

Learn Basic Sight Words

Written by Dayle Smith

Illustrated by Jonathan Bennett

Copyright

© Dayle Smith
© Jane Beals

Revised and published

Curriculum Concepts, January 2006

ISBN 1-877395-21-8

This master may only be reproduced by the original purchaser for use with their class(es) only. The publisher prohibits the loaning or on selling of this master for the purpose of reproduction.

IMPORTANT

For your added protection in case of copyright inspection, please complete the form below. Retain this form, this complete original document and the invoice or receipt as proof of purchase.

Name of purchaser:

Date of purchase:

School O/N (if applicable):

Supplier:

Signature of purchaser:

Contents

Introduction..... page i

Word Checklist/Assessment Sheetpage ii

Activity Sheets

am..... page 1/2

and page 3/4

at..... page 5/6

can page 7/8

for..... page 9/10

go..... page 11/12

going page 13/14

here..... page 15/16

in..... page 17/18

is page 19/20

like page 21/22

look page 23/24

looked page 25/26

me..... page 27/28

my page 29/30

on..... page 31/32

said..... page 33/34

see page 35/36

the..... page 37/38

this..... page 39/40

to..... page 41/42

up..... page 43/44

we page 45/46

went..... page 47/48

Review pages pages 49-53

Introduction

For the early reader, with few reading strategies, it is important to learn the basic high frequency sight words that are used in emergent and beginning readers. Sometimes students have difficulty cementing these words in place as they are not represented by 'a thing' – a noun. This means that they need a great deal of repetition of these words using as many modes of learning as possible.

This series focuses on 24 of the most commonly used basic sight words and has two activity sheets for each word. Each pair of activity sheets follows the same format throughout the book. The instructions are consistent and simple accompanied by a graphic to assist students. As students become familiar with the format they will be able to complete the activities independently, after instruction, which frees the teacher to work with other groups.

Activities.

The activities for each word require students to;

- Trace over a large block 'model' of the word with their finger and then with a pencil – tactile/visual
 - Trace and copy a 'model' of the word in two decreasing sizes – visual/motor
 - Complete a number of cloze sentences – this ensures the word is not only viewed in isolation but also within a context – visual/meaning
 - Circle the word from assorted words – visual
 - Cut out, then put in the correct order the letters in the word, to form the word correctly and then glue – an early spelling activity – kinesthetic/tactile/visual
 - Cut out, then put in the correct order words, including the key word, to form a sentence or sentences – kinesthetic/tactile/visual
- The sentences use other basic words where possible. The sentence(s) are two of the sentences used in the cloze activity so the students are familiar with it. An additional activity would be for them to circle the matching sentence(s) on the first activity page. The cut out sentences also provide an ideal teaching opportunity of capital letters and fullstops – sentence punctuation.

Ways to use the activities.

1. Teachers may choose to complete only one activity sheet per word.
2. Teachers may complete the two activities pages over two days – using the first page as the introductory sheet and the second sheet as the review sheet.
3. Teachers may complete the first page (or second page) as a cooperative group teaching activity (activity page enlarged) and then give the second page to children to complete after the teaching session as a reinforcement activity the students can do independently.
4. The cut, unjumble and paste activity on the second page could be stuck into a reading exercise book or a specially made book or scrapbook for the collection of all the words. It is important that wherever the words are stuck the activities page is kept (along with the first page) so that they can build up into a resource that each child can refer back to and read over and over again. The collection will become a much-loved book that can be part of the students' independent reading box and also shared with their families. The more they read and reread the better the words are reinforced. This will assist both their reading and writing skills. The book can be used by students as a dictionary during writing.

Assessment.

An assessment sheet is included that can be used by teachers to do a pretest and post test assessment on students. The pretest/taught/post test boxes could be dated and checked so there is a way of tracing progress.


Review.

Review pages are included at the back of the book. The sentences include all words and as many of the other basic sight words covered as possible. Graphics have been used to assist understanding.

High frequency sight words – emergent/beginning readers.

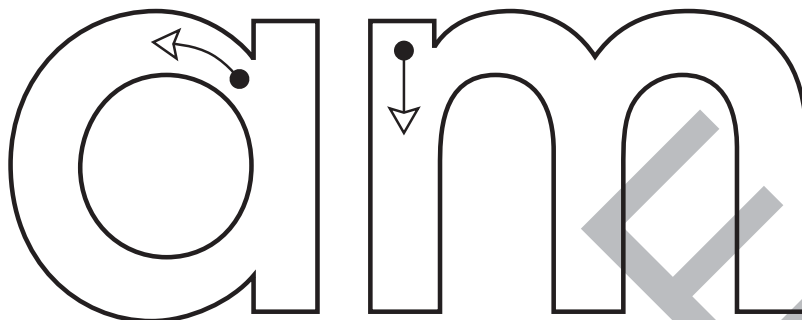
Name _____

Word	Pretest	Taught	Post test	Comments
a			sheet not included	
am				
and				
at				
can				
for				
go				
going				
here				
I			sheet not included	
in				
is				
like				
look				
looked				
me				
my				
on				
said				
see				
the				
this				
to				
up				
we				
went				

Trace - 

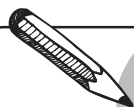
am

Trace - 



Trace and copy - 

am	am



Complete and read.

I _____ happy. 

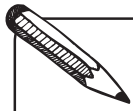
I _____ sad. 

I _____ running. 

I _____ skipping. 

I _____ in my car. 

I _____ up in the tree. 



Circle

am

the

am

am

and

up

me

to

am

in

am

am



Unjumble - cut and glue

am

and



Unjumble - cut and glue

my

am

in

I

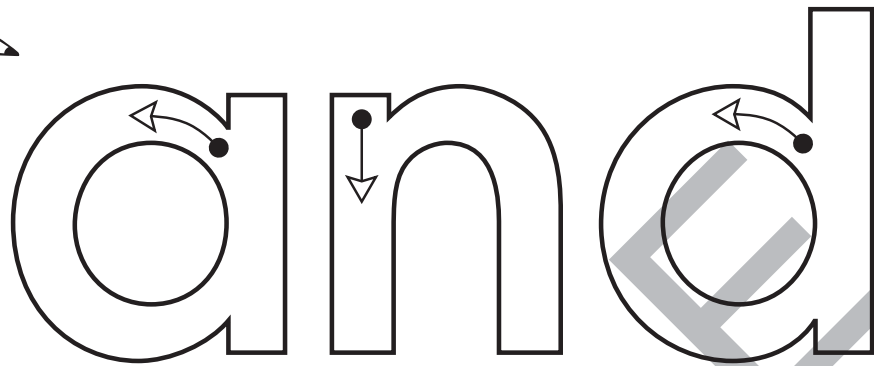
car.

Trace -



and

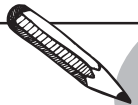
Trace -



Trace and copy -



and	and



Complete and read.

Cat  _____ dog  are here.

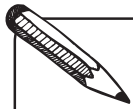
Mum  _____ Dad  are here.

I like ice-cream  _____ cake. 

I can run  _____ skip. 

I go up  _____ down. 

I can throw  _____ catch. 



Circle

and

and

a

can

is

am

and

and

and

on



Unjumble - cut and glue

d

n

a



Unjumble - cut and glue

and

Mom

here.

are

Dad