

Dear Teachers,

The following pages were designed with you in mind. Flip through this book for hands-on ideas for teaching sight words with a pocket chart! (LER 2206) Pocket Chart Reading – Sight Words provides creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners, and can be used to teach sight words at any level. They encourage listening, speaking, observing and manipulating commonly used sight words to help children recognize and read them more easily. In addition, this book contains 160 ready-to-use sight word cards for each lesson. A Cards-At-A-Glance chart in the back of the book shows the words printed on each card for easy reference. Also included is a Reading List to help you build a classroom library that will encourage an interest in early reading skills.

The sight word cards are color coded according to approximate grade level. Cards with red printing are pre-primer words for children new to the reading process (grades Pre K-K). Cards with blue printing are primer words for early readers (grades K-1). Cards with purple printing target children in grades 2 and first grade level, and cards with green printing read at different speeds, and must start with simple words to build foundations for more difficult ones. For example, the red and blue (pre-primer and primer) sight words should be mastered before more difficult words are introduced. Forty noun cards are also included in this book, and should be used in conjunction with the sight words for sentence-building activities. Noun cards are printed with black ink cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover for storage.

Pocket Chart Reading

Sight Words

Introduction Strategies

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.

<i>People or Things</i>	<i>Words That Tell Where or How</i>	<i>Action or "Doing" Words</i>	<i>Words That Describe Which One</i>
he			
it	of with	is are	not
they	to on	was have	this
you	in at	be were	and
her	for	had has	that
she			
him			

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.

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

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.
A girl could be on the zebra.
This yellow pen has no box.
Is that toy on the swing?
We made this cookie.
That spider is in the box.

The boy can play with a game.
No more grapes for him.
Have you made dinner?
My new tuba is over the apple.
No fox is in the circus.
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.

o

Sight Word List

our	no	over
when	could	into
did	like	can
who	out	said
now	will	up
what	new	do

w

d

i

u

n

c

l

s

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

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Activity 6

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



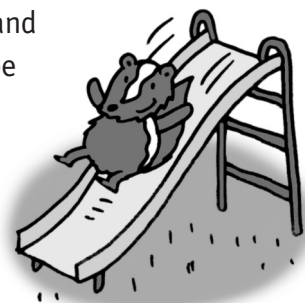
Presenting the concept:

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.



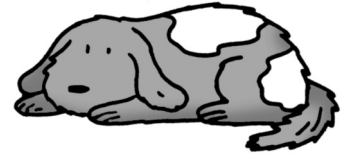
Activity 7

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?



_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Activity 8

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 that
come my
why don't
this put

Box 2

do over
ape those
girl make
hen the

Box 3

apples zebra
didn't grapes
made red
did small

Box 4

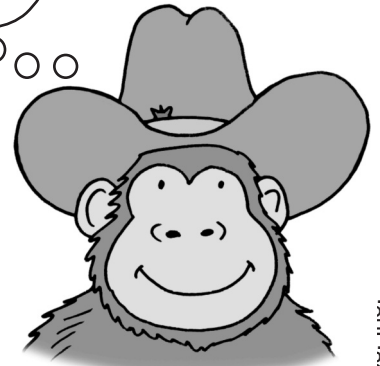
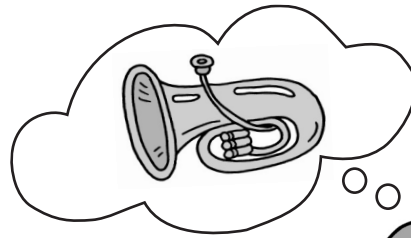
school water
house night
off play
use box

Box 5

off into
in the
over with
under window

Box 6

tuba night
table thing
end up
water out



This ape didn't play the tuba.

Activity 9

Sight Word Opposites

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

did → didn't

day → _____

near → _____

begin → _____

right → _____

do → _____

big → _____

give → _____

go → _____

new → _____

on → _____

many	your	Mr.	how
would	get	never	while
off	right	use	once
every	water	took	don't
people	us	small	see

down	should	too	little
see	here	day	last
come	take	small	school
got	put	night	Mr.
under	never	long	year

year	those	Mrs.	good
work	being	same	us
go	three	went	don't
left	thing	end	put
house	take	old	get

where	people	very	make
long	under	know	old
came	house	say	does
why	far	didn't	day
off	Mrs.	night	took

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
 HarperCollins Juvenile Books,
 New York: 1985

Brown Bear, Brown Bear
 What Do You See?
 Eric Carle
 Henry Holt and Co., New York: 1996

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	

