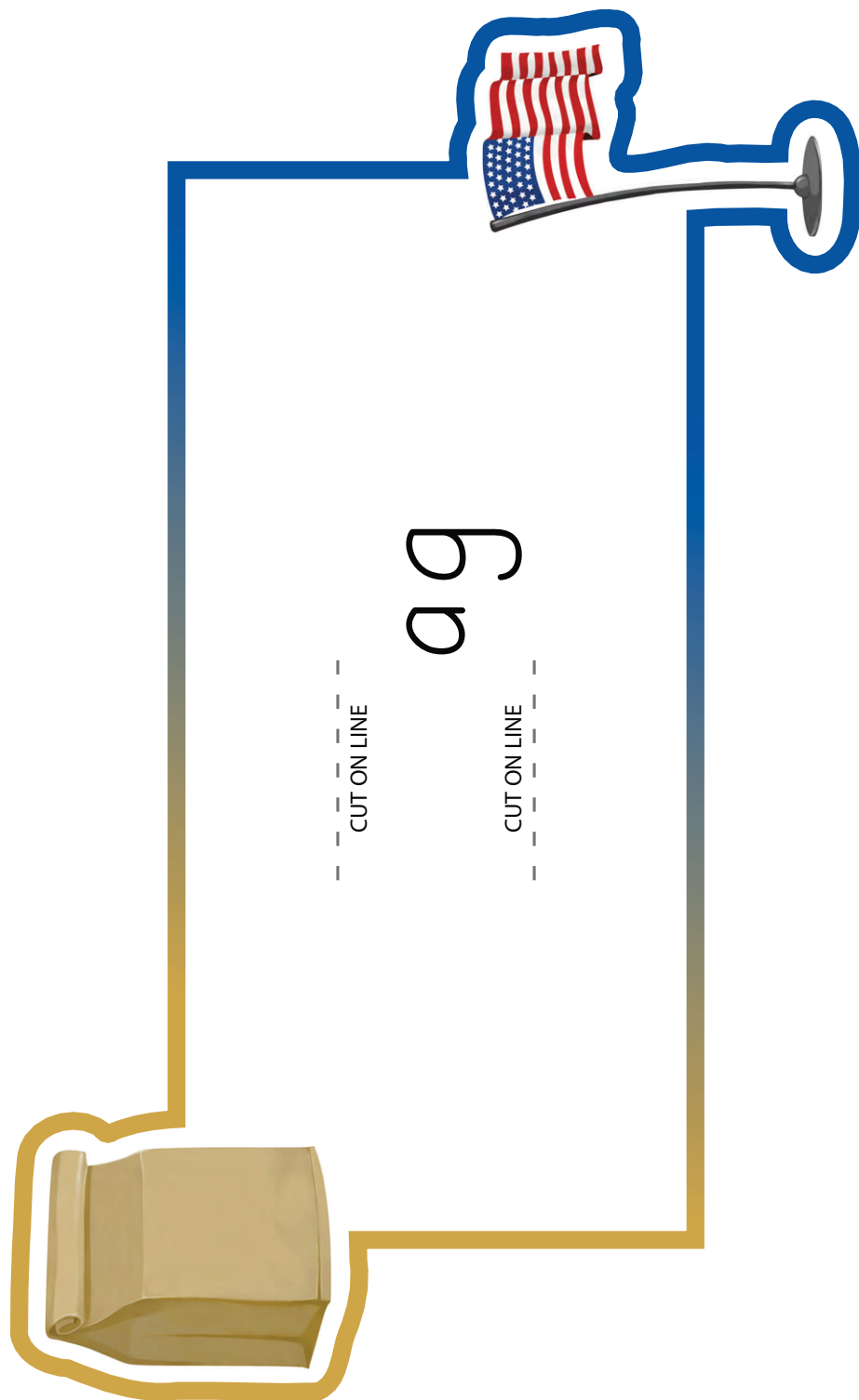






	
b	r
c	s
f	v
h	fl
m	ch
p	th
	



LETTER/WORD AWARENESS

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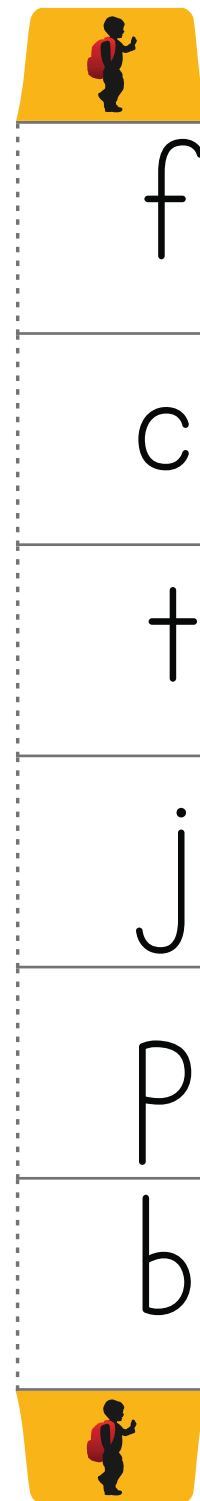
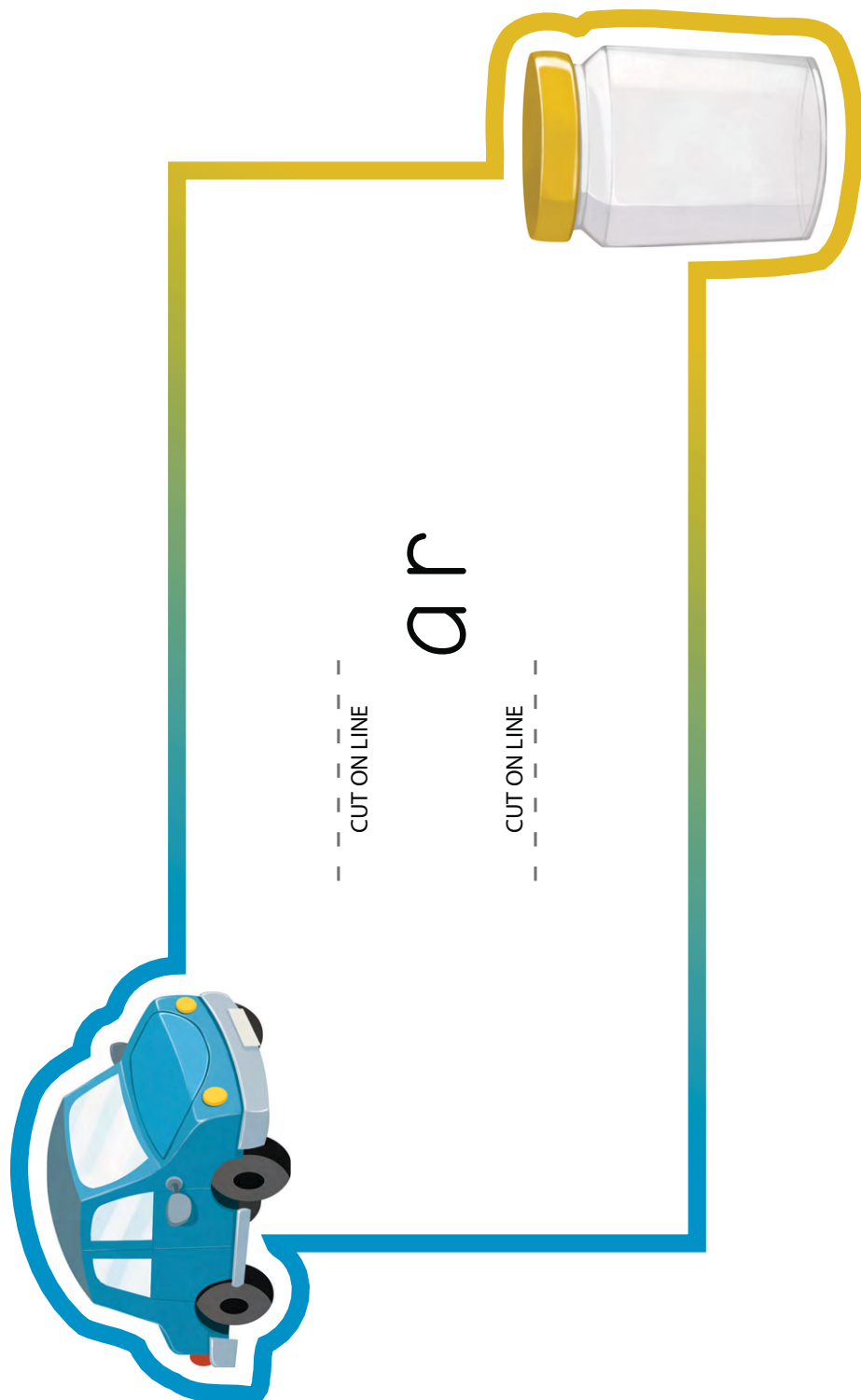


	
b	w
g	n
l	fl
t	dr
r	sn
s	br
	



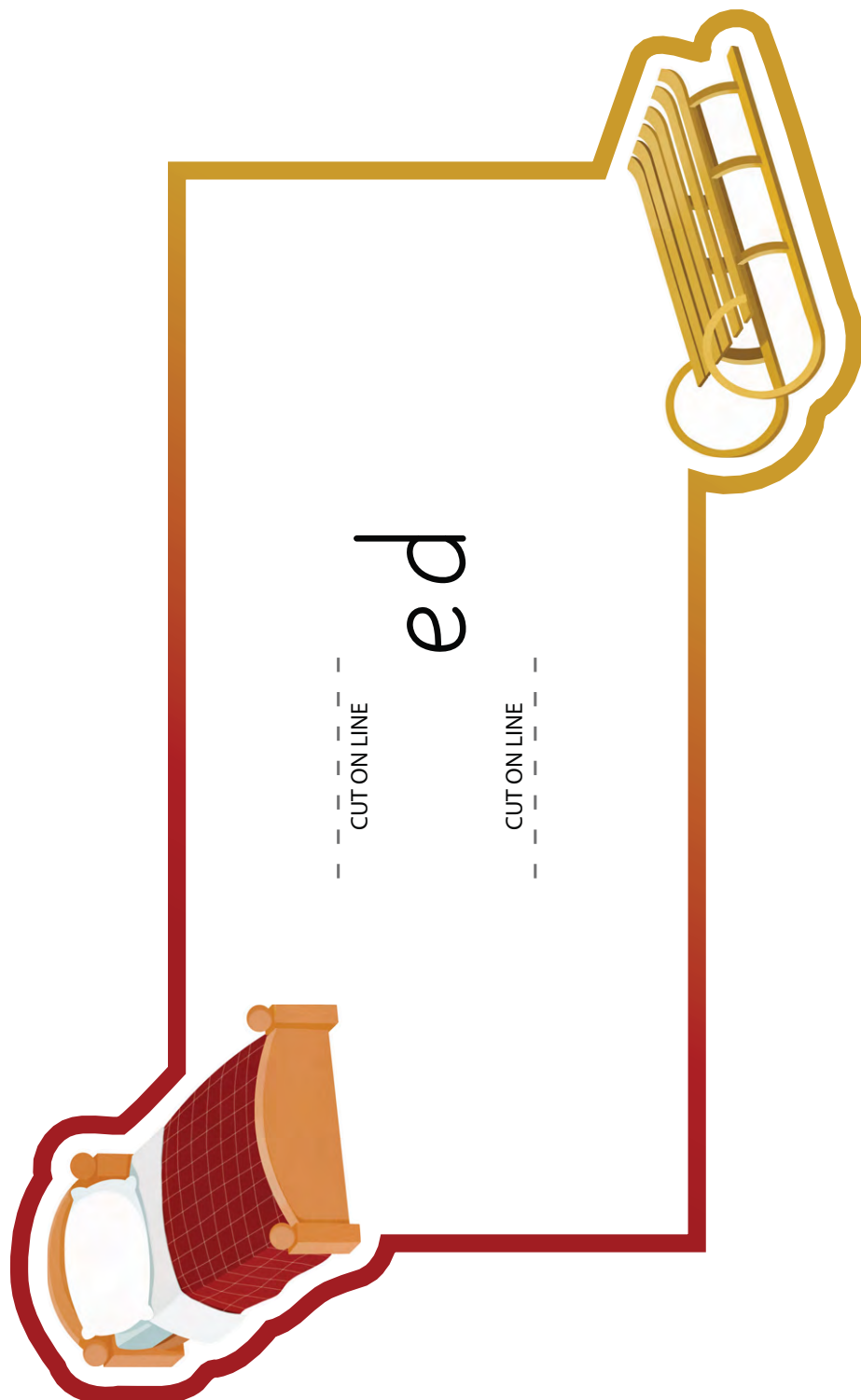
LETTER/WORD AWARENESS





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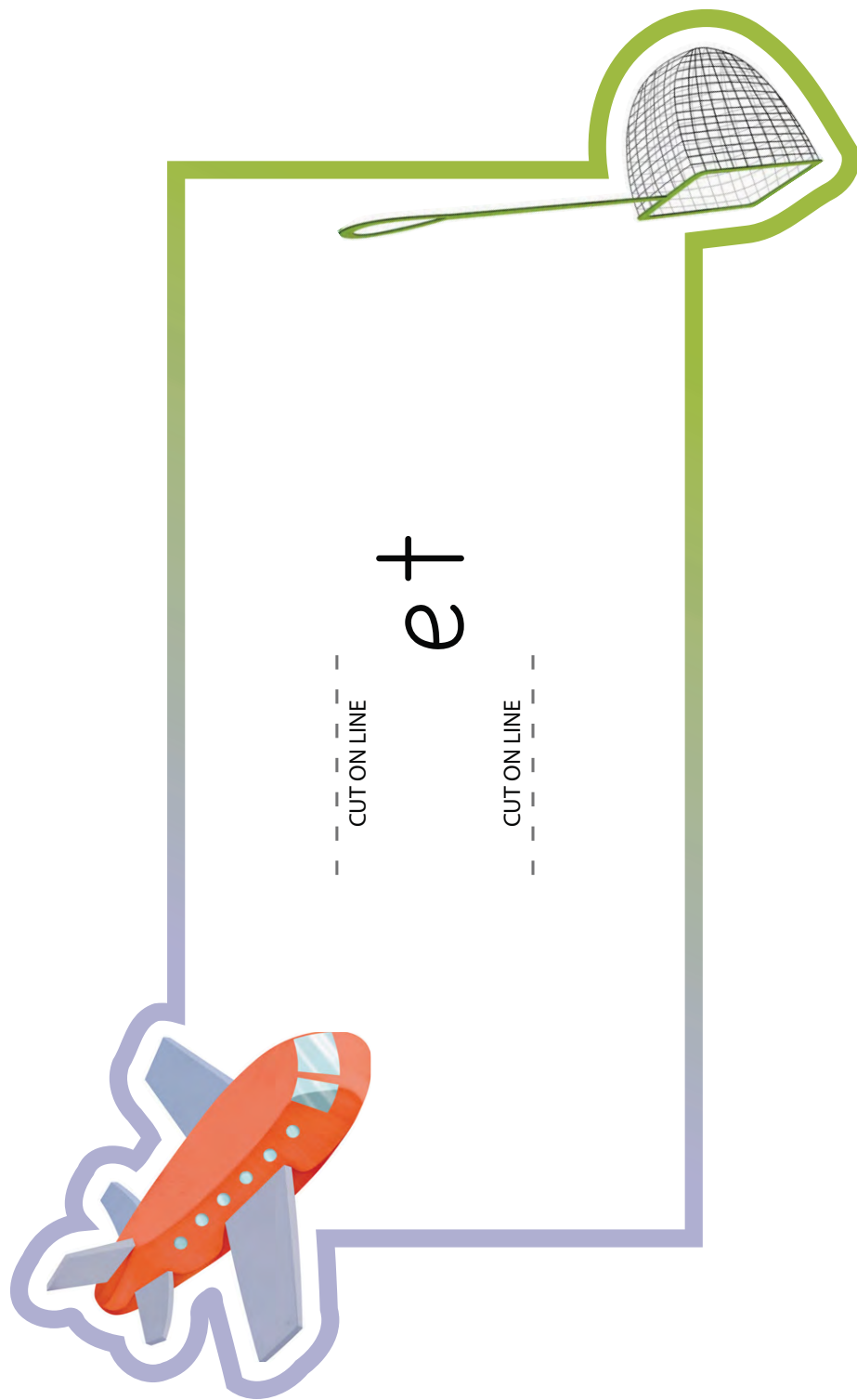






	
b	T
f	sl
l	sh
w	bl
r	sp
N	fl
	



LETTER/WORD AWARENESS

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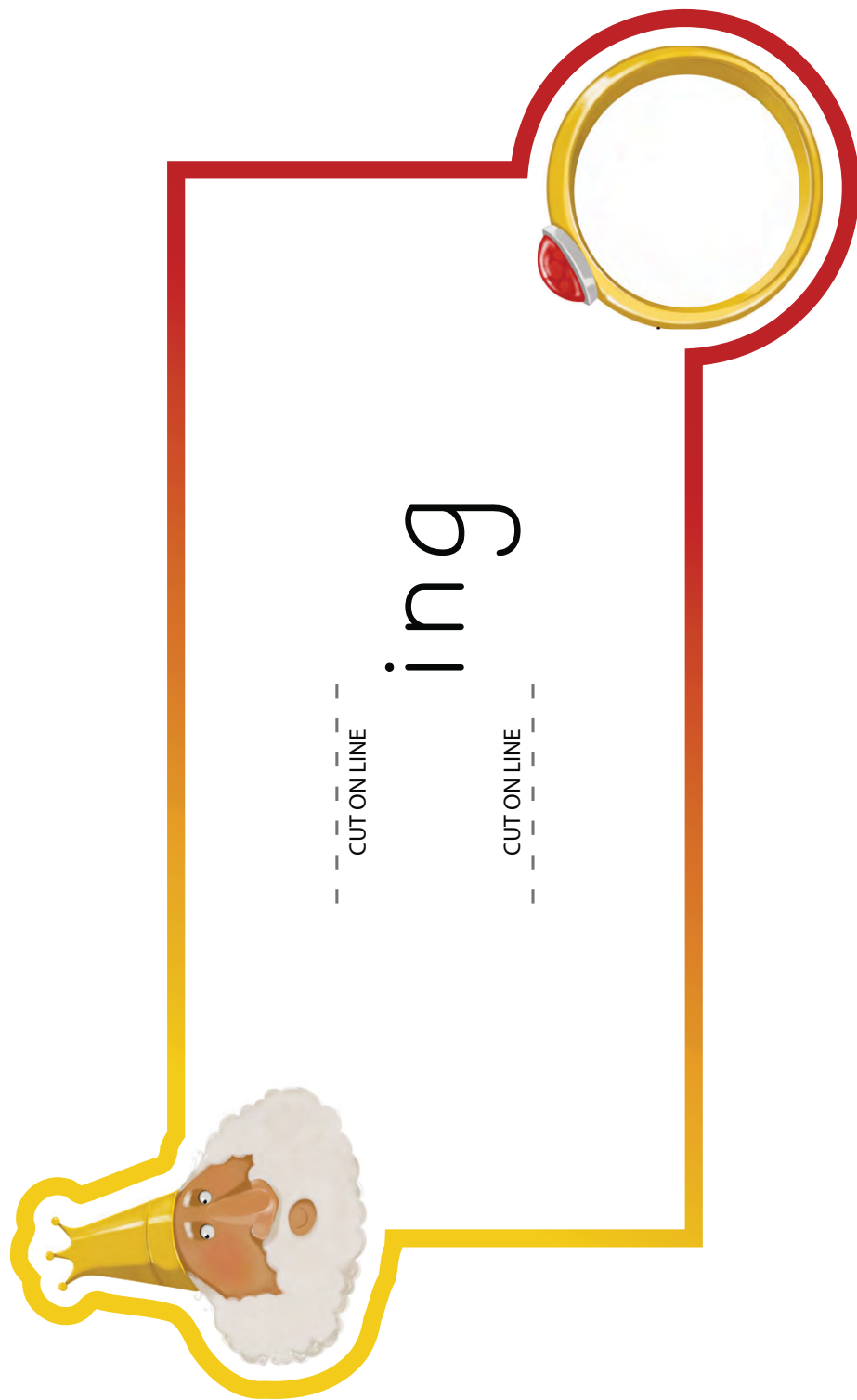






	
b	g
l	v
n	j
p	w
m	y
s	fr
	



LETTER/WORD AWARENESS

Recognizing word families: Cut along the dashed lines on the large card and insert a letter strip. Move the strip down one letter at a time, asking your child to read each word in the word family.

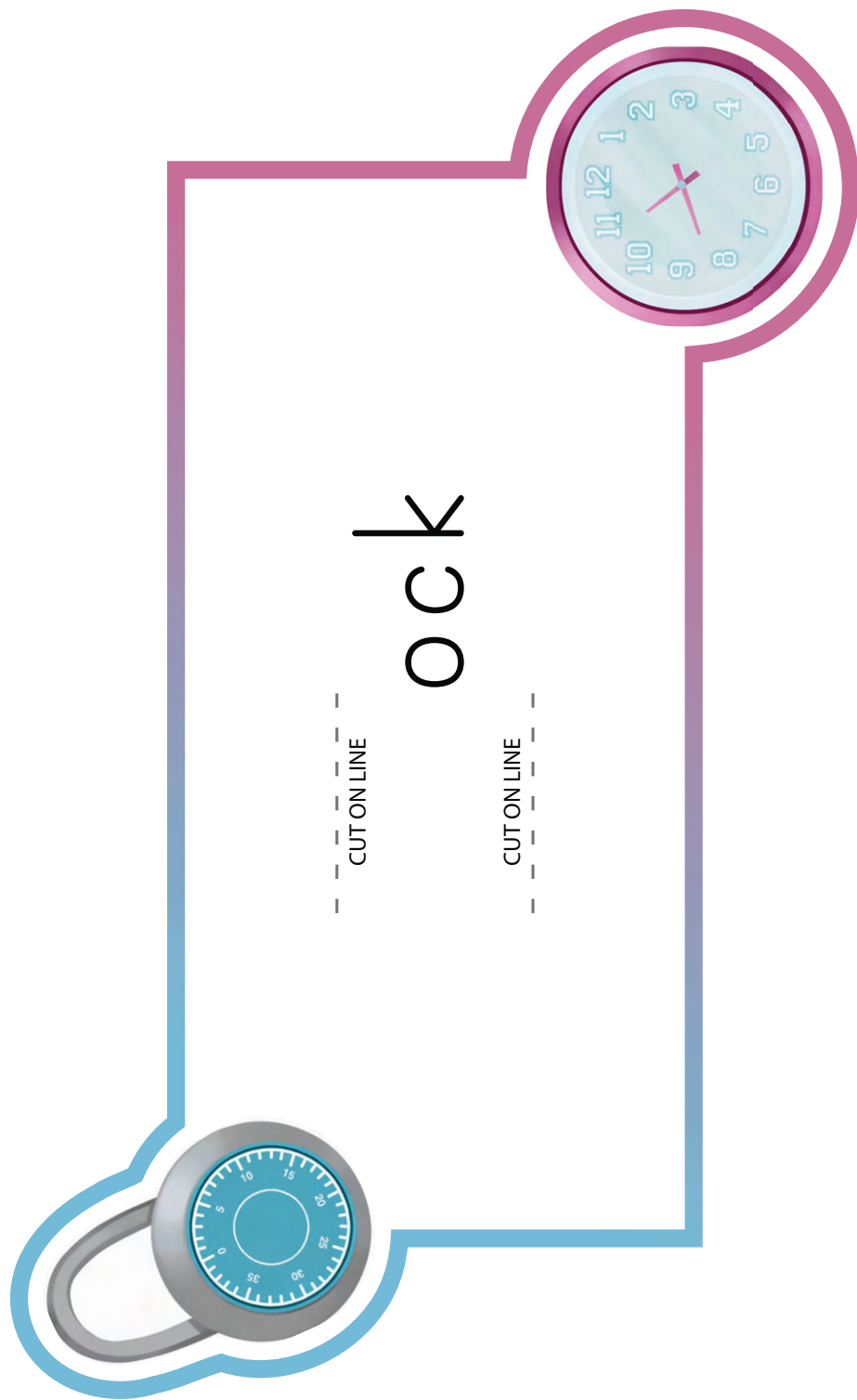






	
b	br
k	cl
d	fl
r	st
s	sw
w	th
	



LETTER/WORD AWARENESS

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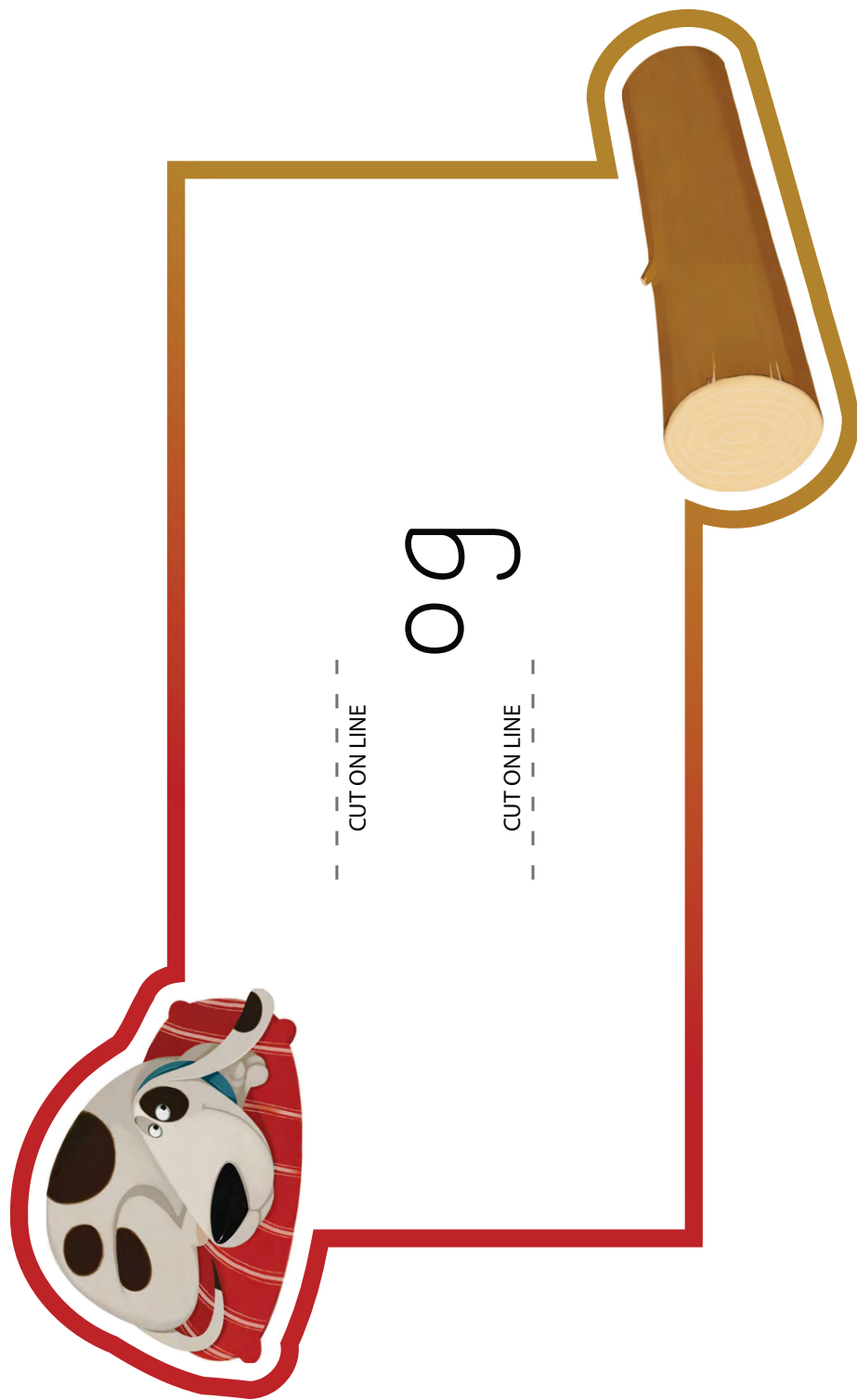






	
d	cr
l	bl
r	sh
s	fl
j	sm
c	st
	



LETTER/WORD AWARENESS

Recognizing word families: Cut along the dashed lines on the large card and insert a letter strip. Move the strip down one letter at a time, asking your child to read each word in the word family.

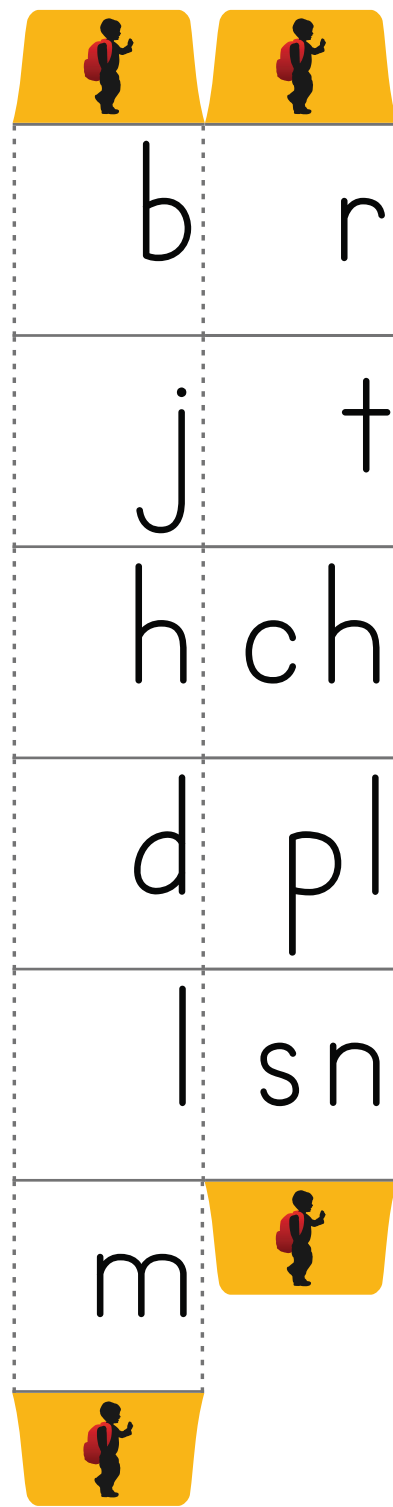
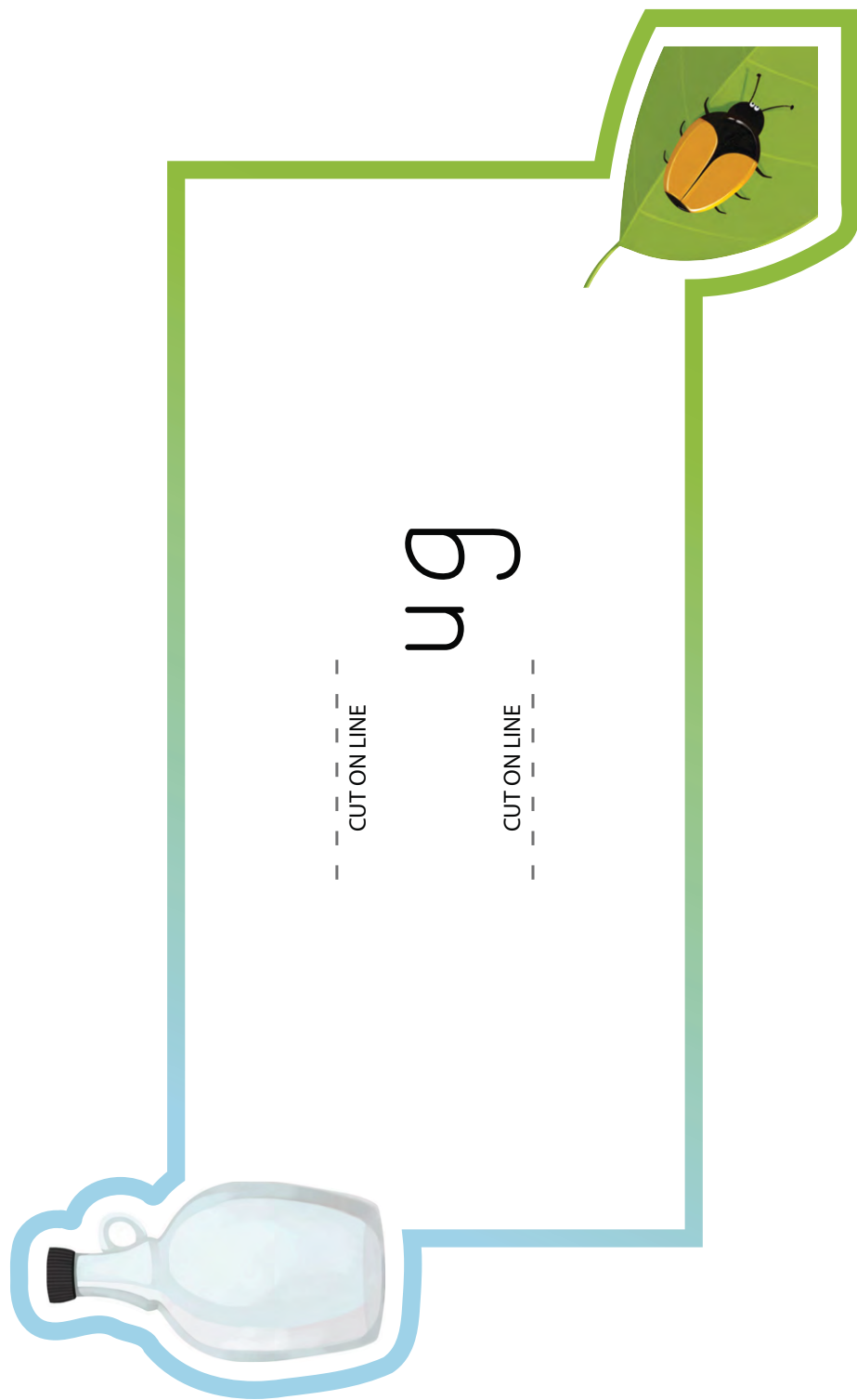


	
b	j
l	c
d	cl
f	fr
h	sm
	



LETTER/WORD AWARENESS

Recognizing word families: Cut along the dashed lines on the large card and insert a letter strip. Move the strip down one letter at a time, asking your child to read each word in the word family.



LETTER/WORD AWARENESS

Dolch pre-primer sight word bingo: Using the corresponding set of sight word flashcards, have your child flip one card at a time and read aloud the word. The first one to have five words in a line wins.

B	I	N	G	O
not	jump	two	I	it
funny	run	said	up	little
in	down	red	make	a
and	yellow	go	here	we
big	come	my	find	the



LETTER/WORD AWARENESS

Dolch pre-primer sight word bingo: Using the corresponding set of sight word flashcards, have your child flip one card at a time and read aloud the word. The first one to have five words in a line wins.

B	I	N	G	O
not	for	up	away	run
one	see	you	jump	a
play	the	to	little	come
red	three	two	go	down
find	said	and	big	is



LETTER/WORD AWARENESS

Dolch pre-primer sight word bingo: Using the corresponding set of sight word flashcards, have your child flip one card at a time and read aloud the word. The first one to have five words in a line wins.

B	I	N	G	O
it	funny	in	not	you
we	yellow	look	one	come
where	help	make	three	go
blue	here	me	said	big
can	I	my	up	down



LETTER/WORD AWARENESS

Dolch pre-primer sight word bingo: Using the corresponding set of sight word flashcards, have your child flip one card at a time and read aloud the word. The first one to have five words in a line wins.

B	I	N	G	O
where	red	down	not	look
my	big	find	one	make
two	in	for	it	the
up	is	here	jump	yellow
play	come	I	little	blue



LETTER/WORD AWARENESS

Dolch pre-primer sight word bingo: Using the corresponding set of sight word flashcards, have your child flip one card at a time and read aloud the word. The first one to have five words in a line wins.

B	I	N	G	O
can	run	see	where	red
a	said	you	my	big
and	funny	three	two	in
away	go	to	up	is
me	help	we	play	come



LETTER/WORD AWARENESS

Dolch primer sight word bingo: Using the corresponding set of sight word flashcards, have your child flip one card at a time and read aloud the word. The first one to have five words in a line wins.

B	I	N	G	O
are	but	came	under	all
have	now	did	our	am
with	say	must	so	who
yes	be	new	into	brown
he	black	no	at	soon



LETTER/WORD AWARENESS

Dolch primer sight word bingo: Using the corresponding set of sight word flashcards, have your child flip one card at a time and read aloud the word. The first one to have five words in a line wins.

B	I	N	G	O
was	will	out	get	on
well	there	want	good	please
she	they	do	like	ride
that	this	eat	went	saw
ate	too	four	what	white



LETTER/WORD AWARENESS

Dolch primer sight word bingo: Using the corresponding set of sight word flashcards, have your child flip one card at a time and read aloud the word. The first one to have five words in a line wins.

B	I	N	G	O
brown	they	ride	must	have
say	all	saw	be	he
there	our	black	do	into
white	on	out	get	she
this	please	at	good	so



LETTER/WORD AWARENESS

Dolch primer sight word bingo: Using the corresponding set of sight word flashcards, have your child flip one card at a time and read aloud the word. The first one to have five words in a line wins.

B	I	N	G	O
like	am	but	new	that
no	are	came	ate	eat
well	what	did	who	four
went	too	want	yes	pretty
now	under	was	soon	ran



LETTER/WORD AWARENESS

Dolch primer sight word bingo: Using the corresponding set of sight word flashcards, have your child flip one card at a time and read aloud the word. The first one to have five words in a line wins.

B	I	N	G	O
black	came	into	at	she
out	did	want	do	so
but	ate	saw	get	he
was	soon	who	good	must
new	ride	yes	have	be

