



Introduction

What are sight words and why are they so important? Sight words are considered to be those words that occur frequently in our written language. There are over 600,000 words in the English language — 15 of these words comprise 25 percent of all written material and 100 of these words comprise 50 percent of all written and spoken material. To become a functional reader, students must be able to instantly identify these words.

Current reading research has shown that students who have automatic word identification skills also have good comprehension skills and are able to read fluently. Children who struggle with sight word recognition also struggle with comprehension and fluency. Struggling readers will often have to reread text in order to gain meaning and are forced to spend far too much time decoding unknown words.

The Best Sight Word Book Ever! provides a wealth of materials: teaching suggestions, activity ideas, multi-sensory experiences, word wall activities, a reproducible chart for organizing sight word lists, a checklist for documenting student progress, and a reproducible multi-sensory 6-page sight word activity booklet for each of the 170 words presented. Everything a teacher needs to teach and help students develop strong sight word identification skills.

The 170 words in *The Best Sight Word Book Ever!* were researched and compiled from the following lists:

- Dolch Sight Word List (*Pre-primer, Primer, Grades 1 and 2*)
- Dr. Fry's Instant Words
- The 100 Most Frequent Words in Books for Beginning Readers
- American Heritage Word Frequency Book
- The Word Bank of High Frequency Writing Words
- A Basic Vocabulary of Elementary School Children



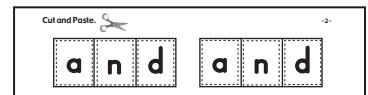
How to Effectively Use the Six-Page Sight Word Booklets

Activity directions are kept to a minimum on the sight word booklet pages. Young and struggling readers are often distracted when there is too much type on a page. The teacher should use the information provided below and on page 6 for more detailed directions for the activities found in the sight word booklets.

Page 1: See. Say. Rainbow trace. The first page of every booklet begins with a rainbow writing exercise. This is the page that introduces the new sight word. Have the children look at the word. Say the word out loud several times — in a couple of funny voices. Have the children close their eyes and say the word again and then spell the word out loud. The children should then trace the word several times, each time using a different colored crayon.



Page 2: Cut and Paste. The second page of every booklet asks the children to spell the word correctly by cutting out all of the letters and then pasting them in the correct order.



Page 3: Trace and Print. The third page of every booklet asks the children to first trace and then print the word several times.



d	c	n
c	a	t
h	n	f

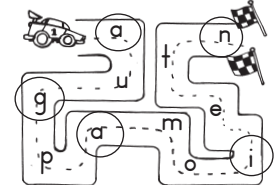
Pages 4, 5, and 6. There are 14 different types of activities and games that appear on pages 4, 5, and 6 of the student booklets. You will find the specific directions for those 14 activities listed below:

here	help	he
her	here	her
he	help	here

1. Tic-Tac-Toe: Tic-Tac-Toe is only used for three-letter words. The children find and circle the letters that spell the word. The word could appear horizontally, diagonally, or vertically.

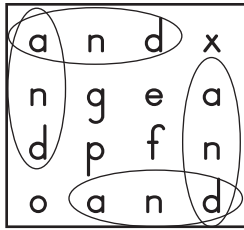
2. Word Tic-Tac-Toe: Word Tic-Tac-Toe is used for those words that have either more or less than three letters. The children find and circle the designated word. The word could appear horizontally, diagonally, or vertically.

3. Letter Maze: The children will find an object or a path filled with letters. The children should circle all the letters that would correctly spell the specific word for that booklet.



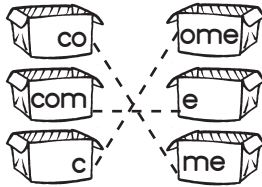
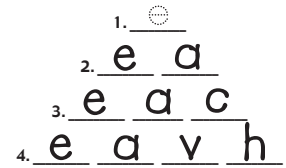
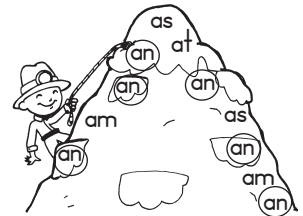


4. Word Maze: The children will find a picture filled with words. The children should circle all the words that correctly spell the specific word from that sight word booklet.



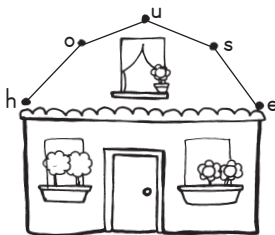
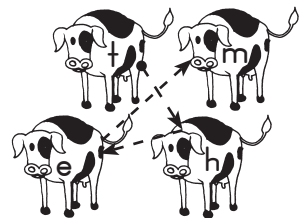
5. Word Search: The children search for the specific word from that booklet. They circle the letters that correctly spell that word. The letters could be arranged horizontally, diagonally, or vertically.

6. Pyramid Words: The first letter goes on the top line. The first and second letters go on the second line. The first, second, and third letters go on the third line and so on.



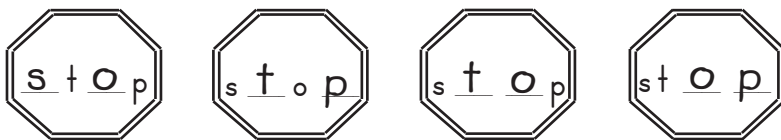
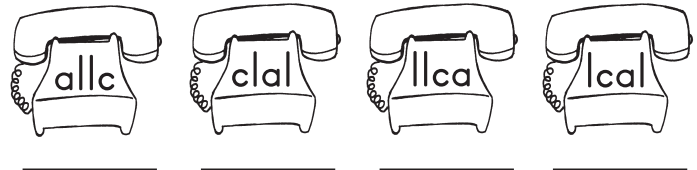
7. Blend the Word: Have the children look at the letters and then match the left side letters to the right side letters to correctly spell the word. See example.

8. Letter Connect: The children will see objects. In each object will be a letter from that booklet's featured word. The children are to draw lines to connect the letters so that the word is spelled properly.



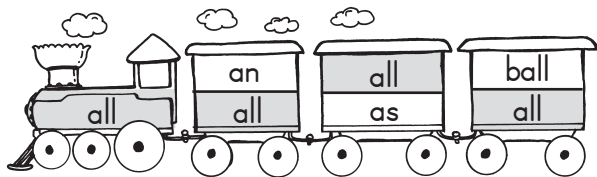
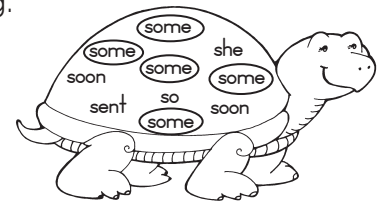
9. Dot-To-Dot: The children are to finish the picture by connecting the dots. Instead of connecting the dots numerically, the children will connect the dots by spelling the booklet's featured word correctly.

10. Scrambled Words: The booklets featured word is all mixed up. The children look at the scrambled words and then rearrange the letters so that the word is spelled correctly.



11. Missing Letters: The booklet's featured word is missing some letters. The children write in the letters that are missing.

12. Spell It! The booklet's featured word is placed within a scene along with many other words. The children should look and then circle the featured words.



13. Coloring Words: The booklet's featured word appears in a picture or in objects within a picture. The children must look at all the words and then color the objects or sections of the picture where the featured word appears.

14. Finish The Sentence: The booklet's featured word is missing from several sentences. Have the children fill in the blanks properly and then read the sentence.

1. Go and _____ for the cat.
2. I can _____ for the book.
3. Did you _____ for the dog?