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# Introduction

Beginning readers build both fluency and comprehension skills when they can read basic sight word vocabulary quickly and automatically. Activities incorporating flash cards, word walls, or word banks have been shown to improve word-recognition skills.

Current research, however, strongly suggests that along with practicing sight words in isolation, repeated readings of sight word phrases and short sentences containing sight words will greatly improve reading fluency and overall reading achievement.\* This approach can help avoid word-by-word reading in favor of gaining understanding of written text through fluently reading phrases and short sentences.



*Sight Word Phrases* is a flexible resource for helping students build sight word vocabulary in the context of short phrases and sentences. Its unique approach gives students the opportunity to read phrases and short sentences, practice reading and writing sight words as they are introduced, as well as build vocabulary and extend reading practice with user-friendly formats.

## WHAT'S INCLUDED:

- A table of contents to easily reference sight word phrases and new sight words being introduced
- 30 phrases containing over 50 of the most common sight words
- 3 activity pages to practice and extend each sight word phrase
- Review pages after every three sets of sight word phrases to provide additional reinforcement and aid retention

The reading skills developed by this resource include:

- Sight word recognition
- Fluent reading of sight word phrases
- Vocabulary development
- Following directions
- Prewriting skills

## How to Use the Pages

The sight word phrases activities do not have to be used in any particular order. Select a phrase that fits with your current classroom learning or remedial plan. Use the table of contents to find the phrases you want to use with your students.

Each phrase is introduced, practiced, and extended in three pages. The formats of these pages repeat so students will quickly become familiar and comfortable with the activities. The repetition of the sight word phrases is crucial for helping the brain retain this information.

\* Timothy V. Rasinksi, *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. (New York: Scholastic, 2003), 94.

# Sight Word Practice

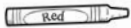
Name \_\_\_\_\_

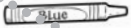
**Sight Words** I like

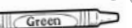
Trace and say the sight words.

like like like like like

Write I like or both to write each sentence. Color the pictures to match.

I \_\_\_\_\_ red. 

\_\_\_\_\_ like blue. 

\_\_\_\_\_ green. 

Write your own sentence using I and like.

\_\_\_\_\_

7

The sight word phrase is introduced and the sight words are displayed in letter shape boxes. Research confirms that the use of letter shape boxes works as a memory and spelling aid in learning sight words.

Students practice writing the new sight words.

Students write the new sight words to complete sentences.

Students write their own sentences using the new sight words.

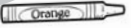
# Vocabulary Practice


Name \_\_\_\_\_

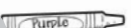
**Vocabulary** I like


Trace the sight words. Write a word from the box below to finish each sentence. Color the pictures to match.

yellow purple colors orange

I like \_\_\_\_\_ 

I like \_\_\_\_\_ 

I like \_\_\_\_\_ 

I like \_\_\_\_\_ 

8

Students review the sight words.

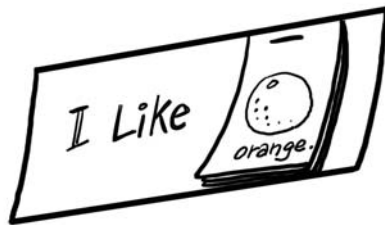
Learning is extended with the introduction of vocabulary words.

Students practice reading and writing the sight words in context.

Students use the vocabulary words to complete the sentences.

# Bookmaking Activity

- Students are given an additional opportunity to practice and extend the reading and writing of the sight words, phrases, and short sentences. There are three basic easy-to-make bookmaking activities. See page 6 for the directions on how to make each of the three books.



## Review Pages


- Following every three sight word phrases introduced are one or two review pages. These review pages include three formats—a matching page, a fill-in-the-blank page, and a word search puzzle.


Review


Name \_\_\_\_\_


I like I see the  
you have


Read the sentences. Match the words with the pictures.


I like red. • 


I like blue. • 


I like green. • 


You have 1 square. • 

You have 2 circles. • 

You have 3 triangles. • 

I see the bee. • 

I see the cat. • 

I see the dog. • 


Review


Name \_\_\_\_\_


we have a we have new  
come see my


Finish each sentence with a word from the box below. Then read the sentences.


new a We my Come

① \_\_\_\_\_ have a cake. 

② \_\_\_\_\_ see my bug. 

③ We have \_\_\_\_\_ pizza. 

④ We have \_\_\_\_\_ shoes. 

⑤ Come see \_\_\_\_\_ dog. 

Review

Name \_\_\_\_\_

we like to here  
his dog can take just one

Read the words below. Then find and circle them in the puzzle. Words can go → or ↓.

his one here can  
take just to dog

b	r	t	o	p	d
h	i	s	u	h	o
m	t	a	k	e	g
o	p	n	t	r	i
n	c	a	n	e	f
e	g	j	u	s	t

# Bookmaking Tips

Each sight word phrase is featured in a bookmaking activity. There are three basic formats, each requiring only one piece of paper. Copy the bookmaking pages on white or colored copy paper or card stock. Students can complete many of the books with their own text and art. Customize the books by adding extra pages or by having students decorate construction paper covers. Flip books can be made sturdier by gluing construction paper or card stock to the back.

## DIRECTIONS

The directions are written to the child, in case you would like to send the bookmaking activities home as homework. Copy the directions below and attach them to the bookmaking pages.

## FLIP BOOK

1. Finish the book by tracing or writing the words, coloring the pictures, or drawing pictures for blank word cards.
2. Cut out the flip book and the word cards.
3. Staple the word cards to the flip book.
4. "Flip up" each card as you read each sentence or phrase.



## STRIP BOOK

1. Finish the book by tracing or writing the words if needed. Draw and color pictures where needed.
2. Cut out the strips.
3. Put the pages in order. Staple them on the left.



## FOLD-A-BOOK

1. Finish the book by tracing or writing the words. Draw and color pictures where needed.
2. Cut along the solid lines.
3. Fold the book on the dotted lines to make four pages.



## CONNECTING SCHOOL TO HOME

Beginning readers need many opportunities to read and reread familiar text. Provide extra reading practice by sending these books home. Encourage students to store the books in a special "I Can Read Box" at home.





Name \_\_\_\_\_

# Vocabulary

I like

Trace the sight words. Write a word from the box below to finish each sentence.  
Color the pictures to match.

yellow

purple

colors

orange

I like \_\_\_\_\_.



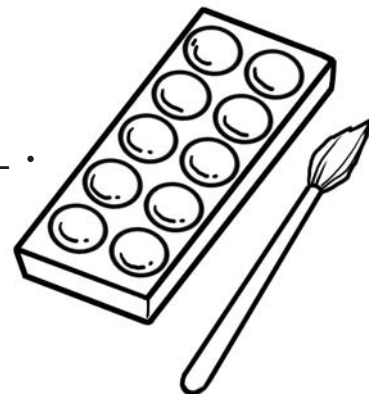
I like \_\_\_\_\_.



I like \_\_\_\_\_.



I like \_\_\_\_\_.



Name \_\_\_\_\_

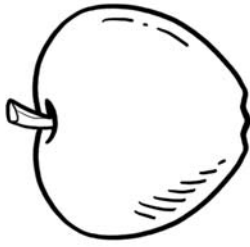
# Bookmaking

I

l i k e

Make a flip book.

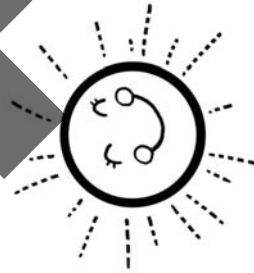
Staple word cards here.



red.



orange.



yellow.



green.



blue.



Name \_\_\_\_\_

Sight Words

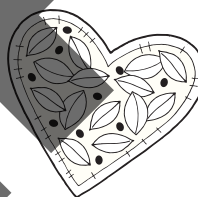
you have

Trace and say the new sight words.

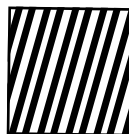
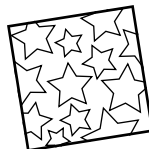
you you you you you  
have have have have

Write **you** or **have** (or both) to finish each sentence.

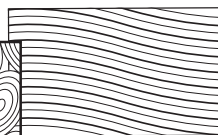
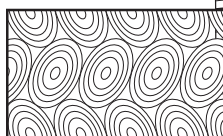
You \_\_\_\_\_ 1 heart.



\_\_\_\_\_ have 2 squares.



\_\_\_\_\_ 3 rectangles.



Write your own sentence using **you** and **have**.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

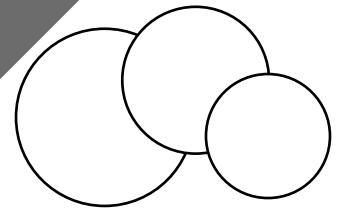
**Vocabulary**

you have

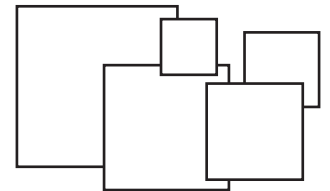
Trace the sight words. Write a word from the box below to finish each sentence.  
Draw and color shapes for the last sentence.

shapes triangles squares circles

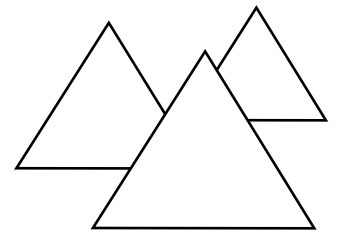
You have 3 \_\_\_\_\_.



You have 5 \_\_\_\_\_.



You have 3 \_\_\_\_\_.



You have lots of \_\_\_\_\_.

A large rectangular box with a decorative scalloped border, intended for drawing and coloring shapes.