Strategy 1:
Present the sight words alphabetically according to grade level. Start with the red-printed cards (pre-primer level), and place all the red words beginning with a in the pocket chart. Read through the words slowly, and ask students to repeat each word after you. Then read through the words together as a class. Once students are familiar with the a words, move to the b words, f words, h words, and so on. Presenting the sight words in a logical alphabetical order may help students process the words. The following list splits the pre-primer sight words alphabetically. Follow this example for the other word levels, too. A: and, at, a, are; B: be; F: for; H: he, had, his, her, him, has, have; I: is, in, it; N: not; O: of, on; S: she; T: they, the, that, this, to; W: was, with, were, we; Y: you.

Strategy 2:
Split the sight words according to word type to present them to the class. For example, group the pre-primer words into the following categories: People or Things, Words That Tell Where or How, Action or “Doing” Words, and Words That Describe Which One. The pre-primer sight words are divided into these categories below. Read through the words slowly, and ask students to repeat each word after you. Then read through the words together as a class. Use this method to present words in other levels, too.

<table>
<thead>
<tr>
<th>People or Things</th>
<th>Words That Tell Where or How</th>
<th>Action or “Doing” Words</th>
<th>Words That Describe Which One</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>of, with</td>
<td>is, are</td>
<td>not</td>
</tr>
<tr>
<td>it</td>
<td>to, on</td>
<td>was, have</td>
<td>this</td>
</tr>
<tr>
<td>they</td>
<td>in, at</td>
<td>be, were</td>
<td>and</td>
</tr>
<tr>
<td>you</td>
<td></td>
<td>had, has</td>
<td>that</td>
</tr>
<tr>
<td>her</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>she</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>him</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strategy 3:
Select a group of sight words and nouns that will form a complete sentence, and place them out of order into the pocket chart. Add a few words that would not make sense within the sentence. Ask students to read and rearrange the words to form a sentence. Talk about the difference between “real” and “nonsense” sentences. Use only sight words from one level of difficulty, OR mix the levels for a more challenging activity.

Strategy 4:
Place all the sight words for one level of difficulty in the pocket chart. Read through the words as a class to familiarize students with the words, and ask volunteers to read them aloud. After words are somewhat familiar, ask for volunteers to choose and read one word from the pocket chart. As they correctly identify and pronounce the words, remove them from the pocket chart. The objective is to empty the pocket chart! Remember that sight words are mastered when a student can pronounce a word correctly in a short period of time (usually under 2 seconds).
**Teaching Notes: Pre-Primer Level Sight Words**

**Cards needed: (red)**

the, of, and, to, in, that, is, was, he, for, it, with, a, his, on, be, at, this, had, not, are, they, were, she, him, have, you, her, we, has; “blocker cards” (see below)

**Presenting the concept:**

1. Place the first ten sight words shown above in the pocket chart.

2. Make 10 “blocker cards” using construction paper or cardboard, cut to the size of pocket chart cards. Place the blocker cards over the sight word cards so the words are not visible.

3. Pick a student volunteer reader. Remove the blocker card from in front of a sight word, and ask the student to read the word as quickly as possible. (Initially, allow students to sound out the words as they read them. After the words have been reviewed multiple times, encourage students to say them immediately without sounding them out). Begin this activity by allowing the volunteer 5-10 seconds to sound out the word. If the student needs assistance, ask another student to help pronounce the word, or provide assistance yourself.

4. Once the word has been pronounced, recover it with the blocker card. Move to the next word, and ask for a new volunteer.

5. Once all words have been pronounced, repeat the activity, asking that students pronounce the words in less than 5 seconds. Repeat again and again until students can pronounce words in 2 seconds or less, without sounding them out.

**For beginning readers:**

Introduce the noun cards by placing them in the pocket chart, and using one of the strategies listed on page 1 of this book. Once students are familiar with the nouns, combine them with the sight words to form short phrases, such as: *a cat, this toy, with the ape*, etc. Encourage students to illustrate the phrases, or illustrate picture cards to go with the nouns to give visual cues (*THIS cat* instead of *THAT cat*).

**Activity note:**

In Activity 3 on page 5, students cut out their own personal set of pre-primer sight word flashcards. Use them to play Sight Word Memory, or send them home for extra practice. Sight Word Memory is played in pairs. The two players combine their flashcards, mix them up, and place them in rows on a table or desk. For each turn, a player turns over one card to reveal its sight word, and turns over another card to see if a match is made. If no match is made, both cards are turned back over, and the other player takes his or her turn. If a match is made, the player removes those two cards and keeps them in a pile. The winner is the player with the most matches at the end of the game.
Activity 1

Sight Word Trace 1

Directions: Trace each sight word and read it aloud.

______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
______________________________
______________________________

the _______________________
that ______________________
it _________________________
of ________________________
is _________________________
a __________________________
and ________________________
was _________________________
on __________________________
to __________________________
he __________________________
at __________________________
in ___________________________
for _________________________
the _________________________
Activity 2

Sight Word Trace 2
Directions: Trace each sight word and read it aloud.

_____________________________

with are him

_____________________________

his they you

_____________________________

be have her

_____________________________

this were we

_____________________________

not she has
### Activity 3

**Sight Word Memory**

Directions: Cut out the sight word flashcards. Write your name on the back of each sight word flashcard. Find a partner, and listen to your teacher for directions.

<table>
<thead>
<tr>
<th>the</th>
<th>of</th>
<th>and</th>
<th>to</th>
<th>in</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>is</td>
<td>was</td>
<td>he</td>
<td>for</td>
</tr>
<tr>
<td>it</td>
<td>a</td>
<td>on</td>
<td>at</td>
<td>had</td>
</tr>
<tr>
<td>with</td>
<td>his</td>
<td>be</td>
<td>this</td>
<td>not</td>
</tr>
<tr>
<td>are</td>
<td>they</td>
<td>have</td>
<td>were</td>
<td>she</td>
</tr>
<tr>
<td>him</td>
<td>you</td>
<td>her</td>
<td>we</td>
<td>has</td>
</tr>
</tbody>
</table>
Teaching Notes: Primer Level Sight Words

Cards needed: (blue and black)
when, who, will, more, no, if, out, said, what, up, its, into, than, them, can, new, could, these, two, may, then, do, my, now, like, our, over, me, made, did; noun cards

Presenting the concept:
1. Place the 30 primer level sight words shown above in the pocket chart.
2. Use the card chart on page 32, and call out a primer level sight word. Allow 20-30 seconds for the students to read through the words in the pocket chart. Then ask for a volunteer to remove the sight word you call out, from the pocket chart. Gradually reduce the length of time students have to find the word.
3. Once all words have been removed from the chart, reverse the activity, and ask students to place their sight word card in the pocket chart when their word is called. Fill the chart up again!

For beginning readers:
Use the noun cards, pre-primer sight word cards, and primer sight word cards to build complete sentences. Ask for volunteers to read the sentences aloud. Try rearranging the words to form different sentences with different meanings. Some example sentences follow.

The blue ape had no toy. The boy can play with a game.
A girl could be on the zebra. No more grapes for him.
This yellow pen has no box. Have you made dinner?
Is that toy on the swing? My new tuba is over the apple.
We made this cookie. No fox is in the circus.
That spider is in the box. Who will like the new name?

Activity note:
In Activity 6 on page 25, students cut out their own personal set of primer level sight word flashcards. Use them to play Sight Word Go Fish, or send them home for extra practice. Sight Word Go Fish is played in groups of two. The two players combine their flashcards, mix them up, and place them face-down in the “pond” on a table or desk. Each player selects 6 cards from the pond. If either player’s 6 cards form any matching pairs, the pairs are set aside. For each turn, player 1 asks player 2 for a match to one of his or her sight word flashcards. If player 2 has a matching sight word flashcard, he or she gives it to player 1, who sets the matching pair aside. If player 2 does not have a matching card, he or she tells player 1 to “go fish” in the pond of extra cards. Player 2 then repeats the process in an attempt to find a match. The winner is the player who matches all of his or her cards first.
Activity 4

Sight Word Round-Up

Directions: Look at the first letter of each sight word in the list. Write the sight word on a line under the letter that begins that word.

Name ___________________________________

Sight Word List

o

our
when
did
who
now
what

no
could
like
out
will
new

over
into
can
said
up
do

w

n
c
l
Activity 5

Sight Word Tongue Twists

Directions: Read the sight word tongue twists, and write the sight words on the lines at the bottom of the page.

its into if
who will what when
more my made may me
than them these two then

Name ________________________________
Sight Word Go Fish

Directions: Cut out the sight word flashcards. Write your name on the back of each flashcard. Find a partner, and listen to your teacher for directions.

when who will more no
if out said what up
its into than them can
new could these two may
then do my now like
our over me made did
Teaching Notes: Grades 1 & 2 Sight Words (combined)

Cards needed: (purple and green)

Purple: many, down, years, where, your, should, those, people, Mr., Mrs., how, too, little, good, very, make, would, see, work, long, get, here, being, under, never, day, same, know, while, last; Green: us, old, off, come, go, came, right, take, three, house, use, small, went, say, once, school, every, don’t, does, got, left, why, water, put, thing, far, took, night, end, didn’t

Presenting the concept:
1. Place ten of the sight words shown above into the pocket chart. Divide the class in half to form two teams.

2. Take turns between the teams, asking one player on the team to think of a complete sentence using one of the words shown in the pocket chart. If the player thinks of a sentence containing one of the sight words in 15 seconds or less, his or her team keeps the word and scores a point. If the player cannot build a sentence for his or her team in 15 seconds or less, a player from the opposing team gets the opportunity to build a sentence and score a point for his or her team. Note: You may wish to adjust the length of time allotted for sentence-building, based on the ability of the students. You may also wish to require that each sentence contains a minimum number of words (for example, six words minimum).

3. Continue building sentences using the sight words until all of the words are used. When the first ten sight words are used, replenish them with additional words to extend game play.

For beginning readers:
Play Sight Word Bingo! Use the cards on pages 30 and 31. Photocopy and cut out the bingo cards so each player has one card. Place all Grade 1 and 2 sight word cards in a pile. Choose one card at a time, and announce the word on the card. Students use markers to cover the word that was called, if they have it on their bingo card. The first player to cover all of the words in a row across, down, or diagonally is the winner. When a player yells “BINGO,” invite him or her to share the words he or she has covered. Play a variation of the game by cutting out the individual word squares on the bingo cards, and allowing students to rearrange them in a square shape to make a different bingo card each time.
Activity 7

Find the Sight Word

Directions: Read each sentence. The sight words are underlined. Write the sight words on the lines below.

1. Those cats need many fish in their dish.
2. Years are long, but a day goes fast.
3. Mr. and Mrs. Fog have a little dog.
4. Your fast car goes very far.
5. The people go down to the town.
6. Where should I put the wood?
7. How did you make this good cake?
8. I work here while Dirk works there.
9. Mike can see the same bike.
10. Get the bug under the rug!
11. Ann is last. She’s not very fast.
12. I know you never saw blue snow.
13. Would you make glue for me, too?
Mix and Match

Directions: Use one word from each box to build silly sentences. Cross out the words as you use them. The first one is done for you.

Box 1
- take
- come
- why
- this

Box 2
- do
- ape
- girl
- hen

Box 3
- apples
- didn’t
- made
- did

Box 4
- school
- water
- house
- use

Box 5
- off
- in
- over
- under

Box 6
- tuba
- table
- end
- water

Name ____________________________

This ape didn’t play the tuba.
## Sight Word Opposites

Directions: On the lines below, write the opposite of each sight word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>did</td>
<td>didn’t</td>
</tr>
<tr>
<td>day</td>
<td></td>
</tr>
<tr>
<td>near</td>
<td></td>
</tr>
<tr>
<td>begin</td>
<td></td>
</tr>
<tr>
<td>right</td>
<td></td>
</tr>
<tr>
<td>do</td>
<td></td>
</tr>
<tr>
<td>big</td>
<td></td>
</tr>
<tr>
<td>give</td>
<td></td>
</tr>
<tr>
<td>go</td>
<td></td>
</tr>
<tr>
<td>new</td>
<td></td>
</tr>
<tr>
<td>on</td>
<td></td>
</tr>
<tr>
<td>little</td>
<td>last</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>too</td>
<td>day</td>
</tr>
<tr>
<td>should</td>
<td>here</td>
</tr>
<tr>
<td>down</td>
<td>see</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>how</td>
<td>while</td>
</tr>
<tr>
<td>Mr.</td>
<td>never</td>
</tr>
<tr>
<td>your</td>
<td>get</td>
</tr>
<tr>
<td>many</td>
<td>would</td>
</tr>
<tr>
<td>make</td>
<td>old</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>very</td>
<td>know</td>
</tr>
<tr>
<td>where</td>
<td>long</td>
</tr>
<tr>
<td>people</td>
<td>under</td>
</tr>
<tr>
<td>good</td>
<td>us</td>
</tr>
<tr>
<td>Mrs.</td>
<td>same</td>
</tr>
<tr>
<td>those</td>
<td>being</td>
</tr>
<tr>
<td>year</td>
<td>work</td>
</tr>
</tbody>
</table>
Reading List

Frank the Fish Gets His Wish
Laura Appleton-Smith
Flyleaf Publishing: 1998

The Day the Teacher Went Bananas
James Howe, Lillian Hoban
Puffin: 1992

If You Give a Mouse a Cookie
Laura Joffe Numeroff

Brown Bear, Brown Bear
What Do You See?
Eric Carle

Mr. Brown Can Moo, Can You?
Theodor Geisel (Dr. Seuss)
Random House, New York: 1970

Spot Goes to School
Eric Hill
Putnam Publishing Group: 1984

When Will I Read?
Miriam Cohen
William Morrow and Co.: 1977

Will You Come Back for Me?
Ann Tompert, Robin Kramer
Albert Whitman and Co.: 1992

I Eat Dinner
Margery Facklam & Anita Riggio
Boyds Mills Press: 1992

Courduroy Goes to the Doctor
Lisa McCue
Viking Press: 1987

This is Our House
Michael Rosen
Candlewick Press: 1996

Cards-At-A-Glance

Pre-Primer Level
(red words)

the of it with are have
and to a his they you
in that on be were her
is was at this she we
he for had not him has

Primer Level
(blue words)

when who its into then do
will more than them my now
no if can new like our
out said could these over me
what up two may made did

Grade 1 Level
(purple words)

many down how too get here
years where little good being under
your should very make never day
those people would see same know
Mr. Mrs. work long while last

Grade 2+ Level
(green words)

us old use small left why
off come went say water put
go came once school thing far
right take every don’t took night
three house does got end didn’t

Noun Cards
(black words)

cat boy apples doctor farm box
girl ape winter candy red hat
bat feet purple zebra grapes swing
game king yellow window name hen
fox pen play circus blue toy
flower finger cookie spider pencil
tuba dinner table ruler zipper