

If you have any questions, please contact me at jamie@teachmommyteach.com

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Sight Words Kindergarten

Book 3: The Jet

Pre-Reading Worksheets

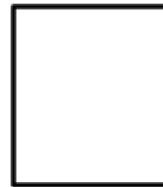
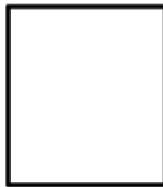
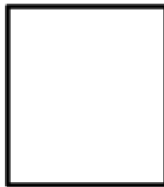
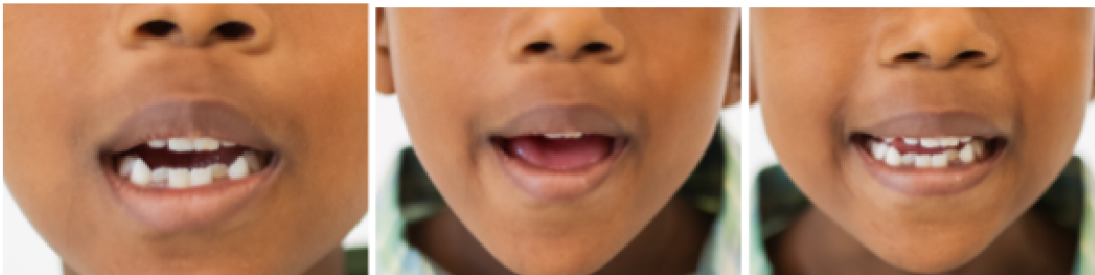
Your child will practice the high-frequency words *a*, *fly*, and *has*.
Your child will also practice CVC words, the CK grapheme, the AR grapheme, and a compound word.

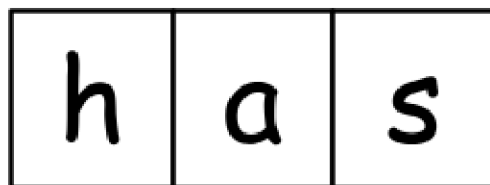
Name: _____

The word **has** can be a difficult word to sound out because the **s** does not represent the sound previously learned. The **s** in the word **has**, represents a **z** sound. Practice saying the **z** sound and look at the child saying the **z** sound below. The **z** sound is voiced. Your vocal cords will vibrate.



Read the word **has** below. Cut out the graphemes (letters) below. Then match the graphemes (letters) to the pictures of the mouths saying the words, and glue. Write the word on the handwriting lines.





Name: _____

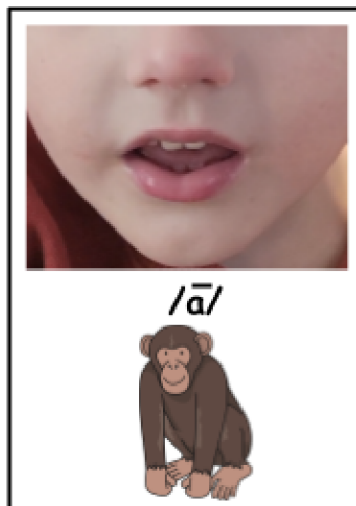
The word **a** can be a difficult word to read because the **a** does not represent the sound previously learned. The word **a** can actually be pronounced one of two ways. In order to make reading less confusing, pick one way to read the word **a**, and stick with it.

The first way to say **a** is with a schwa sound. This is the most common way to say the word **a** in American English. There is also research that shows children can read faster when saying the schwa **a** than when using the other way.

The schwa **a** is the same as saying the short u sound (like umbrella), except that it is softer and weaker.

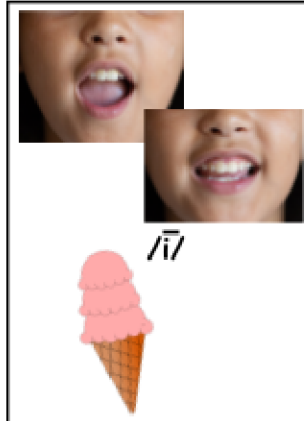


The second way to say **a** is with the long a sound. This may be an easier way to read because you simply say the letter name, but it can cause confusion if your child is used to saying the word **a** with the schwa sound when talking in general.

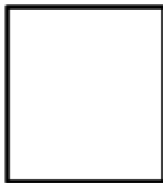
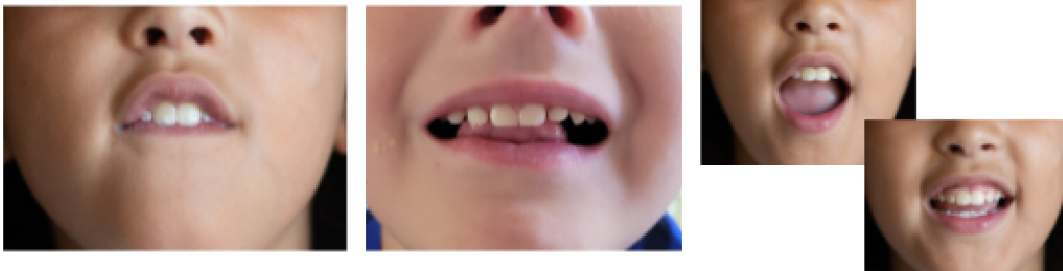


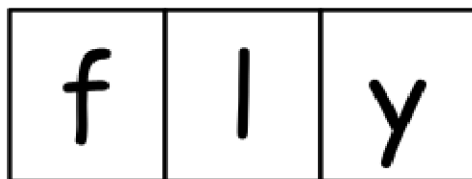
Name: _____

The word **fly** can be a difficult word to sound out because the **y** does not represent the sound previously learned. The **y** in the word **fly**, represents a **long i** sound. **Y** represents the **long I sound** when a one syllable word ends with the letter **Y**. Practice saying the **long i** sound and look at the child saying the **long i** sound below. The **long i** sound is the same as saying the letter **I**.



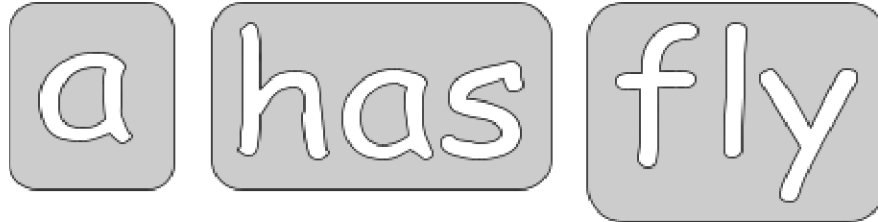
Read the word **fly** below. Cut out the graphemes (letters) below. Then match the graphemes (letters) to the pictures of the mouths saying the words, and glue. Write the word on the handwriting lines.



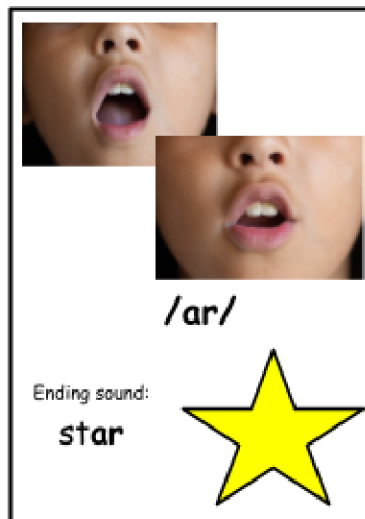


Name: _____

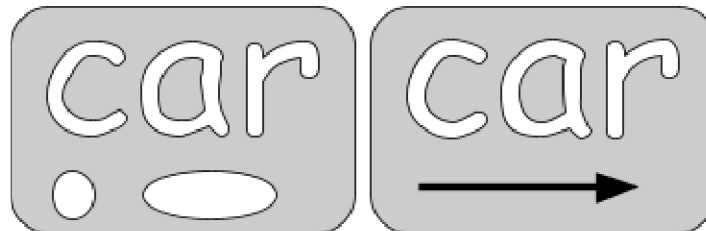
Practice reading the following high frequency words.



Practice saying the AR sound. Use the picture of the mouth saying the AR sound as a tool.



Sound out the following word.



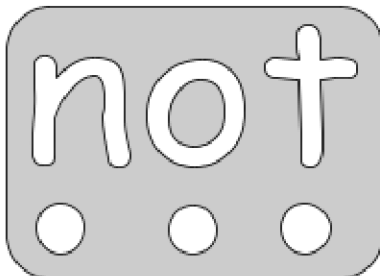
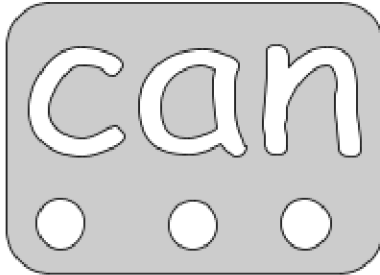
Read the following sentence.



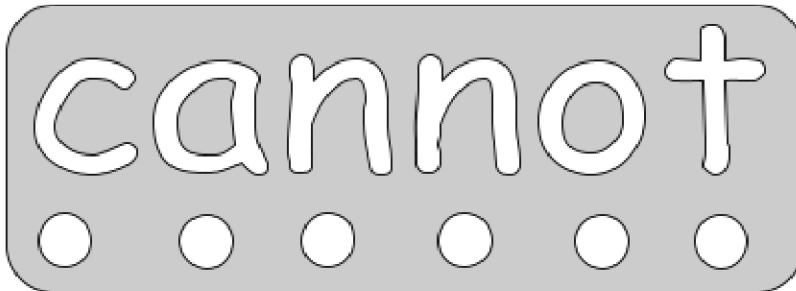
The car can fly.

Name: _____

Touch each dot and say the sound the letter(s) represent. Then, touching the arrow, put the sounds together to sound out the word.



Combine CAN and NOT to create the compound word, CANNOT.



Write the word CANNOT below to complete the sentence. Then read the sentence.

I

fly.

Sight Words Kindergarten

Book 3: The Jet

Extra Practice

Post-Reading Worksheets

Name: _____

Read the questions and answer YES or NO.

Can a cat fly?

Can a dog fly?

Can a fly fly?

Sight Words Kindergarten

Book 3: The Jet

Answers

Pre-Reading Worksheets

Your child will practice the high-frequency words *a*, *fly*, and *has*.
Your child will also practice CVC words, the CK grapheme, the AR grapheme, and a compound word.

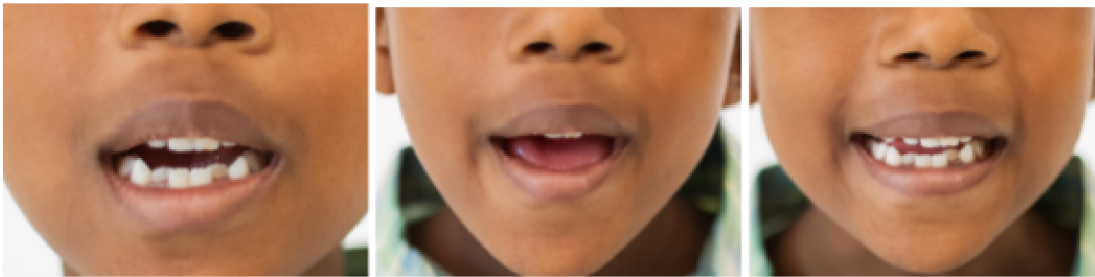
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Name: _____

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Read the word **has** below. Cut out the graphemes (letters) below. Then match the graphemes (letters) to the pictures of the mouths saying the words, and glue. Write the word on the handwriting lines.



h

a

s

has

h	a	s
---	---	---

Answers

Name: _____

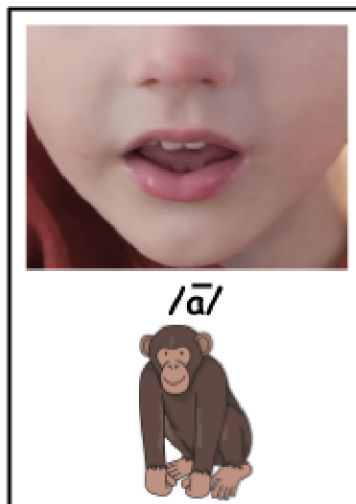
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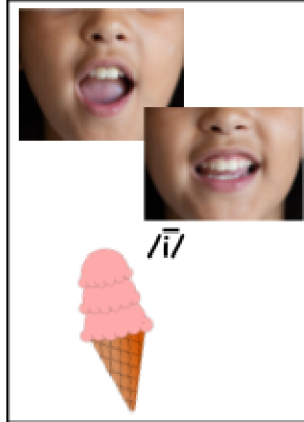
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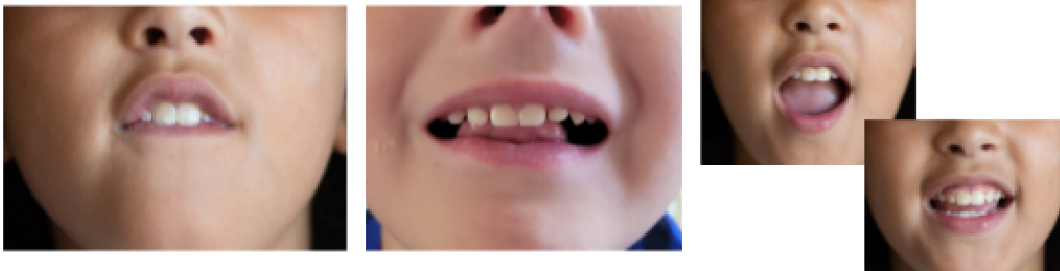
Answers

Name: _____

The word **fly** can be a difficult word to sound out because the **y** does not represent the sound previously learned. The **y** in the word **fly**, represents a **long i** sound. **Y** represents the **long I sound** when a one syllable word ends with the letter **Y**. Practice saying the **long i** sound and look at the child saying the **long i** sound below. The **long i** sound is the same as saying the letter **I**.



Read the word **fly** below. Cut out the graphemes (letters) below. Then match the graphemes (letters) to the pictures of the mouths saying the words, and glue. Write the word on the handwriting lines.



f

l

y

fly

f	l	y
---	---	---

Answers

Sight Words Kindergarten Book 3: The Jet

Name: _____

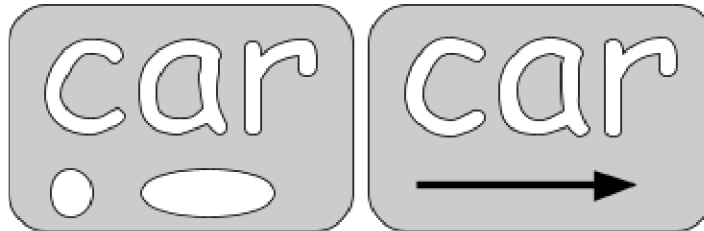
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Practice saying the AR sound. Use the picture of the mouth saying the AR sound as a tool.



Sound out the following word.



Read the following sentence.

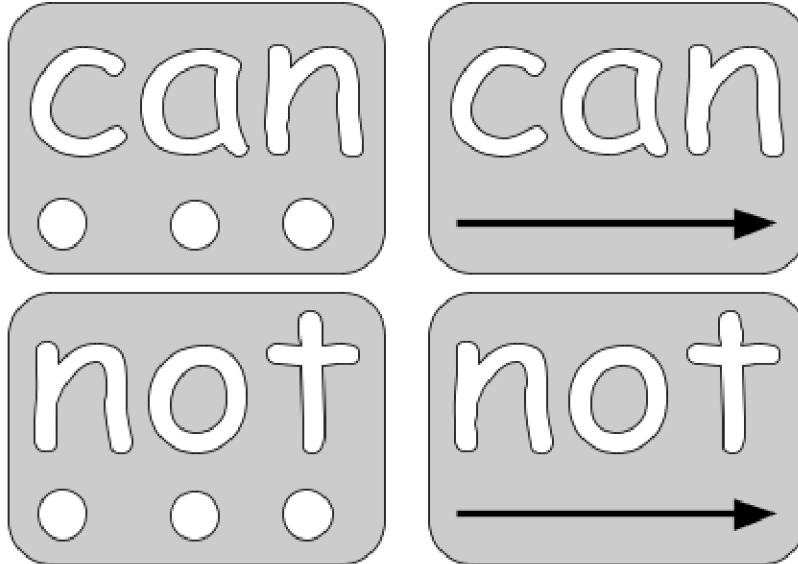


The car can fly.

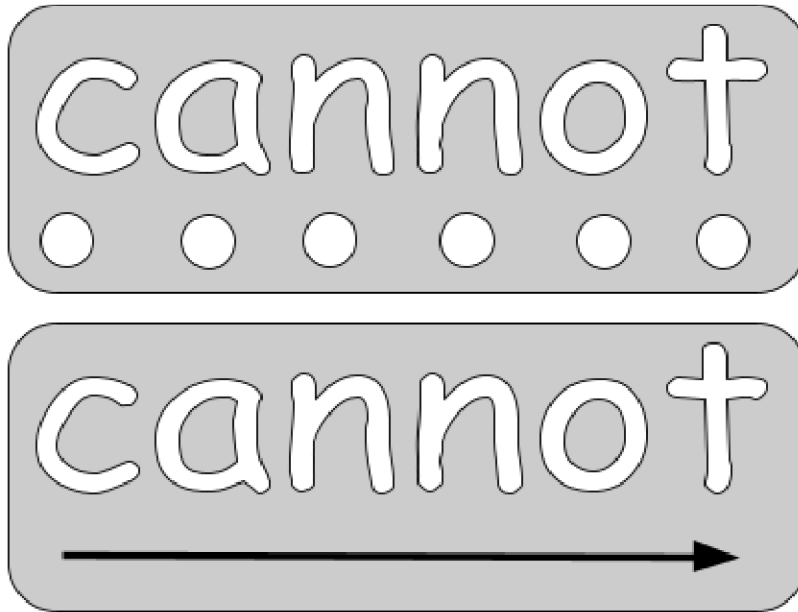
Answers

Name: _____

Touch each dot and say the sound the letter(s) represent. Then, touching the arrow, put the sounds together to sound out the word.



Combine CAN and NOT to create the compound word, CANNOT.



Write the word CANNOT below to complete the sentence. Then read the sentence.

I cannot fly.

Sight Words Kindergarten

Book 3: The Jet

Answers

Extra Practice

Post-Reading Worksheets

Name: Answers

Read the questions and answer YES or NO.

Can a cat fly?

no

Can a dog fly?

no

Can a fly fly?

yes