Sight Word Tales

Teaching Guide
Easy Lessons, Practice Pages, and Reproducible Versions of All 25 Storybooks

Target and Teach the Top 100 Sight Words!
Sight Word Tales

Teaching Guide

Easy Lessons, Practice Pages, and Reproducible Versions of All 25 Storybooks

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Introduction

Welcome to Sight Word Tales—the fun, motivating way to learn sight words! These delightful stories teach the top 100 Dolch words—long recognized as the most important words to learn in order to form a basis for reading success—all in an appealing, engaging context.

What are sight words? Reading research shows that 50 to 75 percent of text is made up of common, repeated words. Knowing these words by sight—that is, being able to recognize them immediately and without thought—greatly increases reading fluency and comprehension. The Sight Word Tales program includes the 100 most frequently repeated words children are likely to encounter in their reading material.

So why teach sight words? Take a look at these sentences:

We like to read. Some books are very good.

It's likely that you were able to take in the meaning of each sentence as a whole, simply because words such as we, like, to, some, are, very, and good are so familiar that they barely require a glance to convey meaning. As mature readers, we may take this lightning-fast process for granted. But to a child who is just beginning to read, these sentences look quite different. Children who need to analyze each letter in order to sound out the words we, like, and to may have already forgotten their meaning by the time they get to the word read. In order to comprehend the sentence, they would then need to go back to the beginning and read it a second time. Now imagine going on to the next sentence and going through the same process all over again. How likely is it that you would remember the first sentence once you'd deciphered the second?

It's clear that learning sight words—also called high-frequency words—is essential to reading success. The ability to recognize a word immediately is called automaticity, and it is particularly important in English because many of the most commonly repeated words do not follow regular phonetic rules. Of course, phonics is an indispensable part of any balanced literacy program, but words such as come, would, and what cannot be reliably decoded and therefore require memorization.

Research has shown that merely relying on context and exposure to language, hoping children will simply “pick up” sight words at their own pace, is a losing strategy. Sight words must be taught directly. On the other hand, studying and memorizing lists of words is unlikely to engage children. That's where Sight Word Tales comes in! With this program, you get the best of both worlds—an opportunity to provide direct, targeted instruction while addressing meaning, context, and children's need for fun, all at the same time. So open up a Sight Word Tale and open the door to reading success!
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Don’t Be Afraid, Monster (don’t, be, there, under) .... 77

Does Polly Want a Cracker? (does, want, yes, say) .... 81
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How Do You Make a Giraffe Laugh? (how, do, make, laugh) .... 89
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Try Again, Hen! (try, again, fall, down) ....... 125
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Once Upon a Planet (once, upon, far, away) ....... 141

Sight Word Tales Teaching Guide © Scholastic Teaching Resources
Using the Program

With the storybooks and this easy-to-use teaching guide, you’ve got all the tools you need to implement the *Sight Word Tales* program in your classroom.

**Storybooks**

In the handy storage box, you’ll find 25 bright, full-color storybooks perfect for read-alouds as well as interactive reading. Each Sight Word Tale introduces four sight words; you’ll find the target words printed on the front cover for easy access. What’s more, these target words fit naturally into each and every tale. There are no forced or awkward plot lines; just fun, engaging stories that children will want to read again and again! From a little girl’s desire for a pet in *Can We Get a Pet?* to a monkey’s classroom visit in *Please Stop Monkeying Around!* the storybooks are sure to hold children’s interest as they build essential early reading skills. For tips on how to use the books, see pages 6 to 7 of this guide.

**Mini-Books**

This teaching guide contains a reproducible version of all 25 storybooks, so it’s easy for every child to have a complete set of his or her own. The mini-books are great for independent reading, center work, and home-school connections. For more mini-book tips, see pages 8 to 9.

**Book-by-Book Reproducibles**

Research shows that children retain word knowledge far better when they work with a word in a variety of ways. In order to internalize a word, children need to hear the sounds in the spoken word, use manipulatives to build the word, and write the word. On pages 19 to 43, you’ll find reproducible activity sheets that provide children with each of these important experiences. Each storybook has a corresponding reproducible that teaches the same four featured words, inviting children to say each word aloud to hear the sounds, write the word, and build the word using cut-out letters.

**Activities and Games**

In addition to reading and writing, children need to play with words in order to make them a permanent part of their vocabulary. On pages 13 to 16 of this guide, you’ll find lots of suggestions for quick and easy activities designed to reinforce sight-word knowledge.

**Assessment**

As children add to their sight vocabularies through the storybooks, mini-books, reproducibles, and activities, you’ll want to keep tabs on their progress. On pages 10 to 11 you’ll find assessment tips and easy-to-use assessment sheets to help you track the development of every child in your class.
Using the Storybooks

The Sight Word Tales storybooks introduce sight vocabulary in such an engaging way that they’re sure to become a favorite part of your classroom’s read-aloud library. Here are a few tips for helping children get the most out of each book:

Before Reading

1. Display the cover and read the title of the book aloud. Invite children to use the title and cover illustration to make predictions about the story. For instance, when introducing *Come to the Zany Zoo*, you might ask: What is unusual about the animal on the cover? What other kinds of animals do you think you might see at a zany zoo? If you like, make a quick list of children’s predictions on the board or chart paper. Then return to your list after reading the story to see how many of the children’s predictions were correct.

2. Introduce the four sight words shown on the cover of the book. Read each word aloud as you point to it. Explain to children that these are sight words—words they can learn to recognize just by looking at them, without having to sound them out. Tell children that in this story, they will see these four words again and again.

3. Next, turn the book over and read aloud the blurb on the back cover. Ask children if they see any of the words they read on the front cover. Point out the words in bold type, and explain that these four words are printed in bold throughout the story, too. Skim through the book, having children point out a few of the bold words. Read the words aloud, inviting children to echo-read after you.

During Reading

4. On your first reading of the storybook, read straight through just for pleasure. Invite children to look at the illustrations as they become engaged in the story and language.

5. The next time you read the story, encourage children to be on the lookout for the four words printed on the cover—the words in bold type. Read the words aloud before you begin reading the story, and invite children to signal whenever they hear or see one of the words. Children might participate by raising their hands or giving a “thumbs-up” each time one of the words appears.

6. On a subsequent reading, pause to read aloud the blurb that appears on the first page of the story. Point out that children have already practiced looking for the words in the text—their new job is to find them in the pictures. Encourage children to spot the sight words in the speech bubbles as well as within the illustrations. For instance, on page 3 of *Let’s Make Soup Together*, children will see the sight word *take* printed on a poster on the wall. On page 4 of *All Puffins Just Love Muffins*, children can find the sight word *just* on the cover of a cookbook.
Once you’ve read the book several times, invite children to read along on words they know, particularly the targeted sight words. When you come to a target word, take a pause as you point to it, giving children time to chime in.

As children become more and more familiar with the storybook, they’ll be excited to take on increasing amounts of text. You can invite children to participate in a whole-class choral reading, have volunteers each read one page at a time, or even have pairs do a partner reading for the group.

**After Reading**

Invite children to make comments and ask questions related to the story. You can spark ideas with questions such as: What was your favorite illustration? What part of the story surprised you? Who was your favorite character? and so on.

Use the review on page 14 to gauge children’s grasp of the four sight words. Point to each word at random, inviting children to read it aloud. Ask children who recognize the word what clues they used. For children who are having trouble, provide hints that can help them remember the word, such as the shape of the letters, the beginning or ending sound, and so on.

The sentence fill-ins on page 15 help children use each of the sight words in context. Read aloud the words in the word box, and then read aloud each sentence, asking children to choose the word that fits best in the blank. When children become more familiar with this activity, you can ask them to make up their own cloze sentences. Try creating fill-ins as a group. For instance, for the sight word can, ask children to name something they can do. Then construct a sentence around their responses, for example: We ____ tie our shoes. Write the cloze sentence on chart paper and invite a volunteer to fill in the missing word.

To celebrate children’s learning, have fun with the cheers on page 16. Before you begin, help children practice spelling each sight word. Point to each letter in the words in the upper right corner, asking children to call out the letter’s name. Once you’ve spelled out each word a few times, invite children to join in chanting each cheer.

You can delve even deeper into each sight word by playing quick games that focus on word construction. For instance, when learning the word well, invite children to name words that rhyme (bell, tell, fell). When learning the word stop, encourage children to come up with words that begin with the same blend (stick, stamp, stay). You can do similar activities to focus on final consonants and vowel sounds.
Using the Mini-Books

With the reproducible mini-books, each child can assemble a personal library of Sight Word Tales. The mini-books not only strengthen children’s reading and word recognition skills but also provide a great tool for forging home-school connections. Follow these tips to get the most out of the Sight Word Tales mini-books both inside and outside the classroom.

- **Read along with the storybook.** After reading a Sight Word Tale aloud a few times, give children copies of the mini-book pages and help them assemble their own copy of the book. As you read the storybook again, invite children to follow along in their own copies, tracking the print as they go. You can also ask children to participate with mini-challenges, for instance: Point to the word go each time it appears on this page; hold up your fingers to show how many times the word see appears on this page; and so on.

- **Set up a learning center.** As you teach each group of sight words, you can create a center for independent work in which children can get additional practice with the words. Make multiple copies of the mini-book you are working with, and place them in the center along with copies of the book’s practice pages (see pages 19 to 43). After reading the book and completing the activity sheet, encourage children to work with and build the words in additional creative ways by providing magnetic letters, letter tiles, letter stencils, and so on.

- **Build a personal library.** Gather a clean, empty shoebox for each child (you might ask families to bring them in from home). Provide children with construction paper, glue, stickers, gift wrap, crayons, and markers, and invite children to decorate the outside of their boxes. You can have children write their name on a cut sentence strip and attach it to the box as a label. Then let children use the boxes to store their collection of Sight Word Tales mini-books.

- **Create a listening center.** Make recordings of yourself reading the stories aloud, and place the mini-books in the center so that children can follow along with your reading. To add a professional touch to the recordings, you might even ring a bell to signal that it’s time for children to turn the page.

- **Involve family members.** After working with the storybooks at school, use the mini-books to involve family members in their children’s learning. The more children have exposure to, and repetition with, the targeted words, the more quickly they will become part of children’s automatic sight vocabulary. Make a copy of the mini-book for children to bring home, and create a badge with the pattern at right. This creates a warm invitation for parents and caregivers to share the book with their child. You can also suggest that family members engage in additional activities, such as hunting for the target words in newspapers, magazines, labels, and environmental print.
Making the Mini-Books

1. Make double-sided copies of the mini-book pages. (You should have two double-sided copies for each one.)

2. Cut the pages in half along the dashed line.

3. Position the pages so that the lettered spreads (A, B, C, D) are faceup. Place the B spread on top of the A spread. Then, place the C and D spreads on top of those in sequence.

4. Fold the pages in half along the solid line. Make sure all the pages are in the proper order. Staple them together along the book's spine.

Making the Badge

Make one copy of the badge for each child. Write the four sight words from the mini-book on the lines. Invite children to color the badge, if they like. Then punch a hole at the top and string with yarn to make a necklace that children can wear home.

This week we're studying

__________________________  __________________________

__________________________  __________________________

Let's read the Sight-Word Tales mini-book together.
Assessment

As you use the Sight Word Tales storybooks and mini-books in your classroom, it’s likely that you’ll see improvement in children’s sight word skills, including word recognition, reading, spelling, and ability to use the words in context. As you move through the program, the goal is for children’s sight word vocabulary to grow cumulatively; that is, recognizing four words after working with the first book, eight words after working with the second book, and so on. For this reason, you’ll want to keep track of how well children are retaining the words they’ve learned so far.

For a quick and easy assessment technique, create flash cards by writing the four target words from the book on index cards. Next, copy the assessment sheet at right and write the four words in the first column. Then run off a class set, and write each child’s name at the top. The sheet allows for individual assessment on four dates; write the date of your first assessment in the first Date column. Then shuffle the flash cards and hold up one at a time at random, having the child read the word. If the child reads the word correctly, make a check mark next to that word on the sheet. If the child reads the word incorrectly, reteach it and test him/her at a later date. As children’s sight vocabulary grows, the assessment sheet grows along with it! As you work with more books, simply create additional flash cards. By the end of the program, children will have studied 100 words.

In addition to recognizing and reading the sight words, you’ll want to assess how well children can spell the words, along with their ability to use the words in a complete sentence. To perform a spelling assessment, simply call out one word at a time from your flash-card deck and give children time to write each word on a lined sheet of paper. To assess children’s ability to use the words in context, have them make up an oral or written sentence using each word.

The rubric below can be used as a general guideline for assessing children’s overall progress. As is the case with all learning skills, note that children’s sight vocabulary grows along a continuum; there are no hard-and-fast categories or rules. In addition, children may be stronger in some areas than in others. Use all your assessments in tandem to gauge which skills to focus on with each child.

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<tr>
<th>Sight Word Rubric</th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Advanced</th>
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<tr>
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<td>70% correct or below</td>
<td>80% correct</td>
<td>90% correct</td>
<td>100% correct</td>
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<tr>
<td>Sight Word Skills:</td>
<td>Needs help with all four skills</td>
<td>Needs help with two or more skills</td>
<td>Needs help with one skill</td>
<td>Can accomplish all four skills with no help</td>
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<td>• Ability to use in a complete sentence</td>
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### Sight-Word Assessment: Words 1-50

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<td>65. help</td>
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<td>90. stop</td>
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<td>66. them</td>
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<td>91. if</td>
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</tr>
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<td>67. all</td>
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<td></td>
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<td>92. must</td>
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<td>68. just</td>
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<td>93. little</td>
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<td>69. today</td>
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<td>94. has</td>
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<td>70. so</td>
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<td>95. find</td>
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<tr>
<td>71. as</td>
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<td></td>
<td></td>
<td>96. found</td>
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<td></td>
</tr>
<tr>
<td>72. well</td>
<td></td>
<td></td>
<td></td>
<td>97. once</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>73. many</td>
<td></td>
<td></td>
<td></td>
<td>98. upon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74. which</td>
<td></td>
<td></td>
<td></td>
<td>99. far</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75. kind</td>
<td></td>
<td></td>
<td></td>
<td>100. away</td>
<td></td>
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</tr>
</tbody>
</table>
Sight Word Games and Activities

Use these quick and easy ideas to give children hands-on experiences with the sight words they learn from Sight Word Tales.

Sight Word Wall

Designate a bulletin board or wall space at children’s eye level for a sight word wall. As children learn sight words from the books, simply write them on index cards and add them to the wall. You can use your growing word wall for a variety of activities and games.

I Spy a Sight Word  Choose a “secret” word from the wall and give children clues to guess its identity. For instance: I spy a sight word that begins with the letter p. This word rhymes with day. It has four letters. Continue giving clues until a child guesses the word (play). That child then chooses a new word and gives clues for the group to guess.

Sight Word Spotlight  Dim the classroom lights and give one child a flashlight. Call out a word from the wall and challenge the child to shine the light on that word. Continue until each child has had a turn. Alternatively, you can divide the class into two teams and give one child from each team a flashlight. The first child to shine the light on the correct word earns his or her team a point.

Word Chain  Call out a word from the wall, such as can. Then challenge a child to find a word that begins with the last letter, such as not. The next child then finds a word that begins with the last letter of the previous word, such as then. Continue until the word chain is broken (that is, there are no words that begin with the last letter of the previous word). Then call out a new word and start a new chain.

Transition Time Sight Words

You can squeeze in sight word practice at any time of day with these quick ideas.

Lining Up  Write sight words on index cards, creating two matching sets. Tape one set of cards to the floor where children usually line up. Place the other set in a box. Each time children need to line up, have them choose a card from the box. Then challenge children to line up by standing on the spot with the matching word. Alternatively, you can give each child a word card and challenge children to line up by putting themselves in alphabetical order.
© Find a Partner Write pairs of matching sight words on index cards and place the cards in a bag or box. When children need to find partners for an activity, have each child pick a card. Children who picked the same card can find each other and work together.

© Snack Time Create sight word place mats by writing target words on sheets of construction paper and laminating them or covering them with clear contact paper. Write matching words on index cards. Before snack time, place the mats on the table and give each child a random word card. Invite children to find their place at the table by finding the matching word on a place mat.

© Cleaning Up When it’s time to clean up, call out sight words one at a time. Have children spell out the word, count the number of letters, and then put away the same number of items.

© Time to Go When it’s time to pack up, avoid the cubby crush by giving each child an index card with a sight word. Invite small groups to go to their cubbies by calling out different categories, for instance: everyone whose word contains the letter p; everyone who has a five-letter word; everyone whose word begins with a t; and so on.

Touchy-Feely Spelling
Tactile learners will benefit from sensory writing experiences. You can squirt shaving cream on a cookie sheet and have children write sight words in the cream using a finger. If they make a mistake, they can “erase” by smoothing the cream over with their palm. You can also fill a plastic tub with damp sand and have children spell words using a dowel. As a third option, fill a zip-close sandwich bag halfway with tinted hair gel. Write sight words on large index cards and have children place the gel bag on top of a card. Children can use their finger to trace the letters in the gel.
Sight Word Scavenger Hunt

Give each child a list of target words, a stack of old magazines, a sheet of construction paper, scissors, and glue. Then have children hunt through the magazines for the words on their list. Each time they find a word, they can cut it out and glue it on the paper. When finished, children will have a sight word collage, most likely filled with lots of different fonts and colors.

Silly Sentence of the Day

Write target sight words on small slips of paper and place them in a bag. Each day, have a different volunteer choose three to five words from the bag (depending on children’s skill level). Then have the whole class work together to write a silly sentence containing all the words. For instance, if a child draws the words want, jump, and funny, the sentence might be: We want to jump like funny frogs. Write the sentence on a sheet of chart paper, using a different color marker for the target words. You can add a new sentence to your chart each day.

Hop ’n’ Type

This activity is fun for all children, and especially good for kinesthetic learners. On an old bed sheet or shower curtain liner, use a permanent marker to write letters in squares to make a giant QWERTY computer keyboard. (You can include only the letter keys, leaving out the numerals and punctuation marks.) Use masking tape to attach the keyboard securely to the floor. Then let children take off their shoes and have them line up behind the keyboard. As each child steps up to the keyboard, call out a random sight word and have the child hop on the appropriate “keys” to spell out the word! Continue until each child has had a turn.

Sight Word Scramble

Use alphabet letter cards to play this fun game. Choose a “secret” sight word and gather the appropriate letters to spell the word. Then call a number of children up front (the same number of children as letters in the word). Huddle up with children and whisper the secret word, giving each child a letter card. Then have children stand in a row facing the group, and hold their letter cards in front of them in mixed up order. Children in the audience then take turns asking one child at a time to move to a different spot; for instance: Keisha, go stand between Andres and Jake. Then the next child gets to move a letter. Children can move only one letter on their turn. Have children continue to rearrange the letter-holders until they’re standing in the correct order. Once the word is unscrambled, choose a new sight word and a new team of letter-holders.
**Sight Word Tic Tac Toe**

Draw a tic tac toe grid on the board and divide the class into two teams, X’s and O’s. Fill each space in the grid with a sight word. The game is played just like regular tic tac toe, with members of each team choosing a space to cover. In order to mark the space with an X or an O, the team member must read the word in that space correctly. The team that gets three X’s or O’s in a row wins the game.

**Shake-a-Word**

To prepare this game, get a clean, empty egg carton and small self-stick labels. Write sight words on 12 labels and stick one in each cup of the carton. Then place a number cube inside the carton. In groups of two to four, have children play the game as follows. The first player closes the carton and shakes it. He or she then opens up the carton and notes what number is facing up on the cube. The child then removes the cube and reads the sight word that’s printed in the cup in which the cube landed. If the child reads the word correctly, he or she earns the number of points shown on the cube. Then it is the next player’s turn. Children can play for a set number of rounds or as time permits.

**Sight Word Baseball**

Gather in an open area and create four “bases” by placing beanbags or books on the floor to make a mini baseball diamond. Write on index cards any sight words you’d like to reinforce and divide the class into two teams. You can play the game similarly to regular baseball. Have one team go up to “bat” by lining up behind home plate. “Pitch” a word to the first player by holding up an index card. If the player gets a “hit” by reading the word correctly, he or she moves to first base and it is the next hitter’s turn. For each word a hitter reads correctly, each child on the diamond moves forward one base. When a child gets to home base, a point is earned for that team. Each time a child misses a word, the team gets an “out.” Three outs, and it’s the next team’s turn! You can continue to play the game for a set number of “innings.”
Sentence-Builder Hangman

This version of “hangman” reinforces both spelling and how words are used in context. Choose a “mystery” sight word and build a sentence around it, writing blanks for the letters of the target word. For instance, for the word around, you might write: The dog chased the cat ____ ____ ____ ____ the yard. Just like regular hangman, children guess one letter at a time. If the letter appears in the word, write it in the appropriate space. If not, add one body part to the “hangman.” Children try to solve the word before the hangman’s body is complete!

Sight Word Blotto

This game adds an element of chance, so even a beginning reader can get the most points. In advance, write sight words you’d like to reinforce on index cards. For about every ten cards, create a “blotto” card by writing Blotto! in big red letters. Set an amount of time to play (about 10 to 15 minutes). Then place all the cards in a bag or box and have children take turns coming up to pick a card. If the child can read the word, he or she keeps the card. If not, it goes back in the box. Children will begin to accumulate cards, but any child who draws a “blotto” card must place all of his or her cards back in the box and start from scratch! When time is up, children can count their cards to see who has the most.
Sight Word Bingo

Write 20 to 25 sight words on the board, and write the same words on separate index cards. Then give each child a bingo grid with 16 squares. To create their game boards, children can choose any 16 words from the board and write one in each square. Give children counters or dried beans to use as markers. To play, place the index cards in a paper bag and pull out one at a time at random. If children have the word on their board, they can cover it with a marker. The first child to get four in a row (vertically, horizontally, or diagonally) calls out Bingo! Then have children clear their boards and play another round.

Go Fish

Create a deck of cards by writing 26 sight words on separate index cards. Write each word twice on each card, and cut the cards in half to make a deck of 52 cards. Children can play the game in groups of three to six. Each player gets five cards, and the remaining cards are placed facedown in the middle. The first player chooses a word from his or her hand and asks another player for the matching word card. If the player has the card, he or she hands it over. If not, that player says, “Go fish,” and the first player picks the top card from the middle deck. If the drawn card makes a pair, the player places the pair on the table. If not, the player keeps the card and it is the next player’s turn. Play continues until one player runs out of cards or the middle deck is used up.
Write each word.

can

can

Cut out the letters. Use them to build each word.

we

no

we

no

can

can

get

get
Cut out the letters. Use them to build each word.

Come to see
Write each word.

this
too

Cut out the letters. Use them to build each word.

this
too
that
look

Cut out the letters. Use them to build each word.

that
look

Write each word.

go
at

Use with "Look at That Cat!"

Name
Write each word.

my

like

Cut out the letters. Use them to build each word.

my

I

I

and

like

and

like
Cut out the letters. Use them to build each word.

he

he

Write each word.

on

on

Name

of

of

Put

Put

Use with: Coders of Noodles
she will up

will up

Cut out the letters. Use them to build each word.

she it

Write each word.

she it
Cut out the letters. Use them to build each word.

Write each word.

with

not

with

not
Write each word.

don’t  
there  

be  
under  

Cut out the letters. Use them to build each word.

don’t  
there  

be  
under
Yes

Cut out the letters. Use them to build each word.

Yes

Say

Want

Say

Want

Write each word.

Yes

does

Name
Write each word.

in
by

Cut out the letters. Use them to build each word.

in
by
cut out the letters. Use them to build each word.

how

write each word.

make

do

laugh

name
shall
him
bring
of
of
Cut out the letters. Use them to build each word.

play

going

are

they

are

they

Write each word.
<table>
<thead>
<tr>
<th>Name</th>
<th>Some</th>
<th>Good</th>
<th>But</th>
</tr>
</thead>
</table>

Write each word.

Cut out the letters. Use them to build each word.
ask
have

Cut out the letters. Use them to build each word.

ask
have

Write each word.

her
you

her
you
Write each word.

help
all

Cut out the letters. Use them to build each word.

help
all
Cut out the letters. Use them to build each word.

as

today

as

today

Write each word.

well

so

well

so
Write each word.

many

kind

Cut out the letters. Use them to build each word.

many

kind
<table>
<thead>
<tr>
<th>these</th>
<th>who</th>
<th>Cut out the letters. Use them to build each word.</th>
<th>these</th>
<th>who</th>
<th>Write each word.</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Use with Who Would Buy These Clothes?

- who
- funny
- would
- funny
- would
- who
- funny
Write each word.

try
fall

Cut out the letters. Use them to build each word.

g w t h n a a y d a y l i n i o f l r

again
donw
again
donw
around  

take  

Cut out the letters. Use them to build each word.

then  

then  

around  

take  

write each word.

Name  

then  

take together

around
take together
Write each word.

please

stop

Cut out the letters. Use them to build each word.

please

stop

if

must

if

must
<table>
<thead>
<tr>
<th>Find</th>
<th>Little</th>
<th>Find</th>
<th>Little</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Cut out the letters. Use them to build each word.

Write each word.

<table>
<thead>
<tr>
<th>Find</th>
<th>Has</th>
<th>Found</th>
<th>Has</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Little has

Find

Has

With Little Bo-Peep’s Lost-and-Found Sheep

Name _________

© Scholastic Teaching Resources

 Eighth Grade Language Arts

Preview-Test Teaching Guide 42
Use with Once Upon a Planet

Write each word:

upon
away

Cut out the letters. Use them to build each word:

upon
away

once
far
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

C-a-n! Give a yell!
What do these three letters spell?
A sight word that we all know well — Can, can, can!

W-e! Give a yell!
What do these two letters spell?
A sight word that we all know well — We, we, we!

G-e-t! Give a yell!
What do these three letters spell?
A sight word that we all know well — Get, get, get!

N-o! Give a yell!
What do these two letters spell?
A sight word that we all know well — No, no, no!

Can We Get a Pet?

by Maria Fleming
illustrated by Amy Wummer

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each bone.

we
get
no

Can we get a rat?

No!

Can we?
Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: can we get no

1. After dinner, _____ can have ice cream!
2. Did you _____ wet in the rain?
3. There are _____ cookies left.
4. She _____ hit a ball.
5. Let's _____ a book from the library.
6. I have _____ pets.
7. Yes, _____ are going to the party.
8. I _____ ride a bike!

Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words can, we, get, and no. Check the pictures, too!

Can we get a snake?
No!

Can we get a monkey?
No!

Can we get a dog?
Okay.
Okay? HOORAY!
Can we get a skunk? No!

Can we get a bat? No!

Can we get a goat? No!

Can we get a goose? No!
Can we get a raccoon?
No!

Can we get a frog?
No!

Can we get a beaver?
No!

Can we get a moose?
No!
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

C-o-m-e! Give a yell!
What do these four letters spell?
A sight word that we all know well —
Come, come, come!

T-o! Give a yell!
What do these two letters spell?
A sight word that we all know well —
To, to, to!

T-h-e! Give a yell!
What do these three letters spell?
A sight word that we all know well —
The, the, the!

S-e-e! Give a yell!
What do these three letters spell?
A sight word that we all know well —
See, see, see!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each shoe.

Come to the zany zoo!
Come see the hippo in a tutu!
Welcome to the Zany Zoo!
Come on in!

Sight Words
Sight words are words that you see again and again when you read. This book is filled with the sight words come, to, the, and see. Look for them in the text. Check the pictures, too!

Come to the zany zoo!
Come see the polka-dot kangaroo!

Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: come to the see

1. Can I ______ with you?
2. He will ______ his aunt next week.
3. The teacher told us not ______ run.
4. She cannot ______ over today.
5. I will be a fairy in ______ play.
6. Did you ______ that big bug?
7. We love ______ have picnics.
8. Let’s go on ______ swings.

I see I need to tie my shoe.

Come to the zany zoo!
Come see the flamingo in one pink shoe!

Glad you could come.

Hi! Nice to see you.

Come to the zany zoo!
Come see the animals. They want to see you!
Come to the zany zoo!
Come see the lion with a fancy hairdo!

Come to the zany zoo!
Come see the elephant in a canoe!

Come to the zany zoo!
Come see the tiger who only says, “Moo!”

Come to the zany zoo!
Come see the leopard play a kazoo!
Come to the zany zoo!
Come see the panda play peek-a-boo!

I see you!

Come to the zany zoo!
Come see the zebra who is red, white, and blue!

I love to celebrate the 4th of July!

See my picture!

Come to the zany zoo!
Come see the bear make things with glue!

The answer is four.

Come to the zany zoo!
Come see the alligator add two plus two!
Sight Word Cheers

Celebrate the four new sight words you learned by saying these short cheers.

T-h-i-s! Give a yell!
What do these four letters spell?
A sight word that we all know well —
This, this, this!

I-s! Give a yell!
What do these two letters spell?
A sight word that we all know well —
Is, is, is!

T-o-a-o! Give a yell!
What do these three letters spell?
A sight word that we all know well —
Too, too, too!

F-o-a-r! Give a yell!
What do these three letters spell?
A sight word that we all know well —
For, for, for!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each brick.

This
Too
For
Is

A House for Mouse

by Maria Fleming
illustrated by Tammie Lyon

This house is too small.
Sight Words
Sight words are words that you see again and again when you read. This book is filled with the sight words this, is, too, and for. Look for them in the text. Check the pictures, too!

Mouse needs a house.
This house is too big for Mouse.

This house is too round for Mouse.

This house is just right!

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: this is too for

1. We had pizza ______ lunch.
2. My mom made me ______ hat.
3. I was ______ sick to go.
4. These books are ______ you.
5. My favorite snack ______ popcorn.
6. What is ______ mouse doing in my room?
7. He ______ my friend.
8. It was ______ cold to swim.

This is the house for me!
This house is too wet for Mouse.

This house is too tall.

This house is too cold for Mouse.

This house is too hairy.
This house is too loud for Mouse.

This house is too bright.

This house is too hot for Mouse.

This house is too scary.
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

L-o-o-k! Give a yell! What do these four letters spell? A sight word that we all know well — Look, look, look!

A-t-t! Give a yell! What do these two letters spell? A sight word that we all know well — At, at, at!

T-h-a-t! Give a yell! What do these three letters spell? A sight word that we all know well — That, that, that!

G-o! Give a yell! What do these two letters spell? A sight word that we all know well — Go, go, go!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each medal.

Look at that go

Look at that cat throw! Go, cat, go!
Sight Word Fill-ins

Look at that cat go!

Go, cat, go!

Look at that cat run!

Go, cat, go!

Look at that cat swim!

Go, cat, go!

Look at that cat sleep!

It was only a dream! Oh, cat!

1. I left my book ______ home.
2. I ______ like my twin sister.
3. Did you ______ to the park?
4. He wants ______ dog.
5. You ______ sleepy today.
6. Let’s ______ to the movies.
7. We saw a tiger ______ the zoo.
8. I do not like ______ hat.
Look at that cat kick!
Go, cat, go!

Look at that cat row!
Go, cat, go!

Look at that cat skate!
Go, cat, go!

Look at that cat ride!
Go, cat, go!
Look at that cat lift!
Go, cat, go!

Look at that cat leap!
Go, cat, go!

Look at that cat fly!
Go, cat, go!

Look at that cat slide!
Go, cat, go!
Celebrate the new sight words you learned by saying these four short cheers.

M-y! Give a yell!
What do these two letters spell?
A sight word that we all know well —
My, my, my!

A-n-d! Give a yell!
What do these three letters spell?
A sight word that we all know well —
And, and, and!

I! Give a yell!
What does this one letter spell?
A sight word that we all know well —
I, I, I!

L-i-k-e! Give a yell!
What do these four letters spell?
A sight word that we all know well —
Like, like, like!

---

My dragon and I like to slide.
My dragon and I like to swing.

Sight Words
Sight words are words that you see again and again when you read. This book is filled with the sight words my and I. Look for them in the text. Check the pictures, too!

I like swinging!

My dragon and I like to hop.

My dragon is my best friend.

Sight Word Fill-ins
Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: my and I like

1. _____ have a cold.
2. We _____ to play games.
3. That is _____ pencil.
4. He had a peanut butter _____ jelly sandwich.
5. Do you _____ this book?
6. _____ won the race!
7. She has a brother _____ a sister.
8. Oh no, _____ tooth fell out!
My dragon and I like to paint.

My dragon and I like to hide.

My dragon and I like to read.

My dragon and I like to splash.
My dragon and I like to climb.

My dragon and I like to pretend.

My dragon and I like to dig.

My dragon and I like to crash.
Celebrate the new sight words you learned by saying these four short cheers.

H-e! Give a yell!
What do these two letters spell?
A sight word that we all know well —
He, he, he!

P-u-t! Give a yell!
What do these three letters spell?
A sight word that we all know well —
Put, put, put!

O-n! Give a yell!
What do these two letters spell?
A sight word that we all know well —
On, on, on!

O-t-l! Give a yell!
What do these two letters spell?
A sight word that we all know well —
Of, of, of!

Do you know the four sight words in this book? Read aloud the word on each plate.

He put noodles on waffles.
Oodles of noodles!
There once was a boy who put noodles on everything he ate. Oodles of noodles!

He put noodles on sandwiches. Oodles of noodles!

Now he puts pickles on everything. Piles of pickles!
Then one day, he got tired of noodles.

He put noodles on hot dogs.
Oodles of noodles!

He put noodles on toast.
Oodles of noodles!

He put noodles on the cake!
Yeah, lots of them!

Oodles of noodles!
He put noodles on cake.

He even put noodles on noodles! Oodles of noodles!

Peppers on one. Noodles on the other.

He put noodles on pizza. Oodles of noodles!

He put noodles on ice cream. Oodles of noodles!
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

S-h-e! Give a yell!
What do these three letters spell?
A sight word that we all know well — She, she, she!

W-i-l-l! Give a yell!
What do these four letters spell?
A sight word that we all know well — Will, will, will!

I-t-t! Give a yell!
What do these two letters spell?
A sight word that we all know well — It, it, it!

U-p! Give a yell!
What do these two letters spell?
A sight word that we all know well — Up, up, up!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each star.

she
it
will
up

She will fix it right up!

Thank you, fix-it-up fairy!

The Fix-It-Up Fairy

by Catherine Bittner
illustrated by Richard Torrey

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Sight Word Tales Teaching Guide • 69
Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box

she will it up

1. The cat climbed _____ the tree.
2. The bus _____ come soon.
3. When is _____ going to the party?
4. We walked _____ a big hill.
5. Can you fix _____?
6. My dad _____ take us to school.
7. I think _____ might rain today.
8. Is _____ your big sister?

The fix-it-up fairy will fix anything!

Will she fix this doll?

Will she fix this bear?

Hooray for the fix-it-up fairy’s friend!
Hooray for the fix-it-up fairy!

She will fix it right up!  Oops!

Will she fix this wand?
She will... call a friend.

I don't think it will work.
Oh, dear!

She will fix it right up! Oh, dear!
Will she fix this truck?

I will!

Will you fix it?

I will!

It will be good as new.

Will she fix this bike?

She will fix it right up! Yikes!

And her friend will fix it right up!
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

W-a-s! Give a yell!
What do these three letters spell?
A sight word that we all know well —
Was, was, was!

N-o-! Give a yell!
What do these three letters spell?
A sight word that we all know well —
Not, not, not!

A! Give a yell!
What does this one letter spell?
A sight word that we all know well —
A, a, a!

W-i-t-h! Give a yell!
What do these four letters spell?
A sight word that we all know well —
With, with, with!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each cover.

with
not
a
was

It was not a book with a glass slipper.
Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: was  not  a  with

1. He did _____ want to go to the doctor.
2. My dog came _____ us to the park.
3. We read _____ book about bears.
4. Will you play _____ me?
5. She _____ sick yesterday.
6. Do _____ start the game yet?
7. The movie _____ very funny.
8. May I borrow _____ pencil?

Sight Words
Sight words are words that you see again and again when you read. This book is filled with the sight words was, not, a, and with. Look for them in the text. Check the pictures, too!

I fell out of a book. Which book was it?

It was not a book with a candy house.

But this is a very nice home!
Wow! That was a close call! He was not a very nice wolf.

It was not a book with a giant.

We did not know where you were!

I was lost.

It was a book with pigs...

Can I talk with you for a minute?

Not now. I'm in a hurry.

It was not a book with a cookie.
It was not a book with a spider.

...and a wolf. RUN!!!

Stay! Eat with us.
The porridge is not too hot. It is not too cold, either.

It was not a book with a troll.

It was not a book with bears.
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

D-o-n’-t! Give a yell!
What do these four letters spell?
A sight word that we all know well —
Don’t, don’t, don’t!

B-e! Give a yell!
What do these two letters spell?
A sight word that we all know well —
Be, be, be!

T-h-e-r-e! Give a yell!
What do these five letters spell?
A sight word that we all know well —
There, there, there!

U-n-d-e-r! Give a yell!
What do these five letters spell?
A sight word that we all know well —
Under, under, under!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each pillow.

- don’t
- there
- under
- be

There is nothing scary under the blanket.
Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: don't be there under

1. You can _____ so silly!
2. They _____ want to go.
3. The crayons are over _____.
4. My shoe was _____ the bed.
5. We _____ need our coats today.
6. Are _____ any more apples?
7. The ball rolled _____ the bush.
8. I have to _____ home by noon.

Sight Words

Sight words are words that you see again and again when you need this book. This book is filled with the sight words: don't, be, there, and under. Look for them in the text. Check the pictures, too!
Time to go to sleep, Monster.

There is nothing scary under the desk.

Don’t be afraid, Monster.

There is nothing scary under the coat.
Don't be afraid, Monster.

A toy octopus was under there.

Don't be afraid.

A belt was under there.

There is nothing scary under the bed.

There is nothing scary under the towel.
Sight Word Cheers
does want
yes say

Celebrate the new sight words you learned by saying these four short cheers.

D-o-e-s! Give a yell!
What do these four letters spell? A sight word that we all know well — Does, does, does!

W-a-n-t! Give a yell!
What do these four letters spell? A sight word that we all know well — Want, want, want!

Y-e-s! Give a yell!
What do these three letters spell? A sight word that we all know well — Yes, yes, yes!

S-a-y! Give a yell!
What do these three letters spell? A sight word that we all know well — Say, say, say!

Sight Word Review
does want
yes say

Do you know the four sight words in this book? Read aloud the word on each apple.

Does Polly Want a Cracker?
does want
yes say

by Jane Quinn

illustrated by Patrick Girrard

Scholastic

Say the magic word, Polly. But Polly does not remember it.
Polly is hungry. Does Polly want a cracker? Yes! Polly does want a cracker!

Does Polly want an apple? Yes! Polly does want an apple!

All done?

Yes! Polly does not want another bite!

And Polly even remembers to say, “Thank you!”
“Polly wants an apple, PLEASE! Polly wants a cracker, PLEASE!”

Say the magic word, Polly. But Polly does not remember it.

“PLEASE!” Polly says. Polly does remember it! She does!

Say the magic word, Polly. But Polly does not remember it.
Does Polly want a sandwich? Yes! Polly does want a sandwich!

Then she says, “Polly wants a sandwich, PLEASE!”

Does Polly want a cupcake? Yes! Polly does want a cupcake!

Say the magic word, Polly. Polly thinks and thinks.

It does rhyme with cheese. It does start with p. But peas does not work...hmmm.
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

I-n! Give a yell!
What do these two letters spell?
A sight word that we all know well — In, in, in!

O-n-e! Give a yell!
What do these three letters spell?
A sight word that we all know well — One, one, one!

B-y! Give a yell!
What do these two letters spell?
A sight word that we all know well — By, by, by!

J-u-m-p! Give a yell!
What do these four letters spell?
A sight word that we all know well — Jump, jump, jump!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each puddle.

jump
one
by
in

The bugs are ready for some puddle-jump fun!
The rain passed by.
Now there's sun, sun, sun!

There goes ladybug!
Oh, what fun!

Sight Words
Sight words are words that you see again and again when you read. This book is filled with the sight words in, one, by, and jump. Look for them in the text. Check the pictures, too!

Sight Word Fill-ins
in one by jump

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

1. Frogs can ______ very far.
2. I did it all ______ myself!
3. Fish live ______ the ocean.
4. He gave his dog ______ bone.
5. Put the pie ______ the oven to bake.
6. We had a picnic ______ the lake.
7. Do not ______ on the bed!
8. I have ______ sister.

Hooray! A new puddle to jump in!
It's a bigger one!

It's a better one!

Until they find another one!
And that’s the end of their puddle-jump fun.

The bugs jump in, one by one.

There goes frog. Oh, no, no, no! The bugs jump out and go, go, go —

The bugs jump in, one by one.
There goes ant! Oh, what fun!

all at once, not one by one.

There goes caterpillar! Oh, what fun!

The bugs jump in, one by one.
How Do You Make a Giraffe Laugh?

by Catherine Bittner

Illustrated by Kelly Kennedy

Sight Word Cheer

Celebrate the new sight words you learned by saying these four short cheers.

H-o-w! Give a yell!
What do these three letters spell?
A sight word that we all know well — How, how, how!

D-o! Give a yell!
What do these two letters spell?
A sight word that we all know well — Do, do, do!

M-a-k-e! Give a yell!
What do these four letters spell?
A sight word that we all know well — Make, make, make!

L-a-u-g-h! Give a yell!
What do these five letters spell?
A sight word that we all know well — Laugh, laugh, laugh!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each balloon.

How do you make a giraffe laugh?
Juggle some peas? No.
Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: how do make laugh

1. Her dog can ______ tricks.
2. Please show us ______ to play the game.
3. That funny story made me ______.
4. Can you ______ a giraffe from clay?
5. I know ______ to ice-skate.
6. They ______ not live near us.
7. He will ______ soup for dinner.
8. I always ______ at clowns.

Sight Words: how do make laugh

How do you make a giraffe laugh?
Tickle his knees? No.

How do you make a giraffe laugh?
Make balloon hats? No.

How do you make a giraffe laugh?

Congratulations! You win the prize!
Look at that giraffe laugh and laugh and laugh till he cries!

How do you make a giraffe laugh?
Dance with wombats? No.

How do you make a giraffe laugh?
Act like a kangaroo? No.

How do you make a giraffe laugh?
Wear an ape suit? No.
How do you make a giraffe laugh?
Balance some fruit? No.

How do you make a giraffe laugh?
Tell a joke or two? Yes!

How do you make a giraffe laugh?
Hang upside down? No.

How do you make a giraffe laugh?
Dress like a clown? No.
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

S-h-a-i-l Give a yell!
What do these five letters spell?
A sight word that we all know well — Shall, shall, shall!

B-r-i-n-g Give a yell!
What do these five letters spell?
A sight word that we all know well — Bring, bring, bring!

H-i-m Give a yell!
What do these three letters spell?
A sight word that we all know well — Him, him, him!

O-r Give a yell!
What do these two letters spell?
A sight word that we all know well — Or, or, or!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each gift box.

shall him
bring or
or shall bring

What Shall I Bring the King?

by Maria Fleming
illustrated by John Manders

Shall I bring him a jump rope or a hula-hoop?
Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: shall, bring, him, or

1. The teacher asked _____ a question.
2. I _____ not give up!
3. They will paint it blue _____ green.
4. We gave _____ a present.
5. She will _____ a gift to the party.
6. Do you have a cat _____ a dog?
7. Please _____ me that book.
8. What _____ we do today?

Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words shall, bring, him, and or. Look for them in the text. Check the pictures, too!

Happy birthday to the king!
There's a party for him.
What shall I bring?

You did not have to bring me a gift!

Shall I bring him a plane that can loop-de-loop?

I shall bring him a poem that I write myself!
I know what I shall bring the king!

Shall I bring him a yo-yo or a jack-in-the-box?

Or a flock of peacocks!

Or do kings have closets full of these things?
Shall I bring him pajamas or slippers or socks?

Or a magical elf!

What a fantastic gift to bring!

I shall bring him something he does not have for sure. I shall bring him a unicorn!

Where shall I put him?

Or a dinosaur!
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

A-r-e! Give a yell!
What do these three letters spell?
A sight word that we all know well —
Are, are, are!

G-o-i-n-g! Give a yell!
What do these five letters spell?
A sight word that we all know well —
Going, going, going!

T-h-e-y! Give a yell!
What do these four letters spell?
A sight word that we all know well —
They, they, they!

P-l-a-y! Give a yell!
What do these four letters spell?
A sight word that we all know well —
Play, play, play!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each pail.

They are going to play and have fun.
The penguins are going on vacation.

Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: are going they play

1. He is _____ to the beach.
2. Let's _____ in the park.
3. When will _____ be back from vacation?
4. My brothers _____ older than me.
5. I am _____ to the baseball game.
6. We _____ writing stories today.
7. She loves to _____ soccer.
8. Can _____ come with us?

They are going to play on the beach.

They are NOT sure they are going to come back!
They are sure they are going to have fun.

They are going to play in the sun.

The penguins are going on vacation.

They are going to play in the trees.
They are going to play in the sand.

The penguins are going to pack.

They are going to play on surfboards.

They are going to play on skis.
Sight Word Cheer

Celebrate the new sight words you learned by saying these four short cheers.

S-o-m-e! Give a yell!
What do these four letters spell?
A sight word that we all know well — Some, some, some!

V-e-r-y! Give a yell!
What do these four letters spell?
A sight word that we all know well — Very, very, very!

G-o-o-d! Give a yell!
What do these four letters spell?
A sight word that we all know well — Good, good, good!

B-u-t! Give a yell!
What do these three letters spell?
A sight word that we all know well — But, but, but!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each flower.

good  some

some   but

very  good  but

Roll over, Spot.

Some tricks are very hard.

But not Spot.
Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words some, very, good, and but. Look for them in the text. Check the pictures, too!

Some dogs are very good at doing tricks.

Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: some very good but

1. This soap smells ______.
2. Try ______ of this pie.
3. That dog is ______ cute.
4. She likes snakes, ______ he does not.
5. May I borrow ______ of your paper?
6. He is ______ at spelling.
7. Everyone went outside ______ me.
8. This box is ______ big.

Some dogs are very good at fetching sticks.

But that is good enough for me!
Some things Spot is good at:
- Taking naps.
- Getting dirty.
- Sneaking treats.
- Chewing things.

I am very good at some very fun things!

Spot is very good at being Spot.

But not Spot.

Fetch, Spot! Fetch!

Okay... but not now. I need some sleep.

Good dog, Sparky!

Very good!

Oh, Spot!

But I was just looking for some bones.

Some dogs are very good—as good as good can be.

But not Spot.
Some dogs are very good at staying clean and neat.

But not Spot.

Some dogs are very good at waiting for a treat.

But not Spot.
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

H-a-v-e! Give a yell!
What do these four letters spell?
A sight word that we all know well —
Have, have, have!

Y-o-u! Give a yell!
What do these three letters spell?
A sight word that we all know well —
You, you, you!

A-s-k! Give a yell!
What do these three letters spell?
A sight word that we all know well —
Ask, ask, ask!

H-e-r! Give a yell!
What do these three letters spell?
A sight word that we all know well —
Her, her, her!

Have You Seen Jellybean?

by Maria Fleming
illustrated by Amy Wummer

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each teacup.

have
ask
her
you

I ask my brother, “Have you seen Jellybean?”

“I have not seen her,” my brother says.
Sight Words
Sight words are words that you see again and again when you read. This book is filled with the sight words: have, you, ask, and her. Look for them in the text. Check the pictures, too!

My hamster, Jellybean, got out of her cage. I have to find her!

Sight Word Fill-ins
Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: have you ask her

1. She lost ____ mitten,
2. May I ____ some popcorn?
3. Do ____ walk to school?
4. They ____ us for help.
5. This is ____ favorite book.
6. Can ____ come over today?
7. We ____ two cats.
8. I ____ the teacher a question.

I ask my sister, “Have you seen Jellybean?” “I have not seen her,” my sister says.

She closes her eyes. Good night, Jellybean. I hope you have dreams as sweet as you!
I put Jellybean in her cage.
"You have to rest now," I tell her.

I ask my mother, "Have you seen Jellybean?"
"I have not seen her," my mother says.

There you are!

Jellybean! I have found you at last!

I ask my friend, "Have you seen Jellybean?"
"I have not seen her," my friend says.
I ask my father, "Have you seen Jellybean?"
"I have not seen her," my father says.

I ask her, "Where have you been hiding?"
Jellybean just wiggles her whiskers.

I ask my neighbor, "Have you seen Jellybean?"
"I have not seen her," my neighbor says.

Oh, Jellybean! Where have you gone?
I miss you so much!
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

H-e-l-p! Give a yell!
What do these four letters spell?
A sight word that we all know well — Help, help, help!

T-h-e-m! Give a yell!
What do these four letters spell?
A sight word that we all know well — Them, them, them!

A-i-l! Give a yell!
What do these three letters spell?
A sight word that we all know well — All, all, all!

J-u-s-t! Give a yell!
What do these four letters spell?
A sight word that we all know well — Just, just, just!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each muffin.

them  just
help  all  help
They need somebody, maybe you, to help them bake a batch or two.
Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: help, them, all, just

1. I can ______ you tie your shoes.
2. She ______ loves that movie!
3. Where did you put ______?
4. We gave ______ of the puppies away.
5. He likes to ______ his mom rake leaves.
6. I had ______ one cookie.
7. Their teacher took ______ to the museum.
8. Where did ______ of the ducks go?

Sight Words

Sight words are one words that you see again and again when you read. This book is filled with the sight words help, them, all, and just. Look for them in the text. Check the pictures, too!

Just look at all the hungry penguins — dreaming all day long of muffins.

Help them choose a recipe.
All puffins just love muffins!

Because...
All puffins just love muffins!
Time for them to EAT THE MUFFINS! And, as you can tell, all the puffins do this well.

Help them measure carefully. All puffins just love muffins!

I could use some help.

Just wait! Let me help you!

Just one more thing for them to do —

Help them add the flour, too. All puffins just love muffins!
Help them add the eggs — just a few.
All puffins just love muffins!

Just wait!
You can’t eat them till they cool.

all by themselves, no help from you...

Help them mix the berries in.
All puffins just love muffins!

Help them fill each muffin tin.
All puffins just love muffins!
Celebrate the new sight words you learned by saying these four short cheers.

T-o-d-a-y! Give a yell!
What do these five letters spell?
A sight word that we all know well —
Today, today, today!

S-o! Give a yell!
What do these two letters spell?
A sight word that we all know well —
So, so, so!

A-s! Give a yell!
What do these two letters spell?
A sight word that we all know well —
As, as, as!

W-e-l-l! Give a yell!
What do these four letters spell?
A sight word that we all know well —
Well, well, well!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each bubble.

today as well so
well so as today

It’s so dull today. It’s so totally boring.
I might as well be snoozing and snoring.
Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: today, so, as, well

1. That puppy is _____ cute!
2. They went to the park _____.
3. She dressed up _____ a fairy for the play.
4. Will _____ be hot or cold?
5. Our teacher is not feeling _____.
6. We worked _____ a team on the project.
7. I am _____ happy to see you!
8. He plays the piano very _____.

Oh, today is as boring as boring can be. There's nothing today to do or see.

I am so bored today.

Oh, well. I might as well just go to bed.

I might as well just stare at the sky.
I might as well watch the clouds drift by.

I might as well snooze. I might as well snore. I just hope tomorrow won't be such a bore!
I might as well go to bed early today.
Oh, today was so boring in every way.

Today is so boring.
I just feel like snoring.

Tick... Tock... Tick... Tock... Tick... Tock...

I am so bored today.

I might as well just stare at the clock.
I might as well count each tick and tock.

Today is so boring.
I just feel like snoring.
One ant, two ants... This is so boring.

I might as well count each blade of grass. I might as well count the ants as they pass.

Today is so boring.
I just feel like snoring.

I am so bored today.

I might as well watch a dull TV show. I might as well watch my fingernails grow.

Today is so boring.
I just feel like snoring.
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

M-a-n-y! Give a yell!
What do these four letters spell?
A sight word that we all know well — Many, many, many!

W-h-i-c-h! Give a yell!
What do these five letters spell?
A sight word that we all know well — Which, which, which!

K-i-n-d! Give a yell!
What do these four letters spell?
A sight word that we all know well — Kind, kind, kind!

B-u-y! Give a yell!
What do these three letters spell?
A sight word that we all know well — Buy, buy, buy!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each shoe.

many
buy

many
kind
which
buy

Will she buy the kind for running races?

So Many Kinds of Shoes!

by Maria Fleming
Illustrated by Beccy Blake
Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: many which kind buy

1. He has _____ friends.
2. Tell me _____ one you want.
3. What _____ of dog is that?
4. We went to the store to _____ milk.
5. How _____ pennies are in the jar?
6. Vanilla is her favorite _____ of ice cream.
7. He will _____ new sneakers today.
8. I don’t know _____ way to go.

Spider needs to buy new shoes. Which kind of shoes will Spider choose?

Or maybe I will buy this kind.

With so many feet, I could buy every kind!

Will she buy the kind with purple laces?

She buys one of every kind!
I have many feet!

Many shoes, but many feet.
Many feet just can’t be beat!

So many different kinds of shoes!
Which kind should I buy?

This kind of shoe is fancy!

This kind would come in handy.

Will she buy the kind with flowered straps?
Will she buy the kind for a rainy day?
Maybe I will buy this kind.

Which kind should I buy?

So many different kinds of shoes!
Which kind of shoes will Spider choose?

Look how many kinds there are!

This kind of shoe is noisy!

So many different kinds of shoes!
Which kind of shoes will Spider choose?

Will she buy the kind with noisy taps?
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

W-h-o! Give a yell!
What do these three letters spell?
A sight word that we all know well — Who, who, who!

W-o-u-l-d! Give a yell!
What do these five letters spell?
A sight word that we all know well — Would, would, would!

T-h-e-s-e! Give a yell!
What do these five letters spell?
A sight word that we all know well — These, these, these!

F-u-n-n-y! Give a yell!
What do these five letters spell?
A sight word that we all know well — Funny, funny, funny!

Who Would Buy These Clothes?

by Catherine Bittner
illustrated by Richard Torrey

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each hat.

Look at these funny pants!

Who would buy these funny pants?
Look at these funny clothes! Who would buy these?

Word Box: who would these funny

1. We read a _____ book.
2. I think _____ flowers smell good.
3. Do you know _____ drew this picture?
4. They _____ not go home.
5. That joke was very _____.
6. Where should I put _____?
7. Guess _____ won the prize!
8. She _____ like to come with us.

Who would buy these funny clothes?

Who would buy these funny shirts?

clowns!
Oh! That's **who would** buy these funny clothes...

**What funny ties!**

**Who would** buy these funny ties?

**What funny wigs!**

**Who would** buy these funny wigs?

**Look at these funny boots!**

**Who would** buy these funny shoes? **Who would** buy these funny boots?
Who would buy these funny skirts?

Who would buy these funny gowns?

Who would buy these?

These suits are funny!

Who would buy these funny hats?

Who would buy these funny suits?
Celebrate the new sight words you learned by saying these four short cheers.

T-r-y! Give a yell!
What do these three letters spell?
A sight word that we all know well — Try, try, try!

A-g-a-i-n! Give a yell!
What do these five letters spell?
A sight word that we all know well — Again, again, again!

F-a-i-l! Give a yell!
What do these four letters spell?
A sight word that we all know well — Fall, fall, fall!

D-o-w-n! Give a yell!
What do these four letters spell?
A sight word that we all know well — Down, down, down!

Try Again, Hen!

by Jane Quinn
illustrated by Fran Fou

Do you know the four sight words in this book? Read aloud the word on each skateboard.

again
try
fall
down

“I hope I don’t fall,” says Hen. She hops on and rolls down the road.”
Hen has a new skateboard. She wants to try to ride it.

Whoops! Try again, Hen!

SLOP! Hen falls in the mud. "Try again, Hen!" says Pig.

Here I go! I hope I don't fall down!

"Of course you may try," says Hen. And they do—again and again and again and again!
“May we try to ride your skateboard?” Pig, Sheep, and Duck ask Hen.

Hen rolls down the road again.

Hen does not fall in the mud. She does not fall in the hay. She does not fall in the pond.

Hen rolls down the road again.

Oops! Try again, Hen!

Hooray for Hen! She tried again and did not fall down.

Hen does not fall at all! “Hooray for Hen!” the animals shout.

Oh dear! Try again, Hen!

I will try not to fall down again.


Hen rolls down the road again. Down, down, down she rolls.
Sight Word Cheers

take together then around

Celebrate the new sight words you learned by saying these four short cheers.

T-a-k-e! Give a yell!
What do these four letters spell?
A sight word that we all know well — Take, take, take!

T-o-g-e-t-h-e-r! Give a yell!
What do these eight letters spell?
A sight word that we all know well — Together, together, together!

T-h-e-n! Give a yell!
What do these four letters spell?
A sight word that we all know well — Then, then, then!

A-r-o-u-n-d! Give a yell!
What do these six letters spell?
A sight word that we all know well — Around, around, around!

Sight Word Review

take together then around

Do you know the four sight words in this book? Read aloud the word on each bowl.

Let’s Make Soup Together

by Mickey Daniels
Illustrated by Mike Gordon

Together, we’ll make silly soup.
Take a look at how it’s done.
Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words take, together, then, and around. Look for them in the text. Check the pictures, too!

Gather around, one and all. Let’s cook up some fun.

Take a look at this recipe.

Take soda pop. Take one pork chop. Take pickles — quite a lot.

Please take this bowl away! I can’t take another bite!

Silly soup is soup-er fun — until you have to eat it!

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: take together then around

1. Put on your socks, ______ put on your shoes.
2. Let’s play a game ______.
3. Will you ______ me to the park?
4. He skated ______ the rink.
5. She put a puzzle ______.
6. I brushed my teeth. ______ went to bed.
7. The squirrel ran ______ the tree.
8. We can ______ turns on the swing.

Sight Word Fill-ins
For silly fun together, no soup around can beat it.

Mix them all together, then skip around the pot.

Take jellybeans.
Take tangerines.
Take mustard — quite a lot.

Mix them all together, then march around the pot.
Take squishy peas.
Take stinky cheese.
Take oatmeal — quite a lot.

Mix them all **together**, then it’s time to heat the pot.

First the baloney, then the jelly.

Let’s dance **around** together!

Take macaroni.
Take old baloney.
Take jelly — quite a lot.

Mix them all **together**, then dance **around** the pot.
Please Stop Monkeying Around!

by Maria Fleming
Illustrated by Kelly Kennedy

Celebrate the new sight words you learned by saying these four short cheers.

P-i-e-a-s-e! Give a yell!
What do these six letters spell?
A sight word that we all know well — Please, please, please!

S-t-a-p! Give a yell!
What do these four letters spell?
A sight word that we all know well — Stop, stop, stop!

I-f! Give a yell!
What do these two letters spell?
A sight word that we all know well — If, if, if!

M-u-s-t! Give a yell!
What do these four letters spell?
A sight word that we all know well — Must, must, must!

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each hat.

But if you stay, you must behave.
Please, Monkey, do your best.
Welcome, Monkey! Please come in. We're glad that you're our guest.

Please stop hanging upside down. Please stop swinging to and fro.

Please don't visit us again. We would rather visit you!

Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: please, stop, if, must

1. He ______ be very tired.
2. Ask your mom ______ you can come.
3. You ______ finish your work.
4. They will ______ by to visit.
5. Will you ______ talk quietly!
6. I can watch TV ______ I clean my room.
7. She had to ______ playing and go home.
8. May I ______ stay up late?

Sight Words:
Sight words are words that you see again and again when you read. This book is filled with the sight words please, stop, if, and must. Look for them in the text. Check the pictures, you!
If you **must** monkey around, you **must** do so at the zoo.

Please stop monkeying around!
If you don’t, then you **must** go.

Please stop snacking on bananas.
Please stop breaking every rule.

Please stop monkeying around!
If you don’t, then you **must** go.
Please stop writing on the wall. Please stop playing tic-tac-toe.

Please start packing up your things. You must go. Please leave our school!

Please stop dancing on the desk. Please stop putting on a show.

If you don’t stop, you must go.

Please stop monkeying around!
Sight Word Cheers

Celebrate the new sight words you learned by saying these four short cheers.

L-i-t-t-l-e! Give a yell!
What do these six letters spell?  
A sight word that we all know well —  
Little, little, little!

H-a-s! Give a yell!
What do these three letters spell?  
A sight word that we all know well —  
Has, has, has!

F-i-n-d! Give a yell!
What do these four letters spell?  
A sight word that we all know well —  
Find, find, find!

F-o-u-n-d! Give a yell!
What do these five letters spell?  
A sight word that we all know well —  
Found, found, found!

Little Bo-Peep's Lost-and-Found Sheep
by Jane Quinn
illustrated by Kelly Kennedy

Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each sheep.

I found one!

The spoon has run off without me!

She finds one with a spoon on the run.
Little Bo-Peep has lost 15 sheep.
Poor little lass! She must find them all fast!

I must find those naughty little sheep!

Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box

<table>
<thead>
<tr>
<th>little</th>
<th>has</th>
<th>find</th>
<th>found</th>
</tr>
</thead>
</table>

1. My sister _____ not come home yet.
2. Ladybugs are very _____.
3. They cannot _____ their mittens.
4. He _____ five dollars on the ground.
5. May I have a _____ more milk?
6. She _____ blue eyes.
7. Last week, we _____ a frog in the woods.
8. Where did you _____ that book?

Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words little, has, find, and found. Look for them in the text. Check the pictures, too!

She finds two more!

Look! It's Little Bo-Peep! She has found her sheep.

She found us, but we can't find her!

Now all of the sheep must find Little Bo-Peep!
The little lass sneaks away to hide in some hay.

Little Bo-Peep has found three of her sheep! But the little lass must find the rest fast.

I have found all of my sheep!

Jack has spilled his water!

Jill has, too.

She finds three more doing a chore.

Little Bo-Peep has found nine of her sheep! But the little lass must find the rest fast.
Yoo-hoo! Little Bo-Peep! Up here!

I found six more!

She finds six on a wall made of bricks.

Little Bo-Peep has found all 15 sheep!
She has found every one!
Time for a little fun.

Rub-a-dub-dub! I found three in a tub!
Thank goodness! Little Bo-Peep has found you.

She finds three in a tub on the sea.

Little Bo-Peep has found 12 of her sheep!
But the little lass must find the rest fast.
Celebrate the new sight words you learned by saying these four short cheers.

O-n-c-e! Give a yell!
What do these four letters spell?
A sight word that we all know well — Once, once, once!

U-p-o-n! Give a yell!
What do these four letters spell?
A sight word that we all know well — Upon, upon, upon!

F-a-r! Give a yell!
What do these three letters spell?
A sight word that we all know well — Far, far, far!

A-w-a-y! Give a yell!
What do these four letters spell?
A sight word that we all know well — Away, away, away!

Maybe I will find a friend somewhere far, far away.

At least once a week, he flew far away hoping to come upon a friend one day.
Once upon a planet, near the galaxy’s end, one lonely alien longed for a friend.

Once upon a planet, far, far away, another alien played alone every day.

Okay! Let’s race once around the galaxy!

two lonely aliens each found a friend!
Once upon a planet, near the galaxy’s end, let’s race spaceships!

At least once a week, he flew far away hoping to come upon a friend one day.

My wish upon that star came true!

I will wish upon this star for a friend.

And upon that planet, far away from the sun.

They both wished for a friend, who wanted to play upon planets near and far, far away.
I will wish upon this star for a friend.

My wish upon that star came true!

Once upon two planets, away so far, the two wished upon the very same star.

Those aliens met and had tons of fun!

I shall land upon this planet far, far away.

I shall land upon this planet far, far away.

Then, once upon a planet, far, far away.

Both aliens landed the very same day.