

# Green Readers

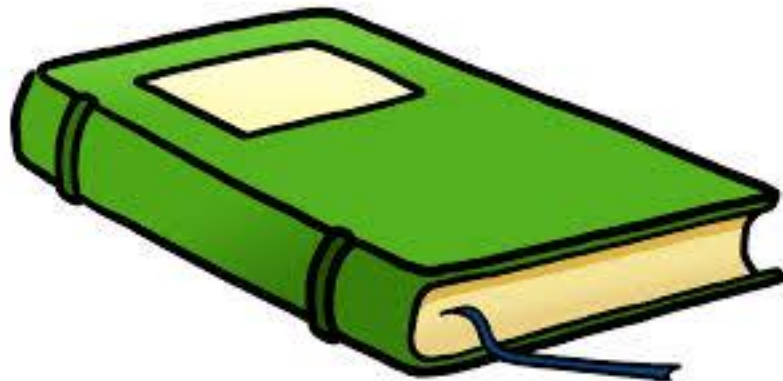
1G & 2G



# What does “green” mean?

1G readers:

- will know and use **25–75** very high-frequency sight words (**power words**)
- Your child will be able to recognize these words anywhere and read them automatically, at flash speed, without sounding out or working at them



# What does “green” mean?

2G readers:

- will know and use **125** very high-frequency Power Words
- When students come to a word they don’t know, they will successfully use initial blends and digraphs as clues. (ie. *sh-*, *ch-*, *th-*, *wh-*).
- Recognize and read grade-appropriate irregularly spelled words (were, could, would, does, some)

What does “green” mean?

I CAN READ

# What are they working on?

## 1 Green (1G):

- First 60 sight words (available for you tonight)
- Simple sentences
- Patterns and picture supports

## 2 Green (2G):

- 170 sight words
- initial blends (see handout)
- Common diagraphs (see handout)



# How can you help at home?

- Read to your child **30-45 minutes** a day. You can break it up in segments and even between caregivers and siblings.
- Make reading a **fun time!** Under a blanket, to a family pet, with a flashlight, with a snack, etc.
- Keep books all over the house and in the car so there is always access.
- Re-read favorite books so your child begins to hear rhyming words and fill words in.
- Lead by example! Invite your child to sit next to you and read to themselves as you read to yourself.
- Call grandma or grandpa to boast about reading on their own.



# How can you help at home? (1 Green)

- If your child gets stuck on a word, ask him, **“What word would make sense there?”** If he is still stuck, just tell him the word and keep going.
- Children typically need to see and say a new word 40 times before they know it, so this level will take some patience and **repeated practice.**

# How can you help at home? (2 Green)

- If your child gets stuck on a word that she got right when **it appeared on an earlier page** in the book, ask her to go back and reread that earlier page and then try it again.
- **Point out punctuation marks** to your child and encourage her to pause for commas, raise her voice for question marks, and add some excitement for exclamation points. When you do a read-aloud for a bedtime story, you can point out punctuation and show how it guides you to read with expression.
- In addition to the Power Words, there are “category” words your child will begin to master: **Contractions, Number Words, Days of the Week, Colors, Family Members, Shapes, and Direction Words.**





# How can you help at home?

- Ask them questions about what they read:
  - About the plot: “Can you tell me what happened in this book?”
  - About specific topics: “Can you tell me something that animal likes to eat?”
  - About his opinion: “What was your favorite part of the book?” or “How do you think the dog felt when the cat ate his food?”

# Games you can play to help with sight words!

## Go Fish

Make 2 cards for each word and play the traditional card game Go Fish, taking turns asking for and then drawing cards until a player gets a Power Word match. We recommend playing with just 10 words at a time.



# Games you can play to help with sight words!

## Concentration

Make 2 cards for each word and lay all the words out facedown in a grid. Take turns turning over 2 cards. If the words match, and your child can read the word, he gets the match.



# Games you can play to help with sight words!

## Kinesthetic Encoding

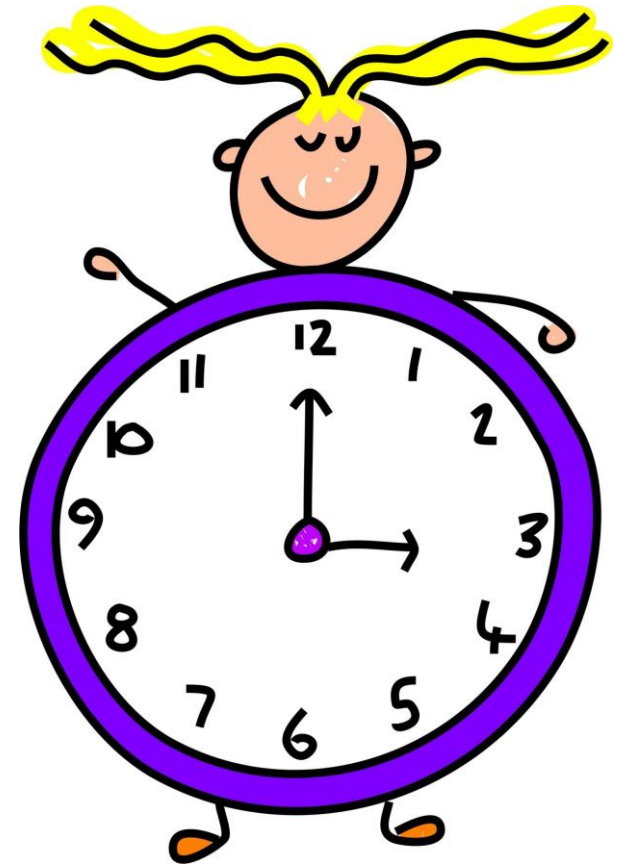
It's time to get active. Write the words on a large piece of paper, some poster board, an easel, or a blackboard. Ask your child to stand up and pretend to trace the letters in the air using his arm in big, sweeping motions as he slowly says the word (not the letters). Turn on some good tunes and have fun with the big motions.



# Games you can play to help with sight words!

## Speed Games

Adrenaline actually helps to encode words into memory, so play hard and play fast. If your child isn't up on his feet, try to say the words as fast as he can—adrenaline isn't kicking in yet. Make it a race to see how fast he can say all the words, using the flash cards



# Games you can play to help with sight words!

## **Auditory/Visual/Tactile Encoding**

Get out the crayons and markers and practice writing the words. As your child writes the word, have him also say the word slowly (stretched out). You want him to say the whole word, not the letters, to help encode the entire word into long-term memory.



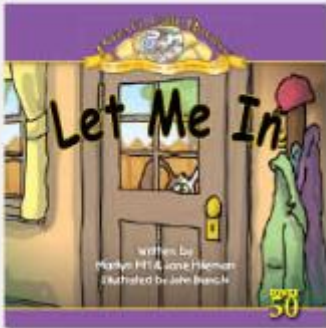
# Games you can play to help with sight words!

## Flash Cards

Put their words on cards on a ring, or make your own flash cards and keep them in a ziplock bag



# What books should they be reading?



*Let Me In*  
by Marilyn Pitt and  
Jane Hileman  
American Reading Company



I want to come in.



Are you there? Let me in.



I want to come in. I want to come in.

There you are. Do you want to come in?



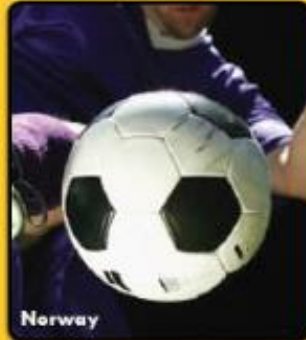
I want to go out. Let me out.



# What books should they be reading?



Soccer  
by Trace Taylor  
American Reading Company



Norway

This is a soccer ball.



Rwanda

This is a soccer ball, too.



Canada

Many girls play soccer, too.



China

Many boys play soccer, too.



Canada

They play soccer in the grass.



Ireland

They play soccer in the mud.



Australia

They play soccer with no shoes.



Iraq

Some play with shoes.

# Bookshelf

- Bookshelf can be accessed in any modern web browser at <http://www.schoolpace.com/bookshelf/>.
- You can also download the Bookshelf app for iPhone, iPod Touch, or iPad. You can search for “American Reading Bookshelf” in the [App Store](#).
- Your child’s teacher may have already sent home the log in and password. If not just send them an email requesting it.

# What comes next?

PreK	Kindergarten	1		2		3	4	5	6	7	8	9 & 10	11 & 12 <sup>®</sup>		
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

1B or 1 Blue is the next step after Green. In 1B they are working on:

- **Common “Vowel Teams”**
  - **Long Vowels**
- **Silent –e on the end of words**

# What comes next?



*My New Boy*  
by Joan Phillips  
Random House

Many kids come.



This one pulls my tail.

This one kisses too much.



They are not for me.

Here is another kid.  
He says hello.  
He pats my head.  
Woof! Woof!  
This is the boy for me!



# Questions

## **Questions or concerns?**

If you have multiple children, don't forget to pick up more materials from the levels that you missed! They are located at tables outside of building 2 near the stairs.