

# Table of Contents

**Introduction** ..... 3

How to Use this Book—Word Choice—Missing Words—Making Your Own New Word Exercises—Word and Exercise Order

**The Exercises** ..... 5

Tracing the Word—Finding the Box—Circling the Word's Letters from the Alphabet—Filling in the Missing Letters—Circling the Vowels—Fixing Spelling Errors—Beginning Letters and Rhyming—Circling the Correctly Spelled Word—Writing Practice—Language Context Question—Creature Challenge—Auditory Reinforcement

**Sight Words** ..... 8

all	8	how	52	some	96
and	10	know	54	stop	98
are	12	let	56	take	100
around	14	like	58	tell	102
away	16	long	60	thank	104
big	18	look	62	that	106
black	20	make	64	then	108
book	22	might	66	thing	110
boy	24	most	68	this	112
can	26	mother	70	time	114
cat	28	name	72	told	116
could	30	night	74	up	118
did	32	part	76	what	120
dog	34	play	78	when	122
down	36	ran	80	where	124
each	38	red	82	who	126
end	40	saw	84	why	128
fun	42	school	86	will	130
funny	44	see	88	wish	132
girl	46	she	90	would	134
good-by	48	sing	92		
house	50	sit	94		

**Blank New Word Form** ..... 136

**Flash Cards** ..... 138

# The Exercises

## Tracing the Word

Tracing the word allows the student to be introduced to the new sight word in a non-threatening manner. The student becomes familiar with the letters making up the word and their sequence. There is the secondary benefit of letter formation practice.

## Finding the Box

Asking a child to find the box that the word fits into allows the child to focus on the entire word shape, or *gestalt*, of the word. This activity forces a child to think about how the letters fit against each other—whether there are letters that go above or below the line, and whether those upward and downward letters go at the beginning of the word or at the end.



## Circling the Word's Letters from the Alphabet

This seemingly simple activity is important on several levels. It reinforces alphabet sequence while providing an exercise in visual matching. Most importantly, it helps a child realize that language is manageable. Every word is going to be formed from these same 26 letters—regardless of the number of letters a word contains and what the letters are. It develops within a child a sense that language is a code with a finite number of pieces. New words will be assemblages of the code pieces.

## Filling in the Missing Letters

Requiring a child to fill in missing letters allows a child to develop an awareness of letter sequence without being overwhelmed by the task. It reinforces the understanding that every letter is needed to make up a word and that the letter must appear in a particular order. It aids in spelling mastery, as well as providing the secondary benefit of letter formation practice.

## Circling the Vowels

As with circling the word's letters from the alphabet, this activity is important on several levels. Obviously it reinforces vowel identification, but it also helps to develop the sense that the language code (reading) has rules. Every word requires at least one vowel. Although circling the vowels may not seem that important when sight words are introduced, familiarity with vowels will help during later phonics exercises, syllabication, and spelling.

## Fixing Spelling Errors

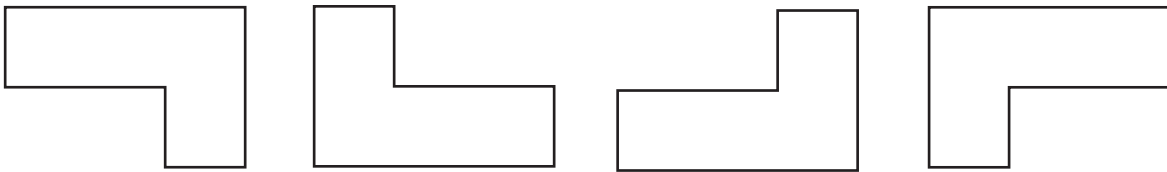
During this exercise, a child is given the authority to be the “doctor.” It is a given that the word is spelled incorrectly. It is up to the child to fix it. By having to fix the word several times, each time identifying a different error, proper spelling is reinforced. To many students, the idea of fixing something is what maintains their interest. They enjoy crossing out wrong letters and inserting correct ones. In addition, this exercise aids in developing editing skills. Checking that one has used the correct vowel and letter formation (*b* versus *d*, for example), provides practice for the types of things that a child will look for when he or she is self-correcting his or her own work later on. A teacher may want to instruct the children on the use of the caret (^), the editing symbol for the insertion of a letter, at this time. Rewriting the word entirely is optional.

and

Trace the word and.

and and and

Find the box the word **and** fits into. Write **and** in the correct box.



Circle the letters from the alphabet found in the word **and**.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Fill in the missing letters for the word **and**.

a \_ \_ d      \_ \_ n d      a n \_ \_  
a \_ \_ \_      \_ \_ \_ d      \_ \_ n \_ \_

Circle the vowel in the word **and**. The vowels are: a, e, i, o, u.

a n d

Fix these words so they spell **and**.

nd amd anb end anp