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Making, Reading & Writing Sight Words

The manipulatives and activities in this section, such as Spell-a-Word Keychain (page 21) and Jumping-Joey Sight Word Sorters (page 63) are designed to motivate, engage, and help children develop automaticity in reading sight words, and also in forming, spelling, and writing them.

Making, Reading & Writing Sight Word Phrases and Sentences

In his book *The Fluent Reader*, literacy specialist Timothy Rasinski points out that it is not enough for children to be able to read sight words in isolation. To help them read more fluently, he recommends providing children with opportunities to do repeated readings of sight words in the context of short phrases and sentences. This is the focus of the activities in this section, including Cell Phone Conversations (page 113), and Sight-Word-Sentence Carousel (page 120). The activities also let children write the phrases and sentences they read.

Sight Words on the Go

Since children need to review the sight words they have learned, here you'll find easy-to-make manipulatives such as Sight Word Suitcase (page 134) and Portable Piggy Bank Pouch (page 135) in which children can store and tote their personal collections of words. These projects will also encourage children to take ownership of the words they have mastered and feel pride about their accomplishments.

Quick & Crafty Manipulatives

From Adorable Word Wearables (page 142) to Snacking on Sight Words (page 144), you'll find instant and easy ideas for incorporating sight word studies into the school day.

Teaching Tips

- Q Use the activities in this book with the whole class, in small groups, or place in a learning center for children to use independently or in pairs. (Store the manipulatives in resealable bags or shoe boxes and rotate them so that children work with the words in a variety of ways.) Each lesson includes step-by-step how-to's for introducing the manipulative to children.
- Q After children have worked with specific words for a while, help them build automaticity by repeating some of the activities using a timer. How many words can they read in a minute? In 30 seconds? Encourage children to monitor their progress.

Connections to the Language Arts Standards

The activities in this book are designed to support you in meeting the following standards outlined by Mid-continent Research for Education and Learning (McRel), an organization that collects and synthesizes national and state K–12 curriculum standards.

Uses the general skills and strategies of the reading process:

- × Understands level-appropriate sight words and vocabulary.
- × Creates mental images from pictures and print to aid in comprehension.
- × Uses phonetic analysis (common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, word patterns) to decode unknown words.
- × Uses structural analysis (syllables, spelling patterns) to decode unknown words.

Uses grammatical and mechanical conventions in writing:

- × Uses conventions of print (forms letters in print, writes from left to right).
- × Uses conventions of spelling (spells high-frequency and commonly misspelled words).

Source: *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education* (4th ed.) Mid-continent Research for Education and Learning, 2004.

Color-Changing Chameleons

Incorporate a simple science experiment involving chemical change into your sight word studies!

How-To

- 1 Make multiple photocopies of the CHAMELEON patterns and cut them out. At a center, cover a table with newspapers. Pour grape juice into a small paper cup and label it. Then set out a cup filled with cotton swabs, paper towels, the CHAMELEONS, and the record sheets.
- 2 Prepare the two "magic" solutions. In a paper cup, dissolve one tablespoon of baking soda in three tablespoons of water. Pour vinegar into a second cup. Label both cups, but do not put them at the center yet.

Using the Manipulative

- 1 Have children visit the center in small groups. Direct them to place a chameleon on a paper towel and then dip a cotton swab in the grape juice "ink" and use it to write a sight word on the chameleon.
- 2 Invite children to write a different word on each of several chameleons. Then have them practice reading each other's words and using each in a sentence.
- 3 Let the chameleons dry several hours or overnight.
- 4 Set out the magic solutions. Tell children to dip a cotton swab in the baking soda cup and use it to trace the letters of a sight word on one of their chameleons. What happens? The word turns bluish-green!
- 5 Have children dip a fresh cotton swab in the vinegar. On a different chameleon, have them trace the letters of another sight word. This time, the word turns pink!
- 6 Have children write on their record sheets the sight words from their color-changing experiment.



Materials

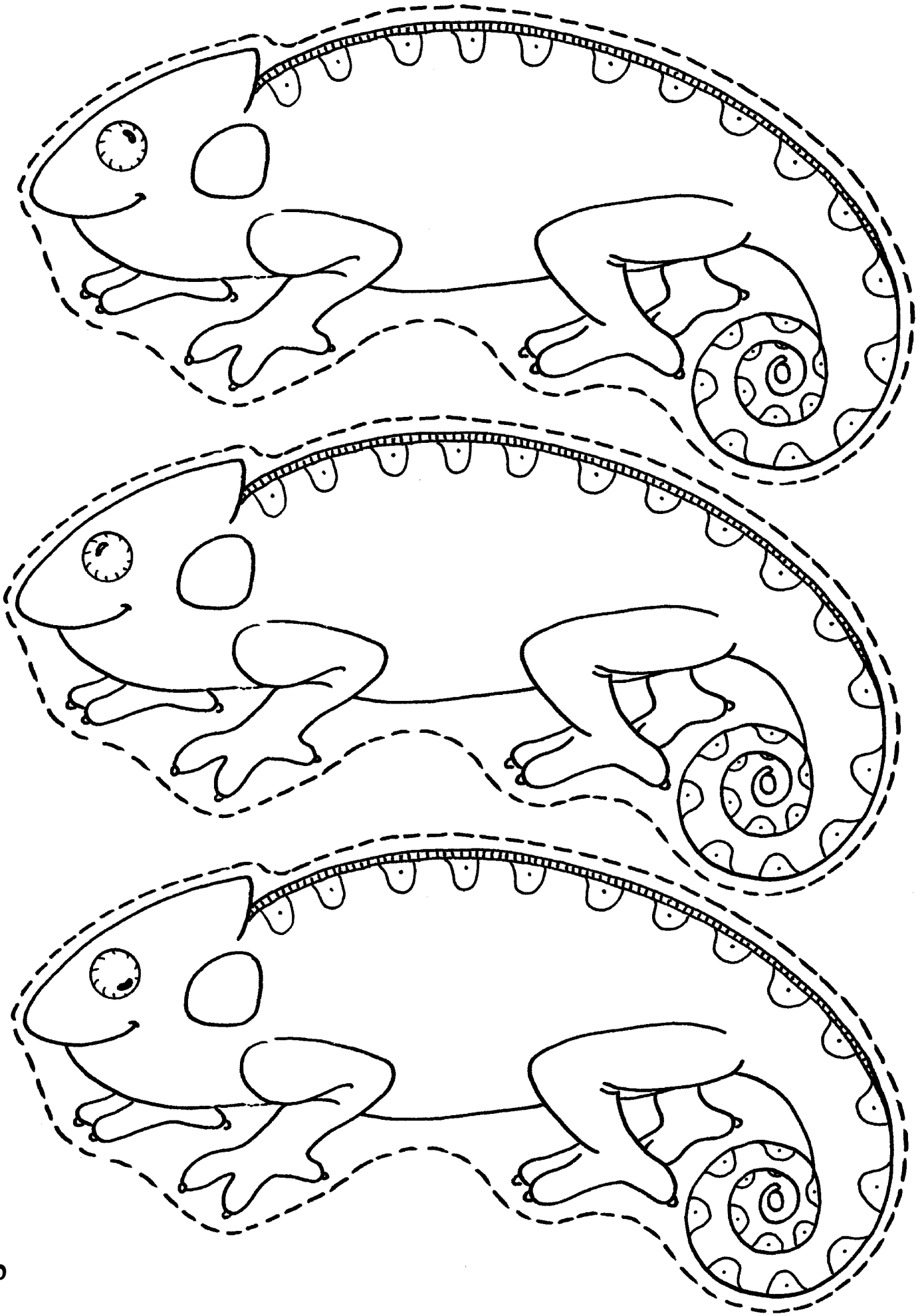
- chameleon patterns, page 20
- scissors
- newspapers
- purple grape juice
- small paper cups
- marker
- cotton swabs
- paper towels
- measuring spoons
- baking soda
- water
- vinegar
- My Sight Word Record Sheet, page 8

How It Works

Grape juice contains a chemical that changes color based on a substance's acidity or pH. When grape juice comes into contact with baking soda (a base), it turns bluish-green. With vinegar (an acid), it turns pinkish-red.

▫ SAFETY TIP ▫

Tell children to keep their fingers out of their eyes and to wash their hands after using the vinegar. If vinegar does get into a child's eyes, rinse with cool water.

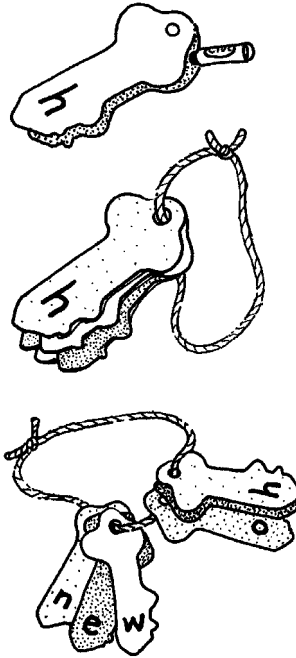


Spell-a-Word Keychain

Children will enjoy using these keys to unlock the spelling of sight words!

How-To

- 1 For each keychain, make cardstock photocopies of the KEY patterns on pages 23–24. Then cut apart each two-sided KEY along the outer dotted lines.
- 2 Fold each two-sided KEY back to back so that a different letter appears on each side. (The KEYS will read: *a/o*, *e/i*, *u/h*, *s/w*, *n/d*, *t/r*.) Then seal closed using a glue stick.
- 3 Stack the KEYS together and punch a hole through the dots. Then thread the KEYS onto the yarn and tie a knot. (The order of the letters does not matter.)



Materials

- key patterns, pages 23–25
- cardstock in assorted colors
- scissors
- glue stick
- hole punch
- 18-inch piece of yarn for each keychain
- My Sight Word Record Sheet, page 8

Using the Manipulative

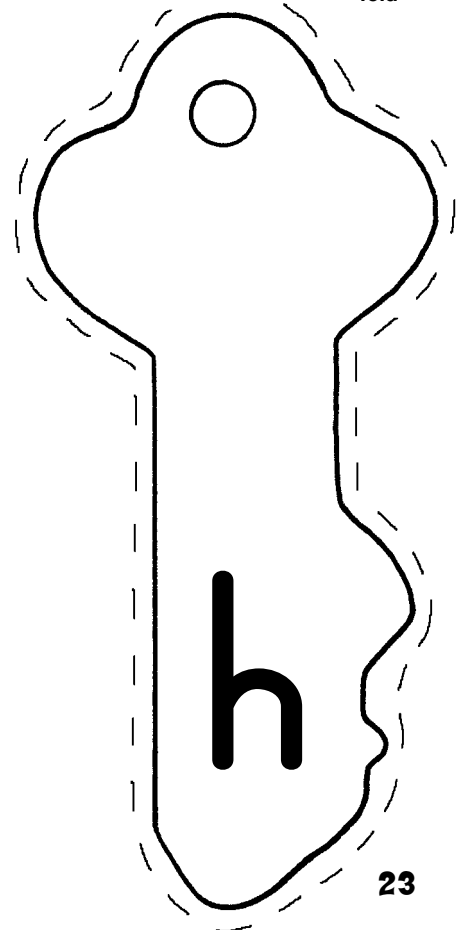
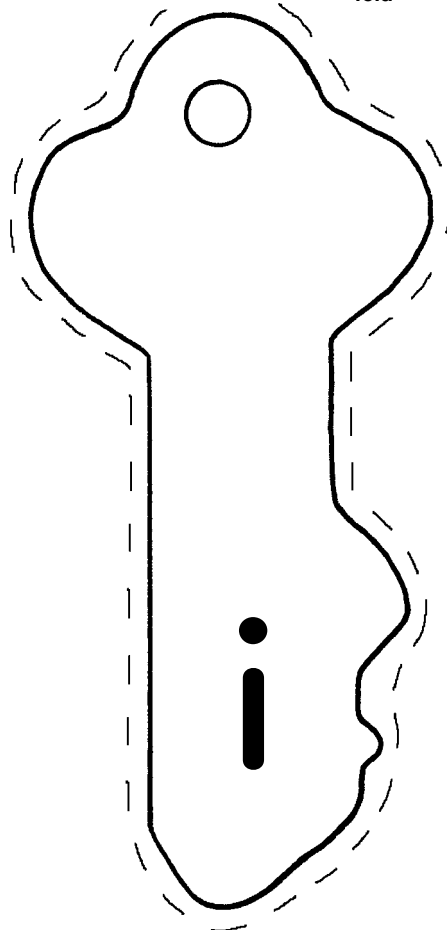
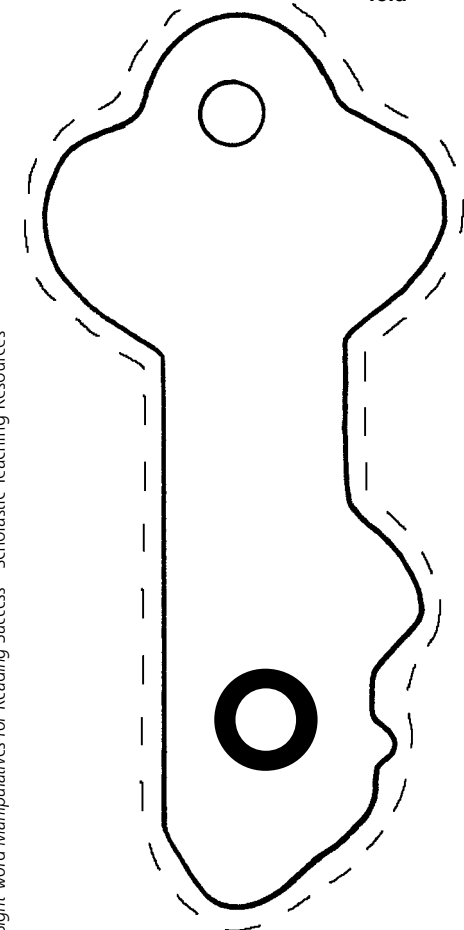
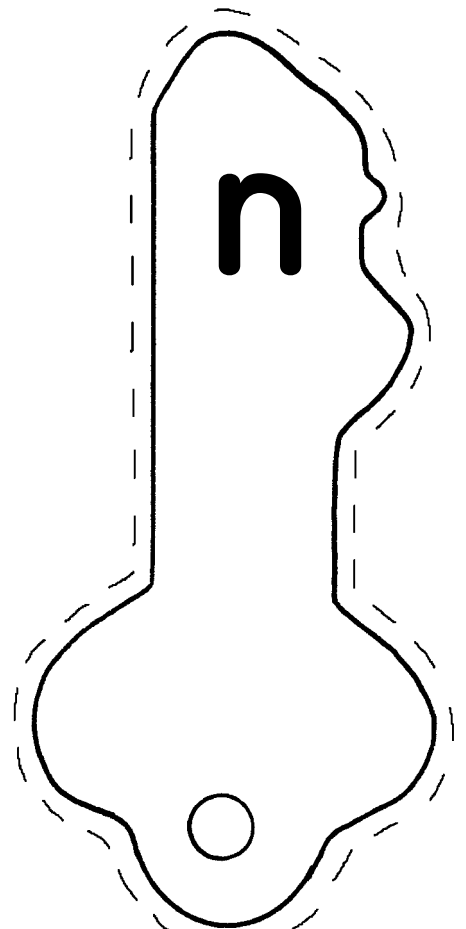
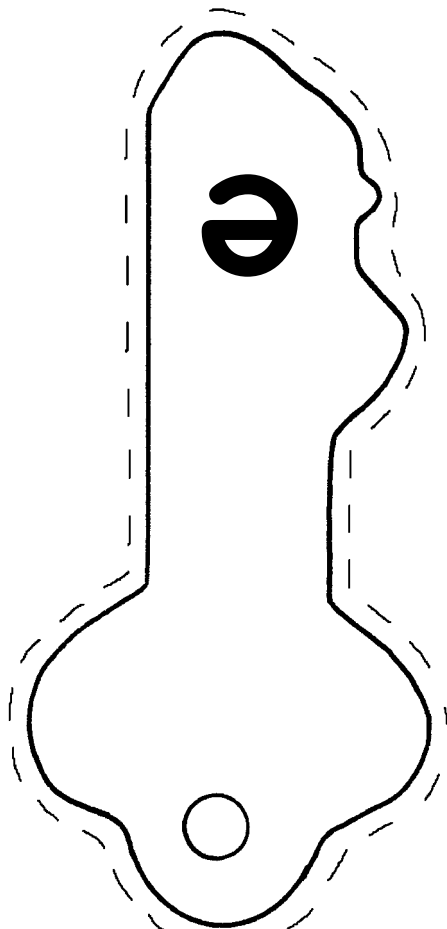
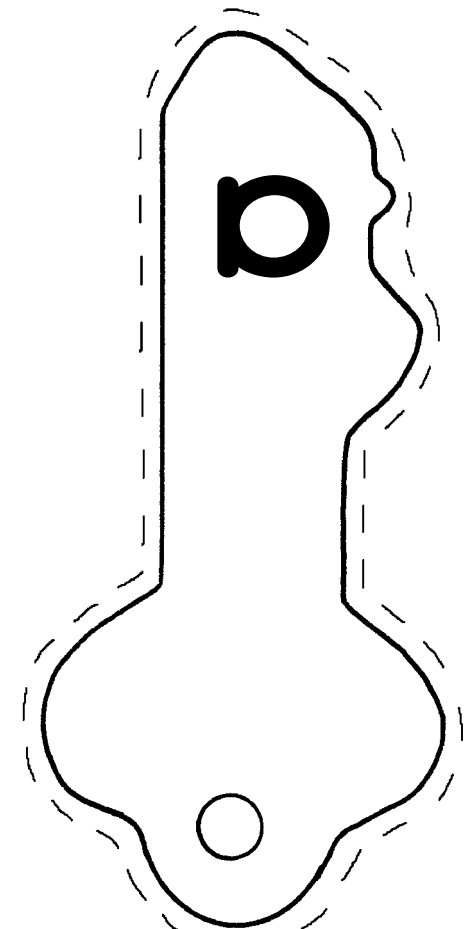
Help children become familiar with the manipulative by examining both sides of the keys and identifying the letters. Then place a keychain on a desktop and model how to arrange the keys, turning them over as needed, to spell a few sight words, such as *in*, *new*, and *eat*. Suggestions for working with the keychains follow.

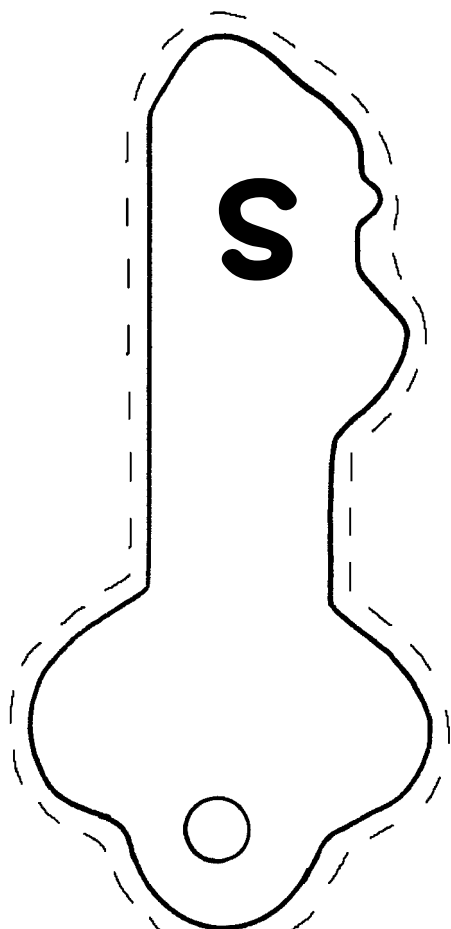
- Q Call out a sight word and ask children to spell the word using the letters on their keys. (At least 57 sight words can be formed using the twelve letters on the keys. See list on page 22.)
- Q Encourage children to work independently, in pairs, or in small groups to form as many one-, two-, three-, and four-letter words as they can. Have children write the words they make on their record sheet.



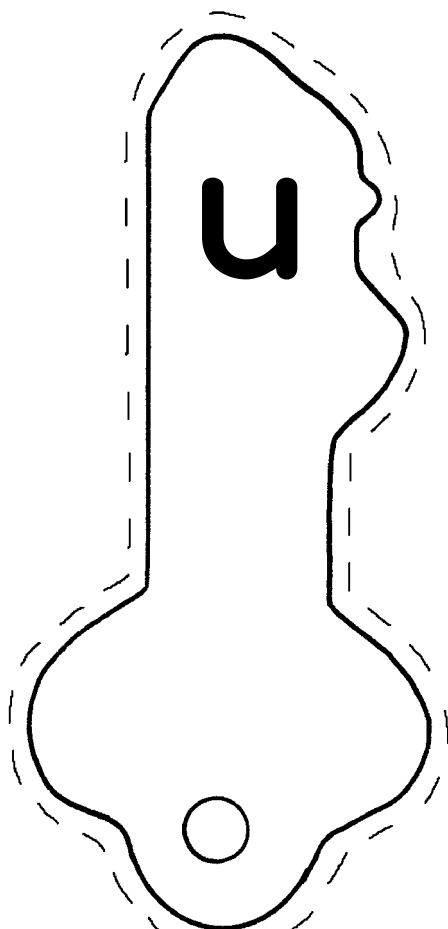
Teaching Tips

- × Some children may find it easier to take the sight word keys off the yarn for their word work.
- × If you prefer that children work with only one side of each key, make two sets of lettered keys so that children have 12 keys instead of six. (Cut the double key patterns apart instead of folding them.)

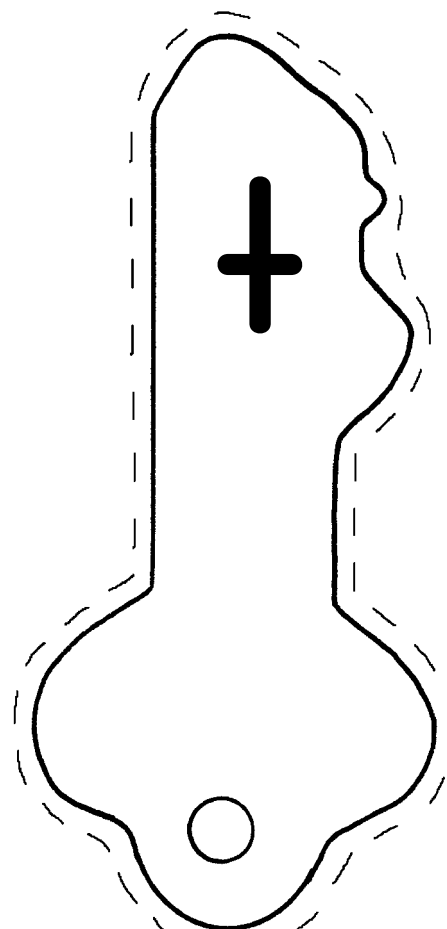




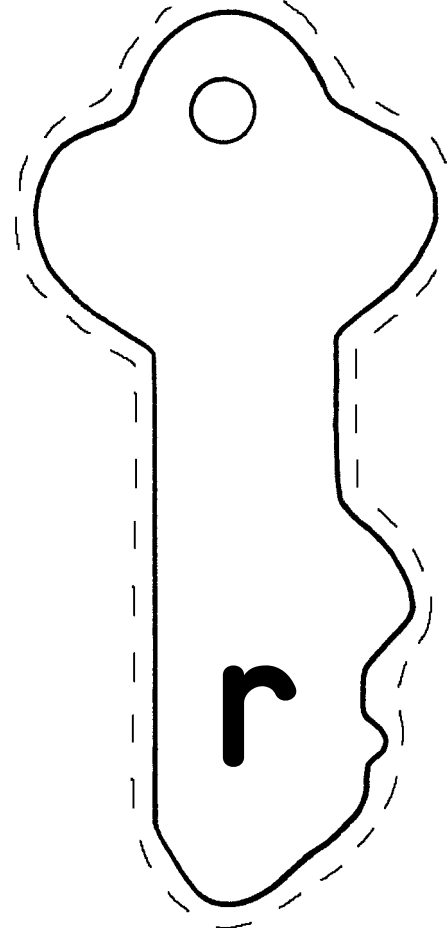
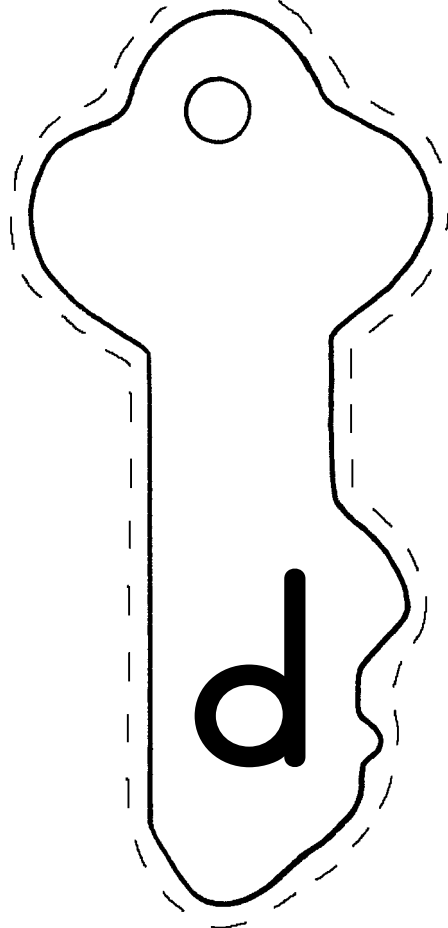
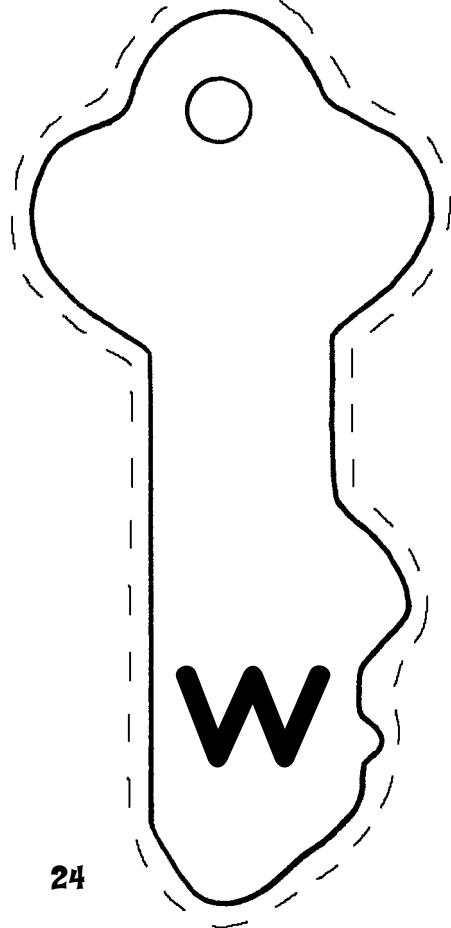
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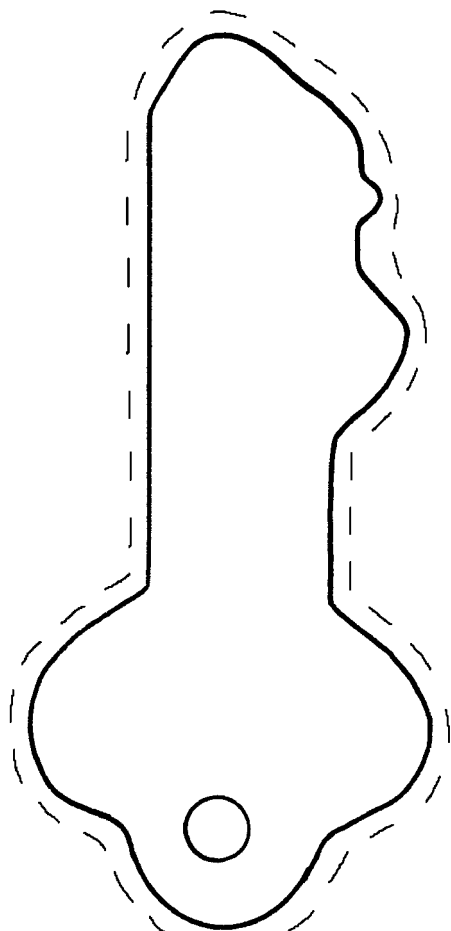
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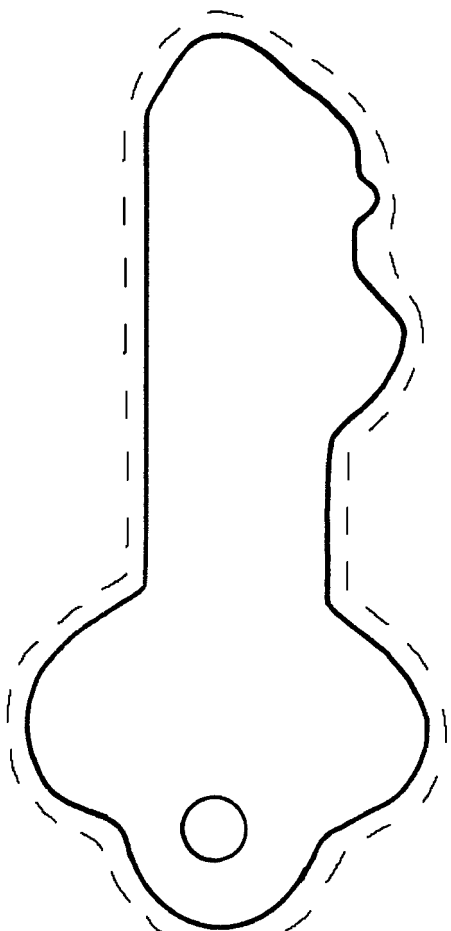
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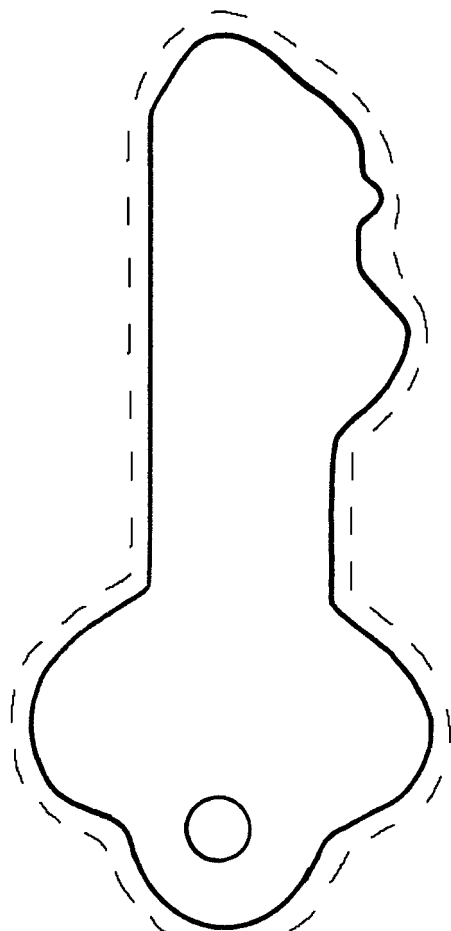
Spell-a-Word Keychain/Key Patterns



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