

Library Readiness Program - 2021  
Reading Stars India

# **Library Readiness Program**

## **Reading Stars India**

The Library Readiness Program has been designed keeping in mind the fact that children are often not able to read and comprehend at grade level. A child's ability to decode words is a very important part of becoming a fluent reader. Being able to read high frequency/sight words without hesitation helps children better understand what is being read. When a child cannot recognize at least half the words on the page easily, then she spends more time thinking about individual letters, syllables, and sound combinations, instead of focusing on making sense of and comprehending what she is reading. When she can recognize most of the words on the page, she will begin to explore her capacity to read and learn with greater confidence.

For many children, reading is confined to the classroom, and there is no exposure to reading material other than the textbook, whether at home or at school. Studies after studies have shown that if students are provided with a literacy-rich environment via classroom libraries and reading sessions, sight word instruction, and daily practice through the use of specially designed activities, there is significant improvement in students' overall reading and comprehension abilities, and levels of confidence.

When working with low-level readers, an effective approach to teaching reading is to teach a set of words that include Sight words and High-Frequency Words also known as Dolch Words. Sight words are words that cannot be decoded by rules of phonetics and must be memorized by sight. In order to read well, students need to read sight words very quickly. They need to memorize them. High-Frequency Words are words that occur so often in a text that readers should be able to read them by sight without having to decode them. Knowing these high-frequency words and being able to recognize non-decodable words by sight are extremely important skills for developing reading fluency.

## **Objectives of Teaching Sight Words and High-Frequency Words**

Students should be able to do each of the following:

1. Associate the appearance of each word with its sound/pronunciation (sight-to-sound correspondence).
2. Read the given words in context.
3. Recognize the given words quickly and effortlessly (rapid recognition).

## **How to teach Sight Words and High-Frequency Words**

We will work with 6 lists. Each list will be taken up for one week

# WEEK ONE

## WEEK 1 – List One

**List One consists of 40 words.** For children who are still not comfortable reading independently, these words are an ideal starting point. Almost half of these words are among the most used words for American students from kindergarten to second or third grade. In addition, about a third of all written material is comprised of 25 words; ten of these words are included below in List One given below.

**Please follow the exercises in the SAME order. Ensure that ALL the exercises are completed.**

### DAY 1

- a. In the allotted period (Library Period) the teacher will put up the given list of Words (in large font) on the noticeboard or at a spot clearly seen by all the children. (Word List given – Appendix A1)
- b. In the book given to them, the children can draw four vertical lines and make 5 columns


- c. The teacher will read out each word one by one and ask the students to write it down in their books
- d. The teacher will now call out each word and the children will repeat after her.
- e. She will explain the meaning of each word. She can give a sentence as an example.
- f. When this is not possible (as with Underlined Words), do not try to explain. Simply, give a sentence with the word in it.

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### DAY 2

#### Std 1-4

- a. Children will write the words in class – using the same book
- b. They will recite the words in the book
- c. The teacher will point to a word in List One that is displayed and ask a student to say it aloud. She can do this several times with different words and different students

#### Std 5-7

- a. Children will recite the words in class everyday

- b. The children can take their English book, open to a page specified by the teacher, and mark with a pencil every occurrence of a List One word. At the end, the teacher can clap for the fastest student, and the one with the most number of ‘found words’

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**DAY 3**

**Std 1-4**

- a. Children will write the words in class every day
- b. They will recite the words on the sheet
- c. The children can take their English book, open to a page specified by the teacher, and mark with a pencil the following words – AND, CAN, FOR, GO, HERE, IS, IN, IT, TO, THE

**Std 5-7**

- a. The children will recite the words in class
- b. The teacher will put up sentences on the board with a blank, and ask different students to stand up and fill the blank with an appropriate word from List One. (Sentences given – Appendix A2)

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**Day 4**

**Std 1-4**

- a. Children will write the words in class
- b. They will recite the words on the sheet
- c. The children will form teams. The teacher will distribute random alphabet cards to them. They will make List One words with the cards they have. Each teacher must make three sets of alphabet cards using chart paper. (Each packet will have – 5 sets of vowels; 3 sets of ‘b,c,d,g,h,l,m,n,p,r,s,t; 2 sets of ‘f,j,k,v’; 1 set of ‘x,y,z,q,w’)

**Std 5-7**

- a. The children will recite the words in class
- b. The children will form teams. The teacher will distribute random alphabet cards to them. They will make List One words with the cards they have.
- c. Students can be asked to write sentences using those List One words in their books.

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**Day 5**

**Stds 1-4**

- a. Children will write the words in class

- b. They will recite the words on the sheet
- c. The teacher will distribute the RAZ stories and the children will read three stories each.

**Std 5-7**

- a. The children will recite the words in class.
- b. The teacher will distribute the RAZ stories and the children will read three stories each.

**APPENDIX**

**Appendix A1 – List One Words - Table**

<u>A</u>	Find	<u>IS</u>	<u>NOT</u>	Three
<u>AND</u>	<u>FOR</u>	<u>IT</u>	One	<u>TO</u>
<u>AWAY</u>	Funny	Jump	Play	Two
Big	<u>GO</u>	Little	Red	Up
Blue	Help	Look	Run	<u>WE</u>
Can	<u>HERE</u>	Make	<u>SAID</u>	Where
Come	<u>I</u>	<u>ME</u>	See	Yellow
Down	<u>IN</u>	<u>MY</u>	<u>THE</u>	<u>YOU</u>

Underlined Words – prepositions, pronouns, articles, conjunctions, etc – words for which it is difficult to create an image

**APPENDIX A2 – Sample sentences using List One Words**

1. A – This is **a** book
2. You – Do **you** know my name?
3. Away – My school is far **away**.
4. Blue – Have you seen a **blue** bird?
5. Come – Can you **come** to the park with me?
6. Three – I can see **three** stars in the sky.
7. Play – I like to **play** every day
8. And – I love my mother **and** my father.
9. Find – Please help me **find** my books.
10. In – Put the money **in** your purse.
11. For – This birthday card is **for** you.

12. Go – Let us **go** to the park.
13. Here – We are happy to be **here**.
14. Little – This small bag is for my **little** sister.
15. My – This is **my** house.
16. I – **I** like to play.
17. Down - The ball falls **down** on the ground.
18. One – My sister is **one** year old.
19. Big – My school is very **big**.
20. Said – My mother **said**, “Don’t waste water”.
21. Run – Can you **run** as fast as me?
22. Funny – My sister is very **funny** and makes everyone laugh.
23. Two – **Two** crows sat on a tree.
24. Help – I **help** my little brother with his homework.
25. The – **The** school is closed today.
26. We – **We** will go home after the bell rings.
27. It – This bag is for my mother. Give **it** to her.
28. Jump – I like to **jump** up in the air.
29. Look – **Look** at this yellow ball.
30. Can – I **can** dance to this song.
31. Make – Please **make** idli for breakfast.
32. Is – This **is** a monkey.
33. Me – Give **me** my pencil!
34. Where – **Where** is my brother hiding?
35. Red – Do you have a **red** crayon?
36. See – Can you **see** that hill? It is far away.
37. To – Please give this book **to** him.
38. Not – That is **not** my house.
39. Up – The seesaw goes **up** and down.
40. Yellow – I will colour the sun **yellow**.

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## WEEK TWO

### WEEK 2 – LIST TWO

In the second week of the Library Readiness Program, we will take up List Two – which consists of 52 high frequency words. These words are ideal to introduce after your child can automatically recognize the words from List 1.

**Please follow the exercises in the SAME order. Ensure that ALL the exercises are completed.**

#### DAY 1

- g. In the allotted period the teacher will put up the list of words (in large font) on the noticeboard or at a spot clearly seen by all the children. (Appendix B1)
- h. On the paper given to them, the children can draw four vertical lines and make 5 columns


- i. The teacher will read out each word one by one and ask the students to write it down in their books
- j. The teacher will now call out each word and the children will repeat after her.
- k. She will explain the meaning of each word. She can give a sentence as an example.
- l. When this is not possible, do not try to explain. Simply, give a sentence with the word in it.

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#### DAY 2

##### Std 1-4

- d. Children will write the words in class – using the same sheet
- e. They will recite the words on the sheet – looking at their books or the board
- f. The teacher will point out to a word on the Word List that is displayed and ask a student to say it aloud. She can do this several times with different words and different students

##### Std 5-7

- c. Children will write the words at home every day.
- d. Children will recite the words in class every day – **looking at the board.**

- e. They will air write each word as they recite – that is write in the air with their fingertips. **THE ARM HAS TO BE HELD STRAIGHT WHILE AIR-WRITING . Practice air-writing in CAPITAL LETTERS**
  - f. The children can take their English book, open to a page specified by the teacher, and mark with a pencil every occurrence of a List Two word. At the end, the teacher can clap for the fastest student, and the one with the most number of ‘found words’
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### **DAY 3**

#### **Std 1-4**

- d. Children will write the words in class every day
- e. They will recite the words on the sheet
- f. The children can take their English book, open to a page specified by the teacher, and mark with a pencil the following words – ON, SO, WELL, AT, SOON, OUT, BE, THERE, SAY, INTO, WILL, BUT, TOO, WITH, MUST, UNDER, YES, DID
- g. When they finish, the teacher reads from the same page and when she comes to a List Two word, the children can clap OR shake their hands in the air. This will ensure they keep looking at the word, and thinking about it – leading to reinforcement.

#### **Std 5-7**

- c. The children will recite the words in class
  - d. The children can take their English book, open to a new page specified by the teacher, and mark with a pencil the List Two words.
  - e. The teacher reads from the page and when she comes to a List Two word, the children can shake their hands in the air (Deaf and dumb children shake hands in the air instead of clapping). This will ensure they keep looking at the word, and thinking about it – leading to reinforcement.
  - f. The teacher will distribute copies of a Worksheet (Sentences –Appendix B2). This contains 52 sentences. The students have to fill the blanks with a suitable List Two word. (Answers – Appendix B3)
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### **Day 4**

#### **Std 1-4**

- d. Children will write the words in class
- e. They will recite the words on the sheet
- f. The children will form teams. The teacher will distribute random alphabet cards to them. They will make List Two words with the cards they have. Each teacher must make three sets of alphabet cards using chart paper.

#### **Std 5-7**

- d. The children will recite the words in class

- e. The children will form teams. The teacher will distribute random alphabet cards to them. They will make List Two words with the cards they have.
- f. Students can be asked to write sentences using those List Two words in their books.

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**Day 5**  
**Stds 1-4**

- d. Children will write the words in class
- e. They will recite the words on the sheet
- f. The teacher will distribute the RAZ stories and the children will read three stories each.

**Std 5-7**

- c. The children will recite the words in class.
- d. The teacher will write on the board, “Mary had a little lamb” and then copy out the contents of Appendix B4 on the board. Children can stand up one by one (make sure all the slow learners get a chance) to substitute the noun/verb/adjective with one from the table and make new sentences.

**APPENDIX**  
**Appendix B1 – List Two Words - Table**

All	Do	No	Say	want
am*	eat*	Now	She	was*
are*	Four	on*	So	well
at*	get*	Our	Soon	went
Ate	Good	out*	that*	what
Be	have*	Please	There	white
Black	he*	Pretty	they*	who
Brown	Into	Ran	this*	will
But	like*	Ride	Too	with*

Came	Must	Saw	Under	yes
Did	New			

## APPENDIX B2 – Fill in the blanks with a Dolch Word

1. I like to play with \_\_\_\_\_ my friends.
2. “\_\_\_\_\_ you happy with me?” I asked my mother.
3. I sat \_\_\_\_\_ my table.
4. “Will you \_\_\_\_\_ my friend?” asked my brother.
5. I \_\_\_\_\_ very happy today.
6. In summer, the earth looks \_\_\_\_\_.
7. We \_\_\_\_\_ the biryani and saalan.
8. My friend \_\_\_\_\_ to my house on Sunday.
9. I am wearing a \_\_\_\_\_ dress.
10. \_\_\_\_\_ you know the way home?
11. I want to play \_\_\_\_\_ my friends do not want to.
12. A square has \_\_\_\_\_ sides.
13. “Did you \_\_\_\_\_ all the answers?” asked my friend.
14. \_\_\_\_\_ you know that I like carrots?
15. I \_\_\_\_\_ many books in my bag.
16. This is my brother. \_\_\_\_\_ is my hero.
17. We \_\_\_\_\_ our meals together.
18. I \_\_\_\_\_ my friends.
19. We \_\_\_\_\_ follow the school rules
20. Today, we have learnt many \_\_\_\_\_ words.
21. The snake went \_\_\_\_\_ the hole.
22. Let us read a book \_\_\_\_\_.
23. Keep the books \_\_\_\_\_ the table.
24. Can you climb a tree? \_\_\_\_\_, I cannot.

25. Yesterday, I \_\_\_\_\_ a rainbow in the sky.
26. \_\_\_\_\_ home is full of happiness.
27. The \_\_\_\_\_ puppy is my favourite.
28. My parents are \_\_\_\_\_ and kind.
29. Don't throw \_\_\_\_\_ the plastic bag, put it in the bin.
30. \_\_\_\_\_ help me with my homework.
31. I \_\_\_\_\_ like the wind on Sports Day.
32. I like to \_\_\_\_\_ my bicycle.
33. \_\_\_\_\_ is my friend sitting on the tree.
34. These flowers are very \_\_\_\_\_.
35. This is my sister, \_\_\_\_\_ is my hero.
36. I shall eat idli \_\_\_\_\_ sambar
37. I do not feel \_\_\_\_\_ today, as I have a cold.
38. I am \_\_\_\_\_ sleepy that I cannot keep my eyes open.
39. \_\_\_\_\_ is a library?
40. We \_\_\_\_\_ 'Good Morning' to the teachers.
41. "I shall come home \_\_\_\_\_," said my brother.
42. \_\_\_\_\_ will help me collect the books?
43. Yesterday, there \_\_\_\_\_ a rainbow in the sky.
44. \_\_\_\_\_ are many books in our library.
45. \_\_\_\_\_ little puppy is my pet.
46. \_\_\_\_\_ have fixed the cupboard on the wall.
47. Is there a cat hiding \_\_\_\_\_ your bed?
48. Do you \_\_\_\_\_ to read a book?
49. I am \_\_\_\_\_ sleepy to stay awake.
50. On Sunday, we \_\_\_\_\_ to my grandmother's house.
51. We \_\_\_\_\_ help you to carry the books.
52. "Is she your friend?" " \_\_\_\_\_, she is".

### **APPENDIX B3 – Sentences using Dolch Words**

1. **All** – I like to play with all my friends.
2. **Am** – I am very happy today.
3. **Are** – “Are you happy with me?” I asked my mother.
4. **At** – I sat at my table.
5. **Ate/eat** – We ate / eat the biryani and saalan.
6. **Be / Like** – “Will you be/like my friend?” asked my brother.
7. **Black/ brown / white** – I am wearing a black / brown / white dress.
8. **Brown** – In summer, the earth looks brown.
9. **But** – I want to play but my friends do not want to.
10. **Came** – My friend came to my house on Sunday.
11. **Did / Do** – Did/Do you know that I like carrots?
12. **Do / Did** – Do/Did you know the way home?
13. **Eat / ate** – We eat / ate our meals together.
14. **Four** – A square has four sides.
15. **Get** – “Did you get all the answers?” asked my friend.
16. **Good** – My parents are good and kind.
17. **Have** – I have many books in my bag.
18. **He** – This is my brother. He is my hero.
19. **Into** – The snake went into the hole.
20. **Like/Saw/Want** – I like / saw / want my friends.
21. **Must** – We must follow the school rules
22. **New** – Today, we have learnt many new words.
23. **No** – Can you climb a tree? No, I cannot.
24. **Now** – Now, let us read a book.
25. **On / Under** – Keep the books / under on the table.
26. **Our** – Our home is full of happiness.
27. **Out** – Don’t throw out the plastic bag, put it in the bin.
28. **Please** – Please help me with my homework.
29. **Pretty** – These flowers are very pretty.
30. **Ran** – I ran like the wind on Sports Day.
31. **Ride** – I like to ride my bicycle.
32. **Saw** – Yesterday, I saw a rainbow in the sky.
33. **Say** – We say ‘Good Morning’ to the teachers.
34. **She** – This is my sister, she is my hero.
35. **So** – I am so sleepy that I cannot keep my eyes open.
36. **Soon /Now** – “I shall come home soon/now,” said my brother.
37. **That** – That is my friend sitting on the tree.
38. **There** – There are many books in our library.
39. **They** – They have fixed the cupboard on the wall.
40. **This /that** – This / that little puppy is my pet.
41. **Too** – I am too sleepy to stay awake.
42. **Under** – Is there a cat hiding under your bed?
43. **Want** – Do you want to read a book?
44. **Was** – Yesterday, there was a rainbow in the sky.
45. **Well** – I do not feel well today, as I have a cold.
46. **Went** – On Sunday, we went to my grandmother’s house.

47. **What** – What is a library?  
 48. **White/black/brown/new** – The white/black/brown/new puppy is my favourite.  
 49. **Who** – Who will help me collect the books?  
 50. **Will** – We will help you to carry the books.  
 51. **With** – I shall eat idli with sambar  
 52. **Yes** – “Is she your friend?” “Yes, she is”.

#### Appendix B4

**Mary (noun) had (verb) a little (adjective) lamb**

<b>Noun/Pronoun</b>	<b>Adjective</b>	<b>Verb</b>	<b>Verb</b>
All	Four	Do/does	Eat/eats
She	Good	Say/says	Was
That	White	Want/wants	Went
He	Black	Am/are	Get/gets
They	Pretty	Ate	Have
Who?	New	Ran	Like/likes
What?		Saw	Ride/rides
This		Did	Came

# WEEK THREE

## WEEK 3 – LIST THREE

### DAY 1

- a. In the allotted period (Library Period) the teacher will put up the list of words (in large font) on the noticeboard or at a spot clearly seen by all the children. (Word List given – Appendix C1)
- b. On the paper given to them, the children can draw four vertical lines and make 5 columns


- c. The teacher will read out each word one by one and ask the students to write it down in their books
- d. The teacher will now call out each word and the children will repeat after her.
- e. She will explain the meaning of each word. She can give a sentence as an example.
- f. When this is not possible, do not try to explain. Simply, give a sentence with the word in it.

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### DAY 2

#### Std 1-4

- a. Children will write the words in class – using the same sheet
- b. They will recite the words on the sheet
- c. The teacher will point out to a word on the Word List that is displayed and ask a student to say it aloud. She can do this several times with different words and different students

#### Std 5-7

- a. Children will recite the words in class everyday
- b. The children can take their English book, open to a page specified by the teacher, and mark with a pencil every occurrence of a List 3 word. At the end, the teacher can clap for the fastest student, and the one with the most number of ‘found words’

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### DAY 3

#### Std 1-4

- a. Children will write the words in class every day
- b. They will recite the words on the sheet

- c. The children can take their English book, open to a page specified by the teacher, and mark with a pencil the following words – AN, AS, EVERY, FROM, GIVE, HAD, HAS, OF, SOME, THEN, WERE.

**Std 5-7**

- a. The children will recite the words in class
  - b. The teacher will put up sentences on the board with a blank, and ask different students to stand up and fill the blank with an appropriate List 3 word. (Sentences given – Appendix C2)
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**Day 4**

**Std 1-4**

- a. Children will write the words in class
- b. They will recite the words on the sheet
- c. The children will form teams. The teacher will distribute random alphabet cards to them. They will make List 3 words with the cards they have. Each teacher must make three sets of alphabet cards using chart paper.

**Std 5-7**

- a. The children will recite the words in class
  - b. The children will form teams. The teacher will distribute random alphabet cards to them. They will make List 3 words with the cards they have.
  - c. Students can be asked to write sentences using those List 3 words in their books.
- .....

**Day 5**

**Stds 1-4**

- a. Children will write the words in class
- b. They will recite the words on the sheet
- c. The teacher will distribute the RAZ stories and the children will read.

**Std 5-7**

- a. The children will recite the words in class.
- b. They will play the *Mary had a little lamb* OR *Jack and Jill went up a hill* game with the new list of words.

**APPENDICES**

**APPENDIX C1 -- List 3 (41 words)**

After	Every	Him	Of	Stop
Again	Fly	His	Old	Take
An	From	How	Once	Thank
Any	Give	Just	Open	Them
As	Going	know	Over	Then
Ask	Had	let	Put	Think
By	Has	live	Round	Walk
Could	Her	may	Some	Were
				When

**APPENDIX C2 – SENTENCES** -- (Teachers, please replace the word in **bold** with a blank while writing the sentences on the board)

1. We shall watch a movie **after** eating our lunch.
2. **An** elephant and a camel went for a walk.
3. **When** I went home, I found that my mother had made my favourite biryani.
4. Are you **as** strong **as** your mother?
5. We sat down **by** the river.
6. I **could** not carry the heavy bags.
7. **Every** day, I water the garden.
8. Can I **ask** you a question?
9. I walk **from** home to school every day.
10. We are **going** to my uncle's house for dinner.
11. I walked up the hill. **Then**, I walked down the hill.
12. Do not allow the **fly** to sit on the food.
13. **Let** us walk to the park.
14. I **live** in Bismillah Nagar. Where do you **live**?
15. Last year, we **had** very little money, this year we have enough.
16. They **open** the box and look inside.
17. She **has** three chocolates, I have two.
18. How **old** are you? I am ten years **old**.
19. I liked the song and played it **again**.
20. I do not have **any** money with me.
21. This is my friend. Please give **him** a book to read.
22. **His** handwriting is very neat too.
23. The bell rang **just** now.
24. Can you **give** me ten rupees? I need to buy a book.
25. Do you **know** why it happened? No, I don't.

26. A circle has a **round** shape.
27. **Her** handwriting is very neat.
28. Don't forget to **thank** people who help you.
29. This song reminds me **of** my grandmother.
30. **Take** this bag of apples to your grandfather's house.
31. **Some** people exercise every day, **some** people don't.
32. You must eat jalebis at least **once** in your lifetime.
33. Look at those blind children! Help **them** cross the road.
34. **How** shall I bake a cake?
35. **May** I come in? Yes, you **may**.
36. I placed the small box **over** the large one.
37. They **put** the books back on the shelf.
38. **Stop** making that noise!
39. Do you **think** it will rain tomorrow? I don't **think** it will.
40. I took the dog for a **walk**.
41. My father and mother **were** happy to hear that I won a prize.

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**WEEK FOUR**  
**WEEK 4 – LIST 4**

**DAY 1**

- m. In the allotted period (Library Period) the teacher will put up the list of Words (in large font) on the noticeboard or at a spot clearly seen by all the children. (Word List 4 given – Appendix D1)
- n. On the paper given to them, the children can draw four vertical lines and make 5 columns


- o. The teacher will read out each word one by one and ask the students to write it down in their books
- p. The teacher will now call out each word and the children will repeat after her.
- q. She will explain the meaning of each word. She can give a sentence as an example.
- r. When this is not possible, do not try to explain. Simply, give a sentence with the word in it.

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## **DAY 2**

### **Std 1-4**

- g. Children will write the words in class – using the same sheet
- h. They will recite the words on the sheet
- i. The teacher will point out to a word on the Dolch Word List that is displayed and ask a student to say it aloud. She can do this several times with different words and different students

### **Std 5-7**

- g. Children will recite the words in class everyday
  - h. The children can take their English book, open to a page specified by the teacher, and mark with a pencil every occurrence of a List 4 word. At the end, the teacher can clap for the fastest student, and the one with the most number of ‘found words’
- 

## **DAY 3**

### **Std 1-4**

- h. Children will write the words in class every day
- i. They will recite the words on the sheet
- j. The children can take their English book, open to a page specified by the teacher, and mark with a pencil the following words – BEEN, GAVE, GOES, ITS, MADE, OR, SIT, SLEEP, THEIR, THERE, THESE, VERY, WHY, WHICH

### **Std 5-7**

- g. The children will recite the words in class
  - h. The teacher will put up sentences on the board with a blank, and ask students to copy them out and fill the blank with an appropriate List 4 word.
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## **Day 4**

### **Std 1-4**

- g. Children will write the words in class
- h. They will recite the words on the sheet
- i. The children will form teams. The teacher will distribute random alphabet cards to them. They will make List 4 words with the cards they have.

### **Std 5-7**

- g. The children will recite the words in class
- h. The children will form teams. The teacher will distribute random alphabet cards to them. They will make List 4 words with the cards they have.
- i. Students can be asked to write sentences using those List 4 words in their books.

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## Day 5

### Stds 1-4

- g. Children will write the words in class
- h. They will recite the words on the sheet
- i. The teacher will make Flash Cards for all the words from Lists 1, 2, 3 and 4. Divide the class into four groups. Distribute the cards among the four groups. Make the students test each other. Each child can hold up one card and ask the next child to say the word. Now the second child can hold up a card and ask the third child to read out the word.

### Std 5-7

- e. The children will recite the words in class.
- f. They will write a short essay describing a day in school using at 20 of the words from the four lists.

## APPENDIX

### D1 - List Four – 46 words

Always	Around	Because	Been	Before
Best	Both	Buy	Call	Cold
Does	Don't	Fast	First	Five
Found	Gave	Goes	Green	Its
Made	Money	Off	Or	Pull
Read	Right	Sing	Sit	Sleep
Tell	Their	These	Those	Upon
Us	Use	Very	Wash	Which
Why	Wish	Work	Would	Write
Your				

### APPENDIX D2 - (Teachers, please replace the word in **bold** with a blank while writing the sentences on the board)

1. My mother is **always** hospitable
2. Let us go **around** the neighbourhood to look for a tailor.
3. I say my prayers **before** going to bed.
4. Of all the ice-cream flavours, I like chocolate the **best**.
5. **Both** my parents go to work.
6. I came **first** in the running race
7. My father **calls** me every evening at 6 pm to remind me of my homework.
8. It is very **cold** today.
9. The **green** leaves turn dry and brown after they fall on the ground.

10. **Does** your mother know you are eating all the sweets?
11. I **don't** know the answer. Do you?
12. I ran so **fast** that I won the race.
13. "Where have you **been** all this time?"
14. On my hand, I have **five** fingers.
15. I love reading books **because** I can travel the world through them.
16. I **found** some money yesterday when walking to my friend's house.
17. I shall **use** this money wisely.
18. I **gave** my friend all my chocolates.
19. Please **sit** down on that chair.
20. I want to **buy** this house one day.
21. Is that boy **your** little brother?
22. Can you help me **read** this big book?
23. The metro **goes** past my house.
24. Will you tell **us** how you climbed up that mountain?
25. This is my pet goat. **Its** colour is white. (TEACHERS, PLEASE EXPLAIN THE DIFFERENCE BETWEEN ITS AND IT'S)
26. Bees **work** very hard to make and store honey.
27. Yesterday, my grandmother **made** biryani for dinner.
28. **Which** of these books is yours?
29. **Those** kittens belong to my sister.
30. I need some **money** to buy a book.
31. They had lost all **their** money and wondered what to do next.
32. Switch **off** the lights and fans when you leave the room.
33. I **wish** I could turn this blackboard into a chocolate slab.
34. Is your favourite colour red **or** purple?
35. I love my mother **very** much.
36. The bullocks **pull** the cart to the market.
37. Can you tell me if my answer is **right**?
38. Do you know how to **sing** this song?
39. How much milk **would** they need?
40. I **sleep** for 8 hours every day.
41. **Why** has the teacher asked me to stand up?
42. "**Tell** us a story!" shouted the children.
43. **These** puppies belong to our neighbour.
44. He sat **upon** the horse and rode away.
45. I **wash** my uniform every day.
46. Let us **write** a letter to the President of India asking him to give us more playgrounds.

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## WEEK FIVE

### WEEK 5 – List 5

List Five includes 41 high frequency words. These words are ideal to introduce after your child can automatically recognize the previous list.

**Please follow the exercises in the SAME order. Ensure that ALL the exercises are completed.**

**DAY 1**

- s. In the allotted period the teacher will put up the list of words (in large font) on the noticeboard or at a spot clearly seen by all the children. (Appendix E1)
- t. On the paper given to them, the children can draw four vertical lines and make 5 columns


- u. The teacher will read out each word one by one and ask the students to write it down in their books
- v. The teacher will now call out each word and the children will repeat after her.
- w. She will explain the meaning of each word. She can give a sentence as an example.
- x. When this is not possible, do not try to explain. Simply, give a sentence with the word in it.

-----

**DAY 2**

**Std 1-4**

- j. Children will write the words in class – using the same sheet
- k. They will recite the words on the sheet – looking at their books or the board
- l. The teacher will point out to a word on the Word List that is displayed and ask a student to say it aloud. She can do this several times with different words and different students

**Std 5-7**

- i. Children will write the words at home every day.
- j. Children will recite the words in class every day – **looking at the board.**
- k. They will air write each word as they recite – that is write in the air with their fingertips. **THE ARM HAS TO BE HELD STRAIGHT WHILE AIR-WRITING . Practice air-writing in CAPITAL LETTERS**
- l. The children can take their English book, open to a page specified by the teacher, and mark with a pencil every occurrence of a List 5 word. At the end, the teacher can clap for the fastest student, and the one with the most number of ‘found words’

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### DAY 3

#### Std 1-4

- k. Children will write the words in class every day
- l. They will recite the words on the sheet
- m. The children can take their English book, open to a page specified by the teacher, and mark with a pencil the following List 5 words – (Teachers, - please put up ten words from Appendix E1 at a time and ask the children to locate those words. When they finish, put up the next ten and so on.

#### Std 5-7

- i. The children will recite the words in class
  - j. The children can take their English book, open to a new page specified by the teacher, and mark with a pencil the List 5 words.
  - k. The teacher reads from the page and when she comes to a List 5 word, the children can shake their hands in the air. This will ensure they keep looking at the word, and thinking about it – leading to reinforcement.
- 

### Day 4

#### Std 1-4

- j. Children will write the words in class
- k. They will recite the words on the sheet
- l. The children will form teams. The teacher will distribute random alphabet cards to them. They will make List 5 words with the cards they have. Each teacher must make three sets of alphabet cards using chart paper.

#### Std 5-7

- j. The children will recite the words in class
  - k. The children will form teams. The teacher will distribute random alphabet cards to them. They will make List 5 words with the cards they have.
  - l. Students can be asked to write sentences using those words in their books.
- 

### Day 5

#### Stds 1-4

- j. Children will write the words in class
- k. They will recite the words on the sheet
- l. When they finish, the teacher reads from the English or any other text book and when she comes to a List 5 word, the children can clap OR shake their hands in the air. This will ensure they keep looking at the word, and thinking about it – leading to reinforcement.

### Std 5-7

- g. The children will recite the words in class.
- h. The teacher will put up the sentences from Appendix E2 with a blank where the List 5 words should appear. The children have to copy out the sentences and write the correct answer.

## APPENDICES

### APPENDIX E1 – List 5 words

About	Better	Bring	Carry	Clean
Cut	Done	Draw	Drink	Eight
Fall	Far	Full	Got	Grow
Hold	Hot	Hurt	If	Keep
Kind	Laugh	Light	Long	Much
Myself	Never	Only	Own	Pick
Seven	Shall	Show	Six	Small
Start	Ten	Today	Together	Try
Warm				

### APPENDIX E2 - (Teachers, please replace the word in **bold** with a blank while writing the sentences on the board)

1. Have you read **about** the dying lakes of Bangalore?
2. The new books are **better** than the old ones.
3. Tomorrow, I shall **bring** my pet dog to school.
4. Can you **carry** such a heavy load?
5. The room was **clean** but not after we used it.
6. The government **cuts** down trees to widen roads.
7. I haven't **done** my homework yet as I was playing.
8. Can you **draw** a giraffe?
9. When I **drink** my milk, I like to pretend that it is full of magical power.
10. When I go to Class **Eight**, I shall be taller and smarter.
11. If you walk up the stairs while looking at your phone, you may **fall**.
12. My grandfather lives **far** away and we visit him every summer.
13. The bottle is **full** of lemon juice.
14. I **got** the solution to the problem.
15. I **grow** mint leaves in a pot at home.

16. **Hold** the rope tight when climbing up the mountain.
17. The frying pan is **hot** and shouldn't be touched.
18. Did you get **hurt** when you fell down?
19. **If** my mother permits me, I will go on a picnic.
20. Can you **keep** a secret?
21. He is a **kind** man and helps his neighbours.
22. I **laugh** loudly when someone cracks a joke.
23. Please **light** the candles, as there is no power supply.
24. This route is a **long** route and we will need two hours to go to Majestic.
25. The air in the mountains is **much** better than in the city.
26. I gave **myself** thirty minutes to do my homework.
27. I shall **never** believe in ghosts now that I know they don't exist.
28. **Only** I know the answer.
29. Who **owns** the roads in Bangalore City?
30. Please **pick** up those bits of paper from the floor.
31. There are **seven** days in a week.
32. **Shall** I tell the Principal that you got all the answers right?
33. Can you **show** me your nails?
34. Half of a dozen is equal to **six**.
35. Can I have a **small** piece of cake?
36. Let's **start** playing as soon as the bell rings.
37. A decade is equal to **ten** years.
38. We had a lot of fun **today**.
39. My friends and cousins played **together** at my house.
40. I am going to **try** to learn embroidery this weekend.
41. The sun is shining and it is quite **warm**.

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## TEACHING DOLCH WORDS – WEEK 6 – NOUNS – PART 1

### Objectives of Teaching Dolch Words

Students should be able to:

1. Associate the appearance of each Dolch word with its sound/pronunciation.
2. Read sight words in context.
3. Recognize sight words quickly and effortlessly (rapid recognition).

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WEEK SIX

WEEK 6 – NOUNS – PART 1

In the sixth week, we will use Nouns-Part 1 Word List which includes 50 high frequency nouns. These words are ideal to introduce after your child can automatically recognize the 220 words taught earlier.

**Please follow the exercises in the SAME order. Ensure that ALL the exercises are completed.**

**DAY 1**

- y. In the allotted period the teacher will put up the list of Words (in large font) on the noticeboard or at a spot clearly seen by all the children. (Appendix N1)
- z. On the paper given to them, the children can draw four vertical lines and make 5 columns


- aa. The teacher will read out each word one by one and ask the students to write it down in their books
- bb. The teacher will now call out each word and the children will repeat after her.
- cc. She will explain the meaning of each word. She can give a sentence as an example.
- dd. When this is not possible, do not try to explain. Simply, give a sentence with the word in it.

-----

**DAY 2**

**Std 1-4**

- m. Children will write the words in class – using the same sheet
- n. They will recite the words on the sheet – looking at their books or the board
- o. The teacher will point out to a word on the Word List that is displayed and ask a student to say it aloud. She can do this several times with different words and different students

**Std 5-7**

- m. Children will write the words at home every day.
- n. Children will recite the words in class every day – **looking at the board.**
- o. They will air write each word as they recite – that is write in the air with their fingertips. **THE ARM HAS TO BE HELD STRAIGHT WHILE AIR-WRITING . Practice air-writing in CAPITAL LETTERS**
- p. The children can take their English book, open to a page specified by the teacher, and mark with a pencil every occurrence of one of the nouns on the board. At the end, the teacher can clap for the fastest student, and the one with the most number of ‘found words’

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### DAY 3

#### Std 1-4

- n. Children will write the words in class every day
- o. They will recite the words on the sheet
- p. The children can take their English book, open to a page specified by the teacher, and mark with a pencil the Nouns – Teachers, - please put up ten words from Appendix N1 at a time and ask the children to locate those words. When they finish, put up the next ten and so on.

#### Std 5-7

- l. The children will recite the words in class
- m. Divide your class into groups. Print out a **snake and ladder board** for each group. (Appendix N2 is attached) It has 64 squares. Fill in the fifty words into fifty squares. Leave some squares blank or use words from the previous week's list. Each child can cut out a small piece of thick paper and write their name on it. They use this to play. If you don't have enough dice, take a small box and put in it six small squares of thick paper. On each one, write one of the following numbers – 1, 2, 3, 4, 5, 6. Instead of rolling the dice, the children can pick a number and move the card with their name on it. Whichever square they reach, they have to read out the word.

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### Day 4

#### Std 1-4

- m. Children will write the words in class
- n. They will recite the words on the sheet
- o. The children will form teams. The teacher will distribute random alphabet cards to them. They will make Nouns with the cards they have. Each teacher must make three sets of alphabet cards using chart paper.

#### Std 5-7

- m. The children will recite the words in class
- n. Once again, the children will play the Snake and Ladder game. Today, each child will write a sentence using the word in the square they have reached.

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### Day 5

#### Stds 1-4

- m. Children will write the words in class
- n. They will recite the words on the sheet

- o. Make the children form teams. They will play the “**What’s my Number**” Game. The teacher has to make copies of Appendix N3 – as many copies as there are children. Each group should keep the Appendix N3 sheet in the middle. The children should take turns to play. Each child closes her eyes and puts her finger down anywhere on the Number Column. Whichever number her finger touches, she has to read the words in the row. Each group can have a team leader to ensure that everyone gets their turn and reads the words properly.

**Std 5-7**

- i. The children will recite the words in class.
- j. The children will write a story using at least 20 of the words from this week’s list.

**APPENDICES**

**APPENDIX N1 (50 words)**

apple	children	flower
baby	Christmas	game
back	coat	garden
ball	corn	girl
bear	cow	good-bye
bed	day	grass
bell	dog	ground
bird	doll	hand
birthday	door	head
boat	duck	hill
box	egg	home
boy	eye	horse
bread	farm	cake
brother	farmer	car
cat	father	chicken
chair	feet	fire
fish	floor	

**APPENDIX N2 – ATTACHED – PDF DOCUMENT**

**APPENDIX N3 – “What’s my Number” Game**

1	girl	Day	cake	bed	fire
2	garden	dog	box	chicken	Christmas
3	farmer	cow	father	boy	floor

4	cat	baby	fish	farm	brother
5	horse	corn	game	back	car
6	coat	ground	bird	chair	feet
7	apple	Hill	birthday	Eye	bread
8	ball	children	grass	home	doll
9	door	Egg	bell	good-bye	boat
10	flower	bear	hand	head	duck

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### WEEK 7 – NOUNS – PART 2

For the seventh (and last) week, we use Nouns-Part 2 Word List which includes 45 high frequency nouns. These words are ideal to introduce after your child can automatically recognize the 220 words taught earlier.

Please follow the exercises in the **SAME** order. Ensure that **ALL** the exercises are completed.

#### DAY 1

- ee. In the allotted period the teacher will put up the list of Words (in large font) on the noticeboard or at a spot clearly seen by all the children. (Appendix NN1)
- ff. In their books, the children can draw four vertical lines and make 5 columns


- gg. The teacher will read out each word one by one and ask the students to write it down in their books
- hh. The teacher will now call out each word and the children will repeat after her.
- ii. She will explain the meaning of each word. She can give a sentence as an example.
- jj. When this is not possible, do not try to explain. Simply, give a sentence with the word in it.

-----

#### DAY 2

##### Std 1-4

- p. Children will write the words in class – using the same sheet
- q. They will recite the words on the sheet – looking at their books or the board

- r. The teacher will point out to a word on the Word List that is displayed and ask a student to say it aloud. She can do this several times with different words and different students

### Std 5-7

- q. Children will write the words at home every day.
- r. Children will recite the words in class every day – **looking at the board.**
- s. They will air write each word as they recite – that is write in the air with their fingertips. THE ARM HAS TO BE HELD STRAIGHT WHILE AIR-WRITING. Practice air-writing in CAPITAL LETTERS
- t. The children can take their English book, open to a page specified by the teacher, and mark with a pencil every occurrence of a Noun from this week's list. At the end, the teacher can clap for the fastest student, and the one with the most number of 'found words'

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### DAY 3

#### Std 1-4

- q. Children will write the words in class every day
- r. They will recite the words on the sheet
- s. The children can take their English book, open to a page specified by the teacher, and mark with a pencil the Nouns – Teachers, - please put up ten words from Appendix NN1 at a time and ask the children to locate those words. When they finish, put up the next ten and so on.

#### Std 5-7

- n. The children will recite the words in class
- o. Divide your class into groups. Print out a **snake and ladder board** for each group. (Appendix N2 is attached) It has 64 squares. Fill in the fifty words into fifty squares. Leave some squares blank or use words from the previous week's list. Each child can cut out a small piece of thick paper and write their name on it. They use this to play. If you don't have enough dice, take a small box and put in it six small squares of thick paper. On each one, write one of the following numbers – 1, 2, 3, 4, 5, 6. Instead of rolling the dice, the children can pick a number and move the card with their name on it. Whichever square they reach, they have to read out the word.

-----

### Day 4

#### Std 1-4

- p. Children will write the words in class
- q. They will recite the words on the sheet
- r. The children will form teams. The teacher will distribute random alphabet cards to them. They will make Nouns from the list with the cards they have. Each teacher must make three sets of alphabet cards using chart paper.

#### Std 5-7

- o. The children will recite the words in class

- p. Once again, the children will play the Snake and Ladder game. Today, each child will write a sentence using the word in the square they have reached.
- .....

**Day 5**  
**Stds 1-4**

- p. Children will write the words in class  
 q. They will recite the words on the sheet  
 r. Make the children form teams. They will play the “**What’s my Number**” Game. The teacher has to make copies of Appendix NN3 – as many copies as there are children. Each group should keep the Appendix NN3 sheet in the middle. The children should take turns to play. Each child closes her eyes and puts her finger down anywhere on the Number Column. Whichever number her finger touches, she has to read the words in the row. Each group can have a team leader to ensure that everyone gets their turn and reads the words properly.

**Std 5-7**

- k. The children will recite the words in class.  
 l. The children will write a story using at least 20 of the words from this week’s list.

**APPENDICES**

**APPENDIX NN1 (45 words)**

Leg	Letter	Man	Men	Milk
House	Money	Morning	Mother	Name
Nest	Night	Paper	Party	Picture
Pig	Rabbit	Rain	Ring	Robin
Santa Claus	School	Seed	Sheep	Shoe
Sister	Snow	Song	Squirrel	Stick
Street	Sun	Table	Thing	Time
Top	Tree	Toy	Watch	Water
Way	Wind	Wood	Window	kitty

**APPENDIX N2 – ATTACHED – PDF DOCUMENT**

**APPENDIX NN3 – “What’s my Number” Game**

1	Leg	Letter	Man	Men	Milk
2	House	Money	Morning	Mother	Name
3	Nest	Night	Paper	Party	Picture
4	Pig	Rabbit	Rain	Ring	Robin
5	Santa Claus	School	Seed	Sheep	Shoe

6	Sister	Snow	Song	Squirrel	Stick
7	Street	Sun	Table	Thing	Time
8	Top	Tree	Toy	Watch	Water
9	Way	Wind	Wood	Window	kitty