

Sight Words with Sidney

Instructor Guide



**An Application of Behavior
Modeling Methodology**

For use with
Emergent Level Readers

Background

Emergent readers in Kindergarten through second grade are often taught to read using an approach that is largely phonetic. ***** Students learn the names of the letters in the alphabet, the associated consonant and vowel sounds, with short vowel sounds taught first, then proceeding on to blends such as /bl/, /gr/, and /sm/, long vowel sounds, diphthongs such as /oi/ and /ou/, and digraphs such as /sh/, /ch/, and /th/. **** Such a strategy lends itself well to words that are phonetically decodable such as *dog*, *boat*, and *without*, but words that are not decodable can often cause difficulty for emergent readers. These are called sight words and examples include such words as *know*, *through*, and *be*. These words occur frequently in text and are critical to comprehension. Since they cannot be phonetically decoded, sight words need to be memorized so that they will be immediately recognized in text and will not give the reader pause in such a way as to interfere with fluency or comprehension.

Learning Theory Synopsis

According to behavioral theorist B.F. Skinner, learning is a “permanent change in behavior that can be detected by observing an organism over a period of time”. (Driscoll, 2005) When a learner is presented with a stimulus, a specific response is desired and when that response is given correctly and rewarded, it is likely to be repeated. Learning is said to have taken place when the learner is observed giving the desired response to the presented stimulus on a continuing basis.

In the behavioral model, critical steps for mastery are identified, a credible model is present, opportunities to practice the desired skill are provided, feedback and reinforcement are given, instruction moves from the basic to the complex, and practical applications in other settings are observed. *****MEDSKER

Table 1 shows the six major components of the Behavior Modeling methodology as well as the other principles of learning described above and how Sight Words with Sidney (SWWS) makes use of them.

Table 1

| Behavior Modeling Strategy | Summative Description | Application in SWWS |
|---|---|---|
| Prescribed Critical Steps/Behaviors | The steps required to complete a task are identified. | A pre-assessment is given and the level of the students' prior knowledge is obtained, thus indicating where in the program instruction is to begin. |
| Credible Model | The instructor establishes his or her authority as the expert on the subject and delivers direct instruction to complete the program. | The classroom teacher is the expert and leads the students through the program. |
| Skill Practice Exercises | Learners need practice with the skill being presented. Repetition is key to learner mastery. | Students will have multiple opportunities to hear, identify, read, and write each sight word in the program. |
| Specific Feedback and Social Reinforcement | Feedback and reinforcement from the instructor is essential to effective learning. | Students will experience both formal and informal feedback with each sight word in the program through the use of teacher and peer given positive reinforcements. |
| Transfer Strategies | Learned information is retained and transferred to newer, often harder situations. | Student mastery of prior word lists help them read later lists. |
| On-the-Job Reinforcement | Learners have the opportunity to utilize the skill in the intended environment. | Students are able to use their knowledge of the sight words to read other texts outside of the SWWS program. |

Instructor Guide

Purpose

This Instructor Guide contains an explanation for the overall structure of the Sight Words with Sidney program as well as step-by-step instructions for the teacher to set up the classroom to support the program, assess students' prior knowledge, and administer the program on a daily and weekly basis. SWWS is not intended to constitute the entirety of the classroom reading program. An accompanying guided reading text and a phonics based spelling program is assumed to be in use alongside SWWS.

Learning Challenge

In order to read printed text fluently, emergent readers benefit from an extensive repertoire of sight words in addition to their sound knowledge of phonetic skills. Many words in the English language do not lend themselves to phonetic decoding and must therefore be memorized for use in reading printed text at even the most basic levels. Sight Words with Sidney serves as a tool for helping students master 240 such words as they move through the beginning stages of reading.

Pedagogical Model

The basis for SWWS is the behavior modeling methodology. Through the use of repeated practice, instructional cues, and positive reinforcements, the learner will demonstrate memorization of the included sight words through direct assessment and observed practical application.

Target Audience

SWWS is designed for use with emergent readers in regular education Kindergarten through second grade classes. As children learn to read at different rates, any such classroom may have students at all points along the early reading continuum. The program could also be used in a Special Education classroom. In either case, the pacing can to be adjusted to correspond with student ability.

Learning Objectives

Upon completion of the SWWS program, students will be able to read the sight words contained therein with a minimum score of at least 80% when the words are presented in isolation; that is not in context, but in list form.

Materials and Resources

The following materials will be needed to effectively implement and administer the SWWS program.

For each classroom, the teacher will need:

- Large set of poems in a large chart tablet (See photo 1)
- Master copies of all poems, flash cards, practice pages, and certificate of completion(See appendices 3, 4, 5, and 7) in a binder for storage (See photo2)
- Red, yellow, and green pocket chart (See photo 3)
- Large SWWS word cards and file box (See photo 4)
- Small SWWS flash cards (See photo 5)
- File for student flash card sets and student-sized poems (See photo 6)
- Master List (See Appendix 1)
- Pointer
- Dry-erase markers in assorted colors
- Stickers for student progress charts -24 per student
- Snack-sized plastic bags in which to store flash cards (24 per student)
- 1 frog puppet to be named “Sidney”

For each student, the teacher will need:

- 1 composition notebook
- 1 zippered pouch in which to keep flashcards
- 1 SWWS progress sticker chart (See appendix 6)
- Practice pages for each unit -24 per student (See appendix 5)
- Assessments for each student (See appendix 2)
- Certificates of Completion for each student (See appendix 7)
- Pencils, dry erase boards, and dry erase markers for each student

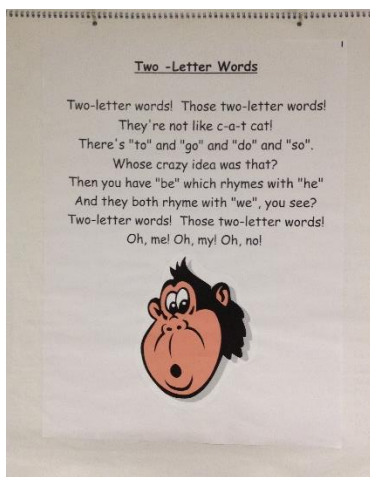


Photo 1

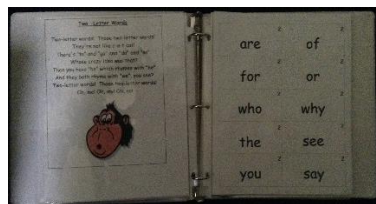


Photo 2



Photo 3



Photo 4



Photo 5



Photo 6

Classroom Set-Up Instructions

In order to effectively administer the SWWS program, the teacher must ensure that the following items are displayed and/or ready to use as indicated.

- The classroom should have an area with a rug or mat designated for the whole class to be seated on the floor. This area should also have an easel, a pointer, dry-erase markers, and a chair for the teacher.
- The large poem charts should be displayed on the easel.
- The red, yellow, and green pocket chart should be displayed on a nearby wall so as to constitute a portion of or serve as a complement to the classroom Word Wall.
- The large and small SWWS cards should be grouped separately by unit and kept nearby in file boxes for easy access.
- The SWWS Binder and snack-sized plastic bags should be kept on hand for easy access.
- Copies of student-sized poems and SWWS flash cards should be grouped by unit and kept nearby in a file box for easy access.
- Practice pages should be copied for each student and an adequate supply should be kept on hand.

Instructions for Preparing Student Supplies

To facilitate student readiness for participation, the teacher should have the following prepared ahead of time for each student:

- 1 composition book with SWWS label and student name
- 1 zippered pouch with student name
- 1 SWWS progress chart labeled with student name. These can be displayed on the wall or taped inside composition books
- A sufficient copies of the Assessment, Teacher Record Pages, and the practice pages should be made in advance.

Administering the Pre-Assessment

The assessment should be given to each student independently. Begin by allowing the student to view the student version of the Level 1 word list. Direct the student to begin reading the list of words. Use the Teacher Record page to circle the words the student is not able to read in under 3 seconds. **As this assessment measures the student's instantaneous reading of sight words, words that are "sounded out", even if eventually read correctly do not count towards the student's total score.**

If the student gets 8 or more words correct on List 1, allow them to read List 2. Continue this process until the student is unable to get at least 8 words correct on the next sequential list. Record the student's total score at the top and calculate the percentage correct out of 80 words. Repeat the process for the Level 2 and Level 3 assessments in accordance with the student's ability to read each list with at least 80% accuracy.

Depending on the class schedule and on the overall range of the scores on the assessments, the teacher may elect to start at a unit higher than Unit 1, but it is recommended that the starting unit range in the independent or marginally into the instructional level so as to allow students to learn the logistics and routines of the program before moving on to subsequent units.

Elements of the Shared Reading Class Period

The Shared Reading format has been shown to be effective in the emergent literacy setting. _____ Students benefit from reading with the teacher and other classmates by hearing the text read aloud, observing the structure and orientation of the text, and reading the text aloud within the non-threatening environment created by choral reading. In SWWS, students experience the added benefits of repeated readings of the poems to facilitate familiarity with the text, specific identification of the targeted sight words for each poem, repeated practice reading the targeted words in isolation, and the opportunity to use the targeted words in their own writing.

The Shared Reading portion of the language arts or reading class period should include the whole class at once, should be approximately 30 minutes in length, and should occur on a daily basis.

Other things to remember/consider:

- Shared Reading lessons should take place in a small carpeted area of the room away from students' desks where the Word Wall is within easy reach and sight.
- Each unit should take approximately one week to complete and the daily lessons should closely follow the outline shown in Table 2.
- Teachers are welcome to bring in props or other teaching aids to promote understanding or active prior knowledge should they desire to do so.
- It is expected that students take their flash card and journals home nightly to practice words from the current week and review those from previous weeks.

Table 2

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|--|--|--|---|
| <p>1.Display large copy of poem and introduce the poem by activating students' prior knowledge on the topic of the poem.</p> <p>2.Read the poem aloud to students.</p> <p>3.Read the poem again and invite students to read along.</p> <p>4.Introduce each targeted word one at a time and have students locate it in the large poem.</p> <p>5.Display each targeted word in the red pocket chart on the Word Wall.</p> | <p>1.Read the poem together.</p> <p>2.Review targeted words one at a time by pointing to each on the Word Wall and in the poem.</p> <p>3.Have students return to their desks and distribute copies of the poem and flash card sets for the current unit to each student.</p> <p>4.Have them add the poem to their Journals and allow students to attempt reading their copies of the poem.</p> <p>5.Have students cut their flash cards apart and sort them into two piles: "Know It" pile or "Don't Know It". This can be used as a formative assessment to determine where additional focus is needed.</p> | <p>*Students should bring their SWWS Journals, their dry-erase boards, and markers with them to the carpet.</p> <p>1.Read the poem together.</p> <p>2. Allow students to read the poem in subgroups such as boys, girls, students wearing red, etc.</p> <p>3. Identify 5 of the sight words from the current unit and have students suggest other sentences in which they could be used. Write these on the board.</p> <p>4. Have students write their own sentences for each of the 5 sight words on their dry erase boards.</p> | <p>*Students should bring their SWWS Journals, their dry-erase boards, and markers with them to the carpet.</p> <p>1.Have the class read the poem chorally without teacher support.</p> <p>2. Allow students to read the poem in partners with each partner taking a turn.</p> <p>3. Identify the remaining 5 sight words from the current unit and have students suggest other sentences in which they could be used. Write these on the board.</p> <p>4. Have students write their own sentences for each of the 5 sight words on their dry erase boards.</p> | <p>1. Distribute a Practice Page to each student.</p> <p>2. While the class works on the Practice Page, the teacher should pull students one at a time to read the sight words for the current unit from the small flash cards. The student gets to wear the frog puppet and pretend "Sidney" is reading the words. If the student gets a word incorrect, the flash card for that word is laid aside and the student is given the opportunity to read the poem again. The student may try a second time to read the incorrect word. If they are able to pass off all 10 words, the teacher gives them a sticker on their chart for that unit. If they are unsuccessful, they are instructed to continue practicing the poem and the words and are given a chance to pass them off at a future time.</p> |

Using the Red, Yellow, and Green Pocket Chart

As words for each unit are introduced, the large cards for each word are placed in the red pocket chart (see Day 1, step 5). The red portion of the chart is for the current week's words. When the words from the next unit are introduced, the words from the previous unit are moved to the yellow portion of the chart and are reviewed throughout the week at the teacher's discretion. When the words from the third week are introduced, the word cards from the first week are moved to the green portion of the pocket chart and the words from the second week are moved to the yellow portion. (See photos 7, 8, and 9) Words in any portion of the chart can be reviewed at any time. When the words from the fourth unit are introduced, the words in the green portion of the chart are "retired" to the word file box. This process is repeated with each successive unit.



Photo 7

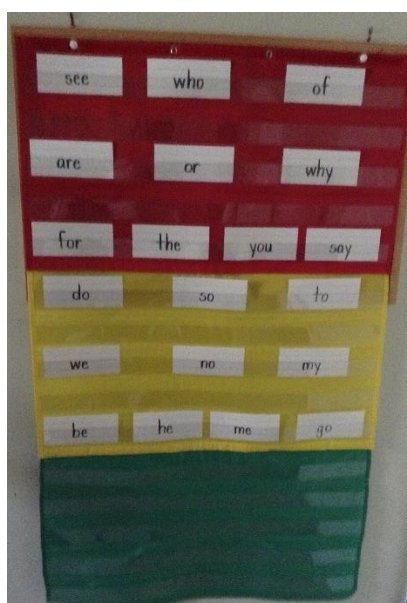


Photo 8

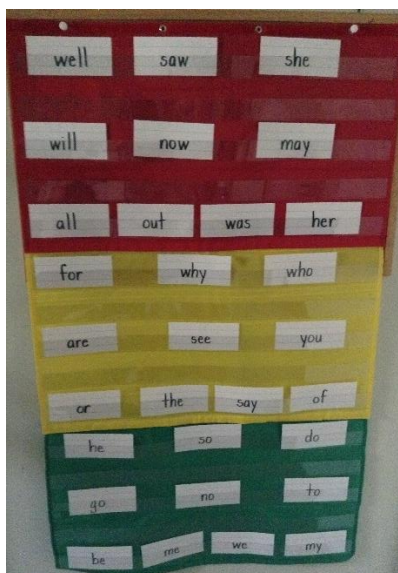


Photo 9

Incorporating Sight Word Practice into the Day

Additional review of the sight words displayed in the pocket chart can be incorporated into the school day in many ways. Praise students regularly! A few ideas are listed below.

- Invite students to read any given list while waiting in line to go to lunch, an assembly, or recess.
- Allow students to read from the SWWS Journals when they finish their other assignments.
- Use SWWS as a literacy center during reading group rotations by allowing students to quiz each other by pointing to the words on the chart and having their partner to read them, re-reading current or earlier poems, or writing additional sentences on their dry erase boards using words from the pocket chart.

Administering the Post-Assessment

The post-assessment is administered at the conclusion of the final unit of SWWS and is done in the same way as the pre-assessment. Students are awarded a certificate of completion after the post-assessment. Such certificates can be included in a formal awards assembly if desired.

Summary

The Sight Words with Sidney is a supplemental tool for teaching sight words to emergent literacy students in the primary grades. It is based on a behavioral methodology and uses stimulus-response, repetition, and positive reinforcement to support student mastery of the included words. It is intended to be used in conjunction with a guided reading program and a phonics based spelling program as determined by the school or district.

In the author's personal administration of the program in a second grade regular education class setting, student scores on multiple district standardized reading tests were observed to increase significantly, with most students improving by 1-2 grade levels over the course of the school year.

Sight words are an integral part of the English language and student mastery of them is essential to reading fluency and comprehension. Sight Words with Sidney facilitates that mastery.

Appendix 1 - Master List

| | | | | | |
|---|---|--|--|---|--|
| List 1 go to so do me my we he be no | List 2 are of for or who why the see you say | List 3 will out saw was now she may her all well | List 4 any by too have eat ate into look off here | List 5 came find were little make like even soon what want | List 6 they new good there where under these after again away |
| List 7 our put push try use them pull tell when said | List 8 full far then how fly time cry own sure day | List 9 live from give once open over some come close kind | List 10 down know old stay walk going take gave goes cold | List 11 made many both does don't didn't doesn't much very doing | List 12 blue black white brown green orange yellow purple gray pink |
| List 13 one two three four five seven eight nine zero none | List 14 thank think would going every each could found should about | List 15 round work line write your those ahead their show small | List 16 been night color today never only right light done short | List 17 hold keep long pick grow start large call drink carry | List 18 bring read please pretty thought always around better draw before |
| List 19 mother since while through follow watch touch cover heard sight | List 20 together because accept choose answer people circle build between special | List 21 beautiful favorite school usually practice beneath important change catch caught | List 22 children already exciting amazing except character interesting complete question dangerous | List 23 understand knowledge breakfast remember equipment electric business recipe paragraph national | List 24 adventure collection illustrate education instructions challenge separately selection certainly although |

Appendix 2 - Assessments

Level 1 Student Assessment Record

Student Name _____ Date _____ Score ____ /80 = ____%

| List 1 | List 2 | List 3 | List 4 |
|---|---|---|---|
| go | are | will | any |
| to | of | out | by |
| so | for | saw | too |
| do | or | was | have |
| me | who | now | eat |
| my | why | she | ate |
| we | the | may | into |
| he | see | her | look |
| be | you | all | off |
| no | say | well | here |
| # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) |

| List 5 | List 6 | List 7 | List 8 |
|---|---|---|---|
| came | they | our | full |
| find | new | put | far |
| were | good | push | then |
| little | there | try | how |
| make | where | use | fly |
| like | under | them | time |
| even | these | pull | cry |
| soon | after | tell | own |
| what | again | when | sure |
| want | away | said | day |
| # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) |

Level 2 Student Assessment Record

Student Name _____ Date _____ Score ____ /80 = ____%

| List 9 | List 10 | List 11 | List 12 |
|---|---|---|---|
| live | down | made | blue |
| from | know | many | black |
| give | old | both | white |
| once | stay | does | brown |
| open | walk | don't | green |
| over | going | didn't | orange |
| some | take | doesn't | yellow |
| come | gave | much | purple |
| close | goes | very | gray |
| kind | cold | doing | pink |
| # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) |

| List 13 | List 14 | List 15 | List 16 |
|---|---|---|---|
| one | thank | round | been |
| two | think | work | night |
| three | would | line | color |
| four | going | write | today |
| five | every | your | never |
| seven | each | those | only |
| eight | could | ahead | right |
| nine | found | their | light |
| zero | should | show | done |
| none | about | small | short |
| # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) |

Level 3 Student Assessment Record

Student Name _____ Date _____ Score ____ /80 = ____%

| List 17 | List 18 | List 19 | List 20 |
|---|---|---|---|
| hold | bring | mother | together |
| keep | read | since | because |
| long | please | while | accept |
| pick | pretty | through | choose |
| grow | thought | follow | answer |
| start | always | watch | people |
| large | around | touch | circle |
| call | better | cover | build |
| drink | draw | heard | between |
| carry | before | sight | special |
| # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) |

| List 21 | List 22 | List 23 | List 24 |
|---|---|---|----------------|
| beautiful | children | understand | adventure |
| favorite | already | knowledge | collection |
| school | exciting | breakfast | illustrate |
| usually | amazing | remember | education |
| practice | except | equipment | instructions |
| beneath | character | electric | challenge |
| important | interesting | business | separately |
| change | complete | recipe | selection |
| catch | question | paragraph | certainly |
| caught | dangerous | national | although |
| # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) | # correct ____ (Must be at least 8 to advance to next list) | # correct ____ |

Two Letter Words

Two letter words! Those two-letter words!
They're not like c-a-t cat!
There's "to" and "go" and "do" and "so".
Whose crazy idea was that?
Then you have "be" which rhymes with "he"
And they both rhyme with "we" you see?
Two letter words! Those two-letter words!
Oh, me! Oh, my! Oh, no!



Appendix 4 - Flash cards for Unit 1 (Used as a sample for this guide. Remaining flash cards in program not included.)

go

to

so

do

me

my

we

he

be



no

[illegible]

Sight Words with Sidney Practice Page

[illegible]

Appendix 6 - Sticker Charts

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----|----|----|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <p>Name _____</p> <p>Sight Words with Sidney Progress Chart</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td></tr> </table> <div style="text-align: center; margin-top: 20px;">  <p>Congratulations!</p> </div> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | <p>Name _____</p> <p>Sight Words with Sidney Progress Chart</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td></tr> </table> <div style="text-align: center; margin-top: 20px;">  <p>Congratulations!</p> </div> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Certificate of Achievement

presented to

for successful completion of the
Sight Words with Sidney Program



You did it!

Signed _____

Date _____