

Abstract

This action research project describes a teacher's effort to discover if students need total mastery of letters and sounds prior to being taught to read sight words. The participants were the students in the researcher's am and pm kindergarten classrooms. Students spent 30 minutes each day learning sight words through a variety of activities. The research design of this study included district required assessment materials including a kindergarten evaluation packet, pre- and post- Diagnostic Reading Assessment, reading interest surveys, parent surveys, and teacher observation. Analysis of the data revealed that teaching sight words before all students have mastery of letter and sound recognition actually increases reading skills and the mastery of letter and sound recognition, boost self confidence in literacy skills, including writing, and encourages parents to become more involved with their child's education.



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