



Instructions for Use

Please follow the instructions for teaching Picture Me Reading sight words very carefully!*



First (*very important!*) tell the children the word you are about to teach them. Do not show the pictograph first. For example, "We are going to learn the word 'jump'. Do you like to jump? What do you like to jump on? Can you make your fingers jump on the table?" Giving children several examples for the word provides them with context, and personalizing the examples helps them relate to the word and remember it.



Now show the pictograph side of the **Picture Me Reading** card and read the sentence on the back. i.e., "This is the word '**jump**'. Did you see P **jump** into the pool? **Jump.**"



Ask the children to use the word 'jump'. They may take turns holding the 'jump' card and making a sentence with the word 'jump'. Model this if needed. You can say, for example, "I can **jump** up high in the air."

This step allows the children to see the word as a part of speech, not just a random group of symbols. It also gives them a personal connection with the word, making it more meaningful to them, thus helping them to master it more quickly.



Turn the card over and say, "This is what the word '**jump**' looks like without the picture." Then turn the card back to the pictogram side.

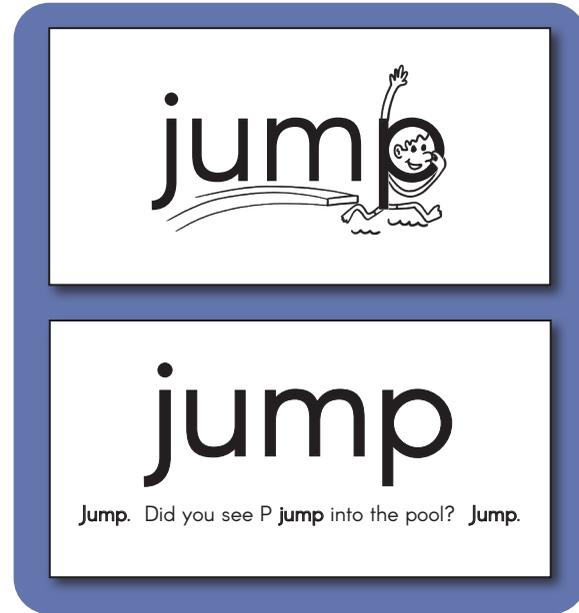


Next, introduce the word 'I' using the above steps. For very young children you could give a print-out of 'I' and stick a small photo of their own face at the top of the 'I', or let them draw their own face on top, making a personal pictograph of the word 'I'. Then say, "I use the letter **I** when I talk about myself. **I**" Immediately show the children the usefulness of learning these words by making the sentence, "I jump!" Now they can read a sentence!



After 'I', teach the word 'can' using the same steps as above. Now the children can read the sentences "I can jump." and "Can I jump?" (You might even like to introduce punctuation at this point.)

For some children, you will be able to introduce a number of words in one lesson. For others, one per day will be enough. Through trial and error, you will quickly determine how many words your children can manage at a time.





Give the children many opportunities to see and read the new word(s), and to practice previously introduced words throughout the day, every day. The key to mastery of any word is repetition. It is only by seeing a word and hearing it read correctly over and over again that the child commits the word to memory. Continue practicing each word for days, weeks or months, until the child has mastered the word (knows the word instantly, without needing to decode it.)

Make games with the words. Start by spreading the words on the table and asking one child to point to the words as you say each of them: "Find **jump**. Now find **can**." etc. Mix up the cards and repeat this exercise with each child. This will give them multiple exposures to each word. (Recognition is the first level of learning.) When the children can do this exercise without error, mix up the cards again and point to the words as one child at a time reads them, again mixing the order each time. (Now you are asking for recall, which really is reading, and is more difficult than recognition.)

Below are more games that adapt well to **Picture Me Reading** sight word learning.** For more ideas for games and activities, lesson planning and introducing phonics, please see our website, Facebook and Instagram for resources. www.picturemereading.com and click on our video at the top of the homepage to see **Picture Me Reading** in action.



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Send the words home for practice with family. The pocket-sized cards are ideal for this. They are like playing cards to the children, and children can't wait to get the next card to take home!

Please don't ever ask the children to 'sound out' the words. If they aren't sure of a word, just say the word to them. Many of the Dolch words are phonetically irregular, hence the importance of mastering them as sight words. Because of the frequency of appearance of these words in children's reading material, their comprehension will improve dramatically if they are not trying to decode these "service words" every time.

Daily practice of all of the words is the key to mastery.

*It is very important that the children do not see the word or picture first and try to guess the word. If they guess an incorrect word, that word will be remembered, and it can be very difficult to teach the correct word subsequently.

****A few games to play using Picture Me Reading Sight Word Cards:**

Word Matching Game: Put all the words the children are working on in the middle of the table, picture side up. Have each word written on a separate card without any clues. Try typing the words using different fonts so they get used to seeing the word written differently. Challenge the children to match the plain word cards with the picture cards, while saying the word. If help is needed, give it. Don't allow a child to become frustrated with the exercise. The purpose of the activity is to provide many exposures to the word.

Coin Game: When children know the words with the pictograph but are still not ready to read the word alone, show them the pictograph side and ask what the word is. Give each child a "coin" (plastic counter) for each word correctly read. As they get more experienced, let them try the word-alone side and give them two "coins" for a correct answer. If they hesitate at all, turn the card over and let them read the word with the pictograph, and give them one "coin" for the correct answer.

"What Rhymes with Me?" Game: Choose a word that the children are working on. Write the word on paper or a whiteboard. Ask a child to replace the initial sound, writing the new word, such as, can, pan, man, or find, kind, mind, etc. This is a good way to introduce phonics using words that are already familiar to the children.