



Why Sight Words?

Sight words are those words that readers should instantly recognise. They are among a group of high-frequency words that compose 75% of the words that children encounter in text and use in their own writing on a daily basis. Many of these sight words do not follow standard phonics rules or spelling patterns, which makes them difficult for early readers to recognise and sound out. Children learning to read can build fluency and comprehension skills when they learn to read and write basic sight word vocabulary quickly and automatically.

Upon your child's completion of each activity, use the provided incentive chart and stickers to track progress and celebrate your child's success.

SKILLS

- Sight word recognition
- Fluent reading and writing of 100 sight words
- Visual discrimination
- Vocabulary development
- Following directions
- Beginning reading and writing skills

HOW YOU CAN HELP SUPPORT LEARNING

- As each set of four sight words is introduced, write them on index cards for extra and frequent practice with your child. See page 2 for a list of 100 sight words introduced in this book.
- Have your child build sight words with magnetic letters.
- Have your child write sight words with chalk or paint them with water on the footpath.
- Point out sight words in books you read with your child.



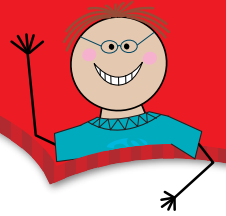
100 Sight Words

I
like
see
the
you
have
a
are
we
with
at
and
he
of
that
it
to
this
was
is
one
by
they
his
not

what
on
be
as
when
two
your
all
were
if
do
of
there
go
eat
said
she
good
know
will
them
out
up
come
little

make
boy
has
other
new
many
about
how
from
her
here
my
long
would
after
put
some
our
then
any
three
very
their
who
been

down
which
day
just
for
so
much
again
use
give
me
four
no
more
take
blue
book
people
work
could
these
look
find
way
over



Read and Write

Follow the directions.

Read the words.

like

the

I

see

Trace the words.

like

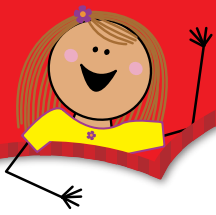
the

I

see

Write the words.

Fill in the boxes.



Hidden Picture

Read and write the words. Colour the shapes that have these words **red**. Then finish the sentence.

see

like

I

the

to		sit	
by	like	let	
sit	see	look	
	the	I	
	the	dog	
see	am		
by	is		

I see the _____.



Rainbow Writing

Follow the directions.

Read the words.

are

you

have

a

Trace the words.

are

you

have

a

Rainbow write.

Example: are

are

have a



Why Phonics Fun?

Arrival at school brings many new experiences; perhaps most importantly, the experience of learning to read. The activities in this book are designed to strengthen your child's phonemic awareness and phonics skills. Children need to have a strong understanding of spoken language before they can understand written language. Phonemic awareness focuses on the sounds used to form spoken words, phonics instruction associates sounds to written symbols (i.e. the alphabet). Together they help children develop word-recognition skills, namely the ability to 'sound out' unknown words. Mastering sound-symbol relationships gives beginning readers the confidence and ability to decode new words. To become skilled readers, children must internalise these sound-symbol relationships in order to read words without having to sound them out letter by letter or part by part.

Upon your child's completion of each activity, use the provided incentive chart and stickers to track progress and celebrate your child's success.

SKILLS

- Individual letter sounds
- Beginning and ending sounds
- Short vowels
- Long vowels
- Blends
- Rhyming
- Word families
- Spelling
- Vocabulary

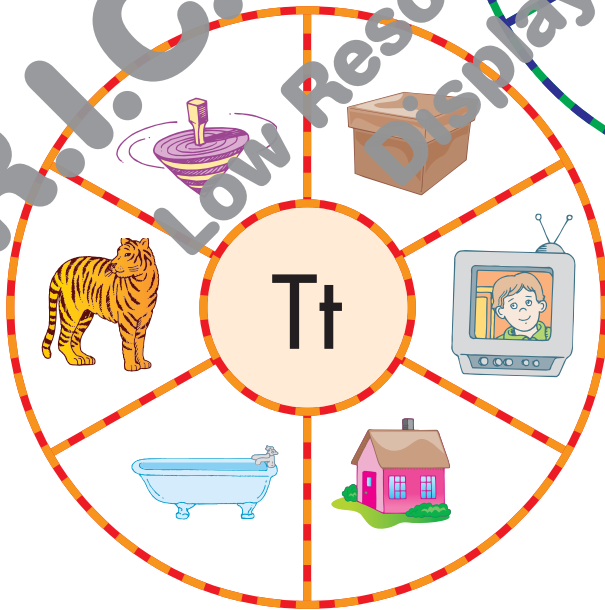
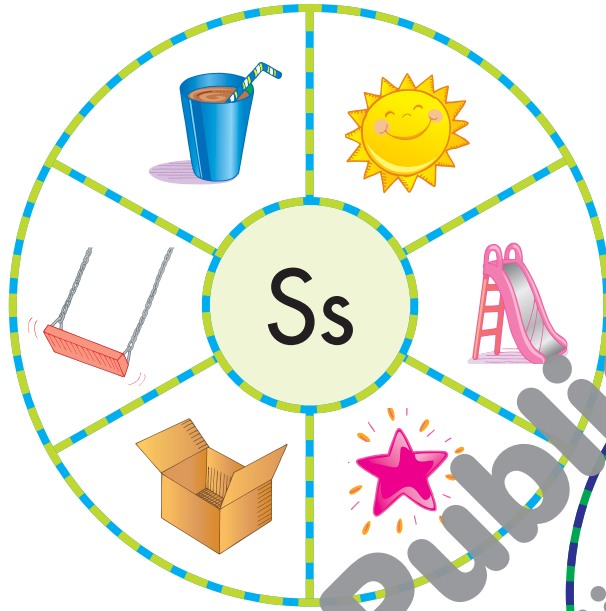
HOW YOU CAN HELP SUPPORT LEARNING

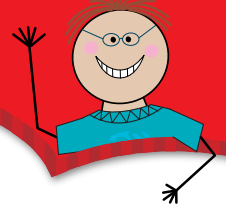
- Read the directions with your child.
- Complete activities together.
- If something is too challenging, calmly put it aside and revisit it at another time.
- Draw your child's attention to the sounds of his or her language with silly songs and nursery rhymes.
- Read and re-read stories together.
- Have your child listen to and chant along with audio versions of stories.



Beginning Sound Wheels

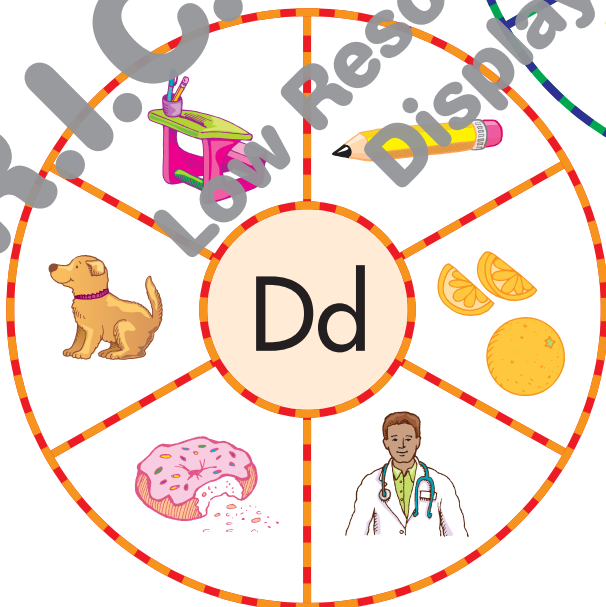
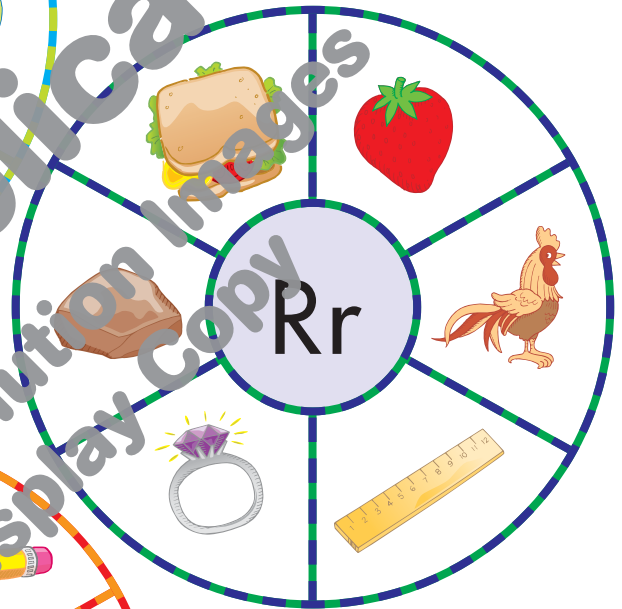
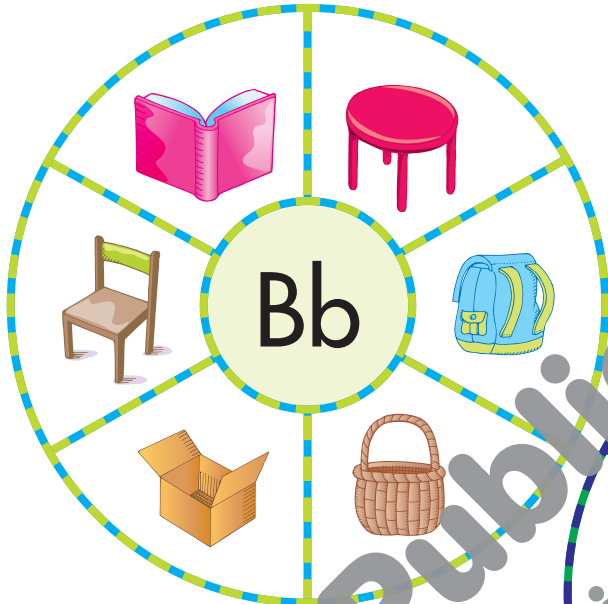
Look at the letters in the middle of each circle. Say the name of each picture around the circle. Circle the pictures whose name **begins** with that letter **sound**.

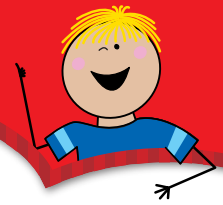
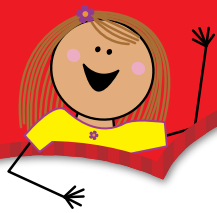




What Begins With ...

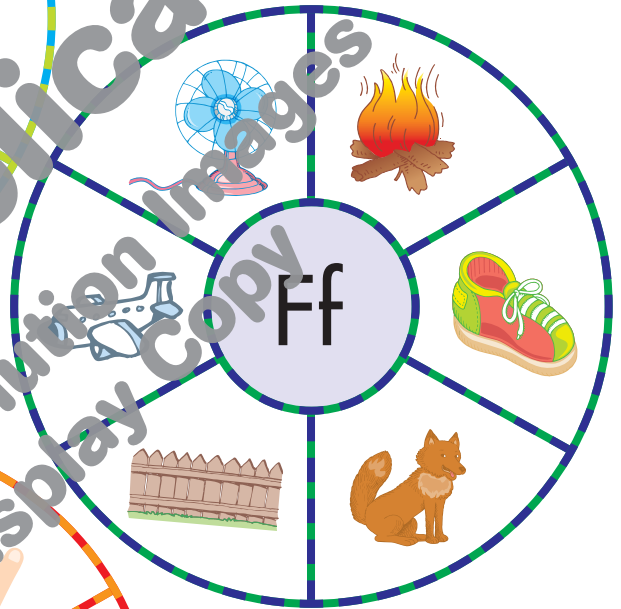
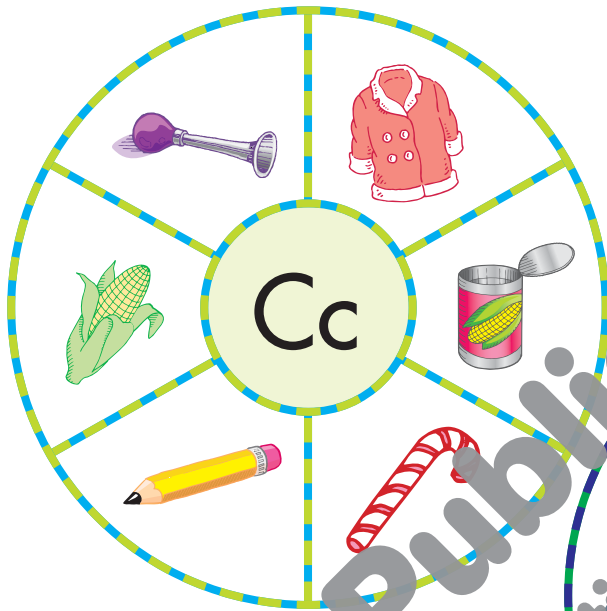
Look at the letters in the middle of each circle. Say the name of each picture around the circle. Circle the pictures whose name **begins** with that letter **sound**.





More Beginning Sounds

Look at the letters in the middle of each circle. Say the name of each picture around the circle. Circle the pictures whose name **begins** with that letter **sound**.





Beginning Consonant Sounds

Draw a line from each letter to the picture **beginning** with that **sound**.

v



p



s



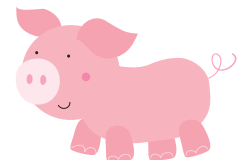
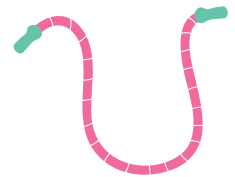
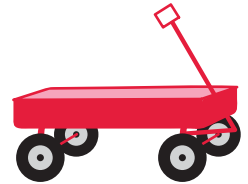
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Why Beginning Maths?

Every day your child is acquiring skills needed for entry into the world beyond family and home. Arrival at school brings both new learning experiences and novel applications of what your child already knows. Maths comprises a large part of the Early Years curriculum. This book provides repeated practice of essential maths skills your child will encounter in school. Although some of the activities in this book may appear to be simplistic, their mastery is essential for your child's success in maths. In addition, the tasks in this book are also designed to strengthen your child's ability to problem solve, think critically, and become familiar with the language commonly used in the school setting. Upon your child's completion of each activity, use the provided incentive chart and stickers to track progress and celebrate your child's success.

SKILLS

- Number recognition
- Shape recognition
- One-to-one correspondence
- Number order
- Counting order
- Skip counting
- Patterns
- Simple addition
- Simple subtraction

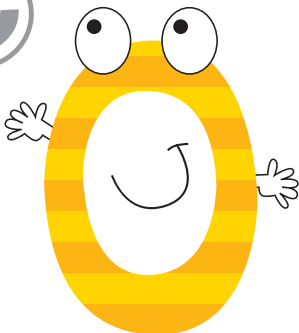
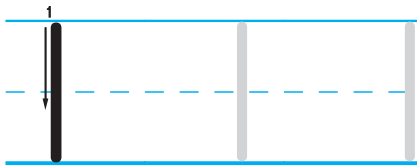
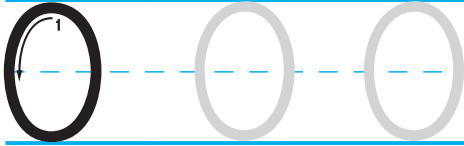
HOW YOU CAN HELP SUPPORT LEARNING

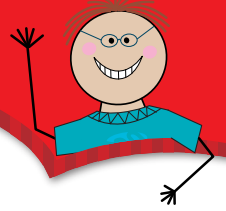
- Create a calm, quiet setting in which to complete the activities.
- Carefully read the directions aloud to your child.
- Provide manipulatives, such as paperclips, counters, coins and counting blocks, to model problems and connect meaning to the written words and numbers.
- Practise counting aloud to increasingly higher numbers as your child becomes more fluent in number order.
- Encourage your child to identify and name shapes in his or her environment.



Numbers 0-3

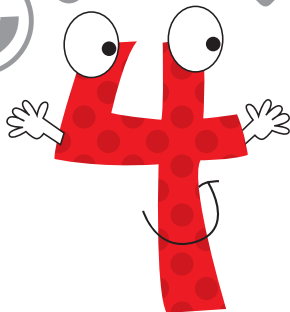
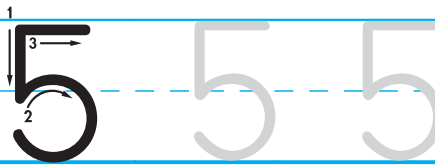
Read each number. Then trace and write each number.

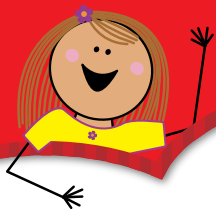




Numbers 4-7

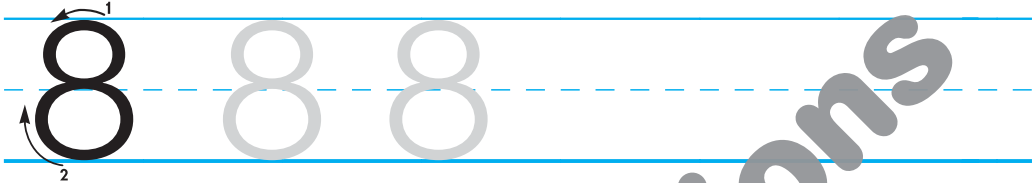
Read each number. Then trace and write each number.

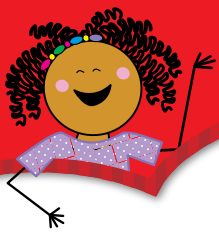




Numbers 8-11

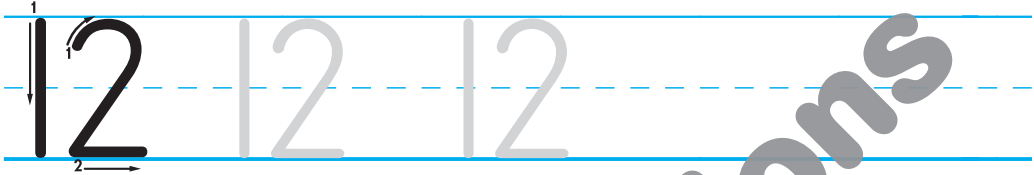
Read each number. Then trace and write each number.





Numbers 12-15

Read each number. Then trace and write each number.



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