

Sight Word Stories & Seatwork Activities

BOOK 2

REM 136B

A TEACHING RESOURCE FROM



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TO THE TEACHER:

Sight Word Stories and Seatwork Activities is a collection of stories which utilize a list of nouns most commonly found in beginning readers. Each lesson is based on three or four nouns woven into a short story with seven related seatwork activities.

How To Use These Materials

Once the student is familiar with the procedure for completing each lesson, he or she can then complete subsequent lessons in the same manner.

Story:

The key nouns are highlighted in a box. The teacher may wish to introduce each word by pronouncing it for the students and elaborating by asking students to relate their own experiences with the word.

Questions:

Each story has several questions related to the content of the story just read.

Scanning:

Scanning is a reading skill which beginning readers can develop. They simply focus on a key word and count how many times that word appears in the story. (For purposes of consistency, students should count key words occurring in the title of the story, but not in the word box.)

Completion:

In this activity, students are given sentences with one word missing. The missing words are located in a list next to the sentences.

Choose the Word:

Students are presented with sentences that relate to the story. They must choose one of two words to complete the sentence properly, according to the story.

Sequencing:

This activity is a comprehension check of students' ability to remember the events in the story in correct sequence. Students indicate which event occurred first by numbering 1, 2, 3.

Yes/No:

This activity consists of sentences which do not necessarily relate to the story. The student indicates whether or not the sentence makes sense or could happen by writing "yes" or "no" in the blank following the sentence. For purposes of consistency in answering the questions, instruct the students to respond to the statements by writing "yes" if it could really happen, whether or not it happened in the story, and vice versa. For example, in many of the stories, animals are able to talk. However, if the student encountered a statement that said, "A cat can talk," they should answer it "no," because in real life cats do not talk.

Following Directions:

The final activity involves reading simple instructions and carrying out the directions. In most cases, this involves drawing an object, coloring it a specific color, and locating it in a certain place. The student is also given an opportunity to be creative by imagining what someone or something would say in the situation they just created.

Name _____



doll
fall
door
chair

The Doll by the Door

There was a little boy doll that sat on a chair. The chair was by a door.

When someone would open the door, the door would make the little boy doll fall.

"OWW!" said the boy doll. "I do not like that door."

One day, a little girl came to the door. When she opened the door, the little boy doll fell down.

The girl said, "Little doll, sitting on a chair by the door is not good for you. You will fall. But I can help you."

The girl took the doll home and put the doll on her bed. "You will not fall now," said the girl.

The little boy doll said, "Good. I like to sit on the chair, but I will not fall here."



QUESTIONS:

1. What is the name of the story?

2. Where was the chair? _____

3. When someone would open the door, what did the doll do?

4. Did the doll like to fall? _____

5. Who came to help the doll? _____

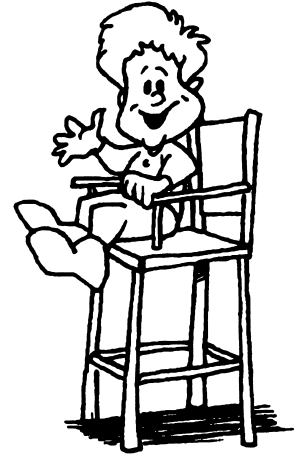
6. Where is the doll now? _____

Name _____

SCANNING:

1. doll _____ 3. chair _____

2. door _____ 4. fall _____



COMPLETION:

1. A _____ doll sat on a chair.

2. The chair was _____ the door.

3. When someone would _____ the door,
the doll would _____.

4. A girl came to the _____.

5. The girl said, "I can _____ you."

help
door
boy
open
fall
by

CHOOSE THE WORD:

1. A little _____ sat on a
girl **doll**

chair **door**

2. The chair was by the _____.
chair **door**

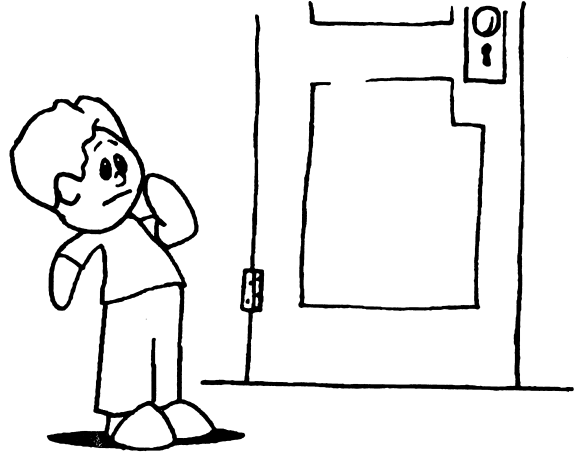
3. The doll _____ like the door.
did not **did**

4. The girl took the doll to her _____.
home **mother**

Name _____

SEQUENCING: (1 2 3)

- _____ A doll sat by a door.
- _____ The girl took the doll home.
- _____ The doll fell off the chair.



YES/NO:

- | | |
|-------------------------------|-------|
| 1. A doll can be little. | _____ |
| 2. A doll can sit on a chair. | _____ |
| 3. A chair can sit on a doll. | _____ |
| 4. A doll can be a boy doll. | _____ |
| 5. A girl can be a chair. | _____ |
| 6. A girl can be on a chair. | _____ |
| 7. A door can be by a chair. | _____ |
| 8. A doll can open a door. | _____ |
| 9. A door can be open. | _____ |
| 10. A house can have a door. | _____ |
| 11. A girl can sit by a door. | _____ |
| 12. A girl can open a door. | _____ |

FOLLOWING DIRECTIONS:

- | | |
|-------------------------------|-----------------------------|
| 1. Draw a chair. | 4. Draw a dog by the chair. |
| 2. Draw a doll on the chair. | 5. Color the dog brown. |
| 3. Color the doll's hair red. | 6. What is the doll saying? |