

# Pre-Primer Sight Word Unit

This Pre-Primer Sight Word Unit is designed to give students focused, purposeful, and patterned practice of specific sight words over the span of one week.

## Lesson Guide

Reader Number	Focus Words	Reader Title
1	I, see, a	I See
2	I, see, the	See
3	I, see, a, the	I See The
4	I, see, a, the, and	I See A
5	go, in, can, you	Can You
6	is, it, big, look	Look
7	run, away, where, here, to	Run
8	my, play, funny, jump	Funny
9	me, find, up, down	Find Me
10	we, come, for, said, help	Come Help
11	little, make, am, not	Little

**Note:** I teach readers one through four then skip over to the Color and Number Word Unit. After we finish that unit I jump back over to the Pre-Primer Unit and pick up at reader five. I suggest following the same pattern as these readers build one on the other.

## This Unit Includes

- 11 Reader Sets
- Flash Cards – Color & Black and White
- Reader Word Lists – Color & Black and White
- Pre-Primer Sight Word List – Color & Black and White (in order taught)
- Alphabetical Pre-Primer Sight Word List – Color & Black and White
- Reader Tracker Sheet
- Assessment Cards
- Pre-Primer Progress Reports
- Pre-Primer Class Tracker
- Pre-Primer Unit Overview

## Reader Sets Include

- Student Reader – Black and White
- Teacher Reader – Color
- Handwriting Practice Page
- Homework – Sentence Practice & Story Practice (5–11)
- Rainbow Writing
- Read! Match! Write!
- Write a Sentence
- Dob a Word
- Word Cut Apart
- Color By Code
- Configuration
- Sight Word Land Game Cards
- Ipad Word Lists
- Flash Cards

## Suggestions

Below are two examples of how I use the Pre-Primer Unit in my classroom – one for pre-K and one for kindergarten. You will notice that I do not use all the available components for both grades. I pick and choose based on what's most appropriate for my students – their needs and abilities.

## Kindergarten Suggestions

When teaching Kindergarten I taught sight words to my whole class. As with all concepts I taught to my kinders I introduced new sight words at large group. We followed a pattern of introduction, rehearsal and independent practice. My kinders were never expected to attempt a task independently unless it had been formally introduced and rehearsed together.

On our Morning Meeting Board I had a yellow bus poster, one I simply traced, colored and laminated myself. Each Monday, when we got new words, I would write those new words on the bus while my students watched. Then we would sing a song, The Words on the Bus, for each word. You can find this song a number of places. I first read it in one of my Mailbox® magazines. Below is the version I use. It is not my original creation and I take no credit for it. However, I cannot site it either since I have no idea where I actually got it.

## The Words on the Bus

(To the Tune of: The Wheels on the Bus)

The word on the bus is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

The word on the bus is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

All through the school.

While I introduced sight words in a large group setting independent work was done as a center. In Kindergarten I rotated my centers in 15 minute intervals. I will post more about how I do/use centers in my classroom at a later date on [miltonandprescott.com](http://miltonandprescott.com).

Our reading specialist provided me with cardboard book boxes that my students used to keep their growing collection of readers organized. I didn't send their readers home on a regular basis. I kept them at school so that they were available for continual practice and eventual mastery. They were also great go to activities. Early finishers could take their book box and read their readers to themselves and/or color readers they hadn't finished coloring before.

I also kept track of their ability to read their readers independently. Once every two or three weeks I would have students read a specific reader to me. If they read the reader without help, I marked it off my Reader Tracker Sheet and they received a sticker on their front cover symbolizing they had mastered that reader. This allowed me to keep track of who was progressing quickly, steadily and gradually through our sight words. I assessed them on isolated word knowledge once a month when I did their whole assessment.

In my students' daily folders I kept a sight word sheet in a page protector, easily switched out or taken out and replaced for home practice. This sheet included all the words for the current unit. This allowed my quick learners to move on, my steady learners to maintain their pace and my gradual learners to see where they were headed. At the beginning of each week the focus words for the week went home. I sent them in my newsletter, but I have since created Weekly iPad Lists to send home with students, something fun to post on the refrigerator for practice at home.

Kindergarten	
Day	Lesson
Monday	<p><b>Large Group:</b> Introduce new sight words by singing the Words on the Bus song for each word.</p> <p>Introduce reader for the week using the PDF file of the Teacher Reader on SmartBoard®. Complete a picture walk and talk about using the pictures when or if we get stuck on a word we don't know. Read together as a class.</p> <p><b>Note:</b> Before I had a SmartBoard® in my classroom I would print the colored Teacher Reader, mount it on black construction paper to make it stronger, then laminate and bind it. I used this the same way I use the PDF file on the SmartBoard®.</p> <p><b>Independent practice:</b> Students get their Student Readers, they color and practice reading to themselves. Students keep readers in their book boxes.</p>
Tuesday	<p><b>Large Group:</b> Sing the Words on the Bus song for each word.</p> <p>Read the PDF file of the Teacher Reader on SmartBoard®.</p> <p>Using a whiteboard, write the focus words on the board, then draw their configuration boxes around the letters in each word, using the language as you go, I use – tall, short and hanging down. My cohort uses zoo animal descriptions.</p> <p><b>Independent practice:</b> Students complete the Rainbow Writing and Configuration page. Though these files are save separately I print them double sided.</p> <p><b>Note:</b> I didn't introduce Configuration until Reader 5 with my kinders. It's a difficult concept to explain when you add the word I. Plus, Reader Sets 1 –4 were designed to teach students how to begin learning their sight words. Configuration is a difficult concept for a first step into word memorization. However, I have made Configuration pages for all reader sets since no two teachers teach a like.</p> <p><b>Early Finishers:</b> Get their book boxes and read to themselves and sometimes to me. They can also color in their books if they haven't finished that step already.</p>
Wednesday	<p><b>Large Group:</b> Sing the Words on the Bus song for each word.</p> <p>Read the PDF file of the Teacher Reader on SmartBoard®.</p> <p><b>Independent Practice:</b> Students complete the Word Cut Apart page.</p> <p><b>Early Finishers:</b> Get their book boxes and read to themselves and sometimes to me. They can also color in their books if they haven't finished that step already.</p>

Thursday	<p><b>Large Group:</b> Sing the Words on the Bus song for each word.</p> <p>Read the PDF form of the Teacher Reader on SmartBoard®.</p> <p><b>Independent Practice:</b> Students complete the Read! Match! Write! page. I print this as a double sided page.</p> <p><b>Early Finishers:</b> Get their book boxes and read to themselves and sometimes to me. They can also color in their books if they haven't finished that step already.</p>
Friday	<p><b>Large Group:</b> Sing the Words on the Bus song for each word.</p> <p>Read the PDF form of the Teacher Reader on SmartBoard®.</p> <p>Move focus words from the bus to the word wall. I showed my students the word on a card, they read the word, then told me under which letter it would go and I placed it there. We repeated this process for every word we put on our word wall.</p> <p><b>Independent Practice:</b> Students complete the Write a Sentence page</p> <p><b>Early Finishers:</b> Get their book boxes and read to themselves and sometimes to me. They can also color in their books if they haven't finished that step already.</p>
Homework	We send homework home on Mondays to be returned on Fridays.

## Pre-K Suggestions

Sight words in pre-K? Absolutely. Not with every child, not with most, but when a child can identify all twenty-six letters, both upper and lowercase, as well as associate their sounds sight words are the next logical step. I do not introduce sight words to my pre-kindergartners until they have mastered all letters and sounds. I also do not introduce them to my class as a whole. Once a pre-kinder meets the goals above then I start them on Pre-Primer Reader Set 1. If there are others who meet this goal at the same time the students are grouped together, if not the child and I work together on their sight words (I have yet to have a pre-kinder be in a solo group but I would do it if they were ready.) During centers my students rotate through my table, in homogeneous groups, to work on specific skills. Some work on letters and sounds while others work on sight words, depends on their level of knowledge. As you read through the Pre-K week below keep in mind that I am doing these activities in a ten to fifteen minute window with a small group, numbering anywhere from one to four and no more. These students have most of my attention, barring any major disruptions from other centers, they are also functioning at a higher level than most other pre-kindergartners and desire a challenge.

Pre-K	
Day	Lesson
Monday 10 minutes	<ol style="list-style-type: none"> <li>1. I introduce the new words by showing my students the Sight Word Flash Cards. I show them the word, I say the word they echo the word – we repeat three times. We do this with each new word. Then read past words once.</li> <li>2. I give them their Student Reader. We take a picture walk together. There is only one word on each page that is not a current or past sight word and that word is the picture. I make sure they know what the picture is called so that they can read the unknown word with ease. For example, they say chicken but the reader calls it a hen. I make sure they use the word hen.</li> <li>3. We read the reader together. We always start with the title. We always use our fingers to point. We always read together. I am included in the we as they need to hear the words for the first few times.</li> <li>4. They color their readers. If all my students are rotating they color until the timer signals time to rotate. If my other students are choosing where they go and how long they stay I require them to neatly color three pages then they may go.</li> </ol>
Tuesday 10 minutes	<ol style="list-style-type: none"> <li>1. We read all our words current and past on our flash cards.</li> <li>2. We read our readers together.</li> <li>3. Dob a Word – Readers 1-4 require more help from the teacher because color words have not yet been taught. However, if you follow my pattern of skipping over to the Color and Number Word Unit before going on 5-11 they should be able to do completely on their own.</li> <li>4. Handwriting Page I do not print the Dob a Word and Handwriting as a double sided page because the bingo dobbers leak through.</li> <li>5. If we are rotating and they finish their pages early then they color some more in their readers. If we are choosing centers then they leave once both pages are completed.</li> </ol>
Wednesday 10 minutes	<ol style="list-style-type: none"> <li>1. We read all our words current and past on our flash cards.</li> <li>2. We read our readers together.</li> <li>3. Rainbow Writing</li> <li>4. If we are rotating and they finish their page early then they color some more in their readers. If we are choosing centers then they leave once they have completed their page.</li> </ol>
Thursday 15 minutes	<ol style="list-style-type: none"> <li>1. We read all our words current and past on our flash cards.</li> <li>2. We read our readers together.</li> <li>3. Color By Code – Readers 1-4 require more help from the teacher because color words have not yet been taught. However, if you follow my</li> </ol>

	<p>pattern of skipping over to the Color and Number Word Unit before going on 5-11 they should be able to do completely on their own.</p> <p>4. If we are rotating and they finish their page early then they color some more in their readers. If we are choosing centers then they leave once they have completed their page.</p>
Friday 15 minutes	<ol style="list-style-type: none"> <li>1. We read all our words current and past on our flash cards.</li> <li>2. We read our readers together.</li> <li>3. Word Cut Apart</li> <li>4. If we are rotating and they finish their page early then they color some more in their readers. If we are choosing centers then they leave once they have completed their page.</li> </ol>
Homework	<p>We send homework home on Mondays to be returned on Fridays.</p> <p>In my pre-K class homework is optional but I still send it home. See my post on Homework in Pre-K @ <a href="http://miltonandprescott.com">miltonandprescott.com</a>.</p>

## You are probably wondering...

If you have read this far you are most likely looking for an explanation as to why I spend four weeks on five words. The short answer is I'm teaching them how to learn sight words. The long answer is as follows.

I noticed when teaching letters that the first letter we started with was never mastered until much later in the year. Usually that letter is the letter M. After spending a full week focusing on the letter M most of my students couldn't recall it or its sound. When I first began teaching sight words I noticed the same pattern. Whatever words I introduced first they were rarely mastered until much later in the year. From this comes my theory that children don't learn the letter or the sight words because they are also having to learn the process.

If that's the case, we first have to learn the process before we can learn the concept taught through the process. Spending four weeks learning the process with minimal changes to the focus words allows students to move more swiftly and confidently through the remaining words. The process becomes secondary allowing the concept, in this case sight words, to become the focus.

## Recommendations

I highly recommend following the sequence laid out here in the Pre-Primer Overview. Each reader builds on the ones before. Sight words are reviewed in the readers and homework that comes after their introduction.

I also highly recommend teaching Pre-Primer Readers 1 through 4 and then skipping over to the Color and Number Word Unit. Pre-Primer Readers 5 through 11 review the words found in both units. However, the Color and Number Word Unit uses the sight words introduced in Pre-Primer Readers 1 through 4 so it's equally as important to begin with Pre-Primer readers 1 through 4. It's far less complicated than it sounds.

This is the sequence I recommend.

Reader Number	Focus Words	Reader Title	Sight Word Unit
1	I, see, a	I See	Pre-Primer
2	I, see, the	See	Pre-Primer
3	I, see, a, the	I See The	Pre-Primer
4	I, see, a, the, and	I See A	Pre-Primer
1	one, red, blue	One Red, One Blue	Color & Number
2	two, green, yellow	Two Green, Two Yellow	Color & Number
3	three, orange, black	Orange and Black	Color & Number
4	four, brown, pink	See Brown and Pink	Color & Number
5	five, gray, white	Five	Color & Number
6	six, seven, purple	Purple	Color & Number
7	eight, nine	Eight and Nine	Color & Number
8	ten, zero	Ten	Color & Number
5	go, in, can, you	Can You	Pre-Primer
6	is, it, big, look	Look	Pre-Primer
7	run, away, where, here, to	Run	Pre-Primer
8	my, play, funny, jump	Funny	Pre-Primer
9	me, find, up, down	Find Me	Pre-Primer
10	we, come, for, said, help	Come Help	Pre-Primer
11	little, make, am, not	Little	Pre-Primer

Enjoy!