



This is my sight word stories book

My name is _____

Today is _____

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Tricky Phonics pyramid page: children have trouble putting these lessons into action as they read. This book will help you help your child with these easy-to-forget **rules**.

Giraffe picture page: As you finish each page, put a star on the border surrounding the picture of the giraffe. This lets your child see he is making progress. The look-alike word-sets around the edges of this page are difficult and important. Star each set as it is mastered.

This book is based upon the Fry Sight Word List. All sight word lists place the words in order of frequency found in print. The word **the**, is seen most often; thus, it is number one. Schools teach the words in this same order. In this book, the list has been broken into groups of 16 words to be practiced within **stories**. The more repetitions of **each story**, the more firmly anchored the words can become.

Following each story, you will find Bingo games to practice word mastery and enrichment lessons; such as, clarity of direction for the confusing letters **b** and **d**, **g**, **p** and **q**. These lessons are repeated several times throughout the book. The **goal** for your early reader is to become **instant** with the **sight words**; sight words are so important. You decide how much extra your student is ready to try; you can return later to the enrichment lessons.

The **enrichment lessons** are listed below to make them easy to revisit. If you want to locate a specific sight word, they are numbered and presented in order at the end of the book.

Bb rule for distinguishing **b** from **d** page 10, 15, 21, 22, 73

Gg rulepage 56,73 and **Qq qu** clarity of directionpage 79, 95

alphabet review for letter recognition, letter order, letter soundpage16,34

***ce, ci, cy** letter teams always say **s**: **cent, city, cyclone** page 40

homophones sound alike: **two / to / too**page 46

k is silent in the letter team **kn**: **know, knew** page 52,57,84,89

silent gh letter team: **night, high, through** pages 57,68,84,89

gh says **f** in the tiny group: **laugh, enough, rough, tough** page 84, 89, 103, 105

***ge, gi, gy** usually say **j**: **gentle, giant, gymnasium** page 101

end of book **checklist of mastery** for the first 300 Sight Wordspage 110-113

***These are the lessons children forget; check your child frequently.** ©2012 Mary Maisner

Use these steps on every page of this book; recap of the previous page:

Focus attention: **Use a large index card** or sheet of paper to cover everything below the line of print you are reading together. **Point to the target sight word set** at the top of the page. Ask your student if he knows any of them. Ask your child to point to each of the target words as you read the set; let your child repeat each word. Tell each other sentences using the target sight words.

Always **start each sentence** telling your student the target sight word, then ask your student to look through the sentence and **put a dot under the target sight word and any other words he knows**. This is a powerful method proven to help your child place his **speaking** bank of words into his **reading bank** of words. This helps your child focus his mind on using the words he knows to understand the sentence, as well as helping him to decode words he uses in speech but does not yet hold in his reading word bank. This process is slow in the beginning but will quickly strengthen your student's grasp of the written word.

After your student has looked through and dotted all words he knows, ask him to point to each word as you read the sentence. You read it several times, letting him read the words he can. Work through two sentences a day, until your child is able to do more. Reread repeatedly. Slowly build your student's ability to stick with a lesson.

Ask your student why there are colored letters. Answer: to help him see those letters; **ing** is stuck on the end of many words, like sleep sleeping and run running; letter **d** can be mistaken for letter **b**; th team melts together.

Start: You say, "This is a story about an animal that needs to be rescued from danger. What do we think the word rescue means?" If the student has no idea, say: Let's read the story and find out." This story: page 5-8

Target sight words 1- 4: **the of and a**

Gray Mouse needs help

1) **the** A cat and a **dog** were **sleeping** in **the** sun.

2) **of** A **mouse** ran in **front of** **them**.

3) **and** **The** **mouse** had **tiny** **ears** **and** a long **gray** **tail**.

4) **a** **A** **green** **snake** was **running** after **the** **mouse**.

Focus attention: **Use a large index card** or sheet of paper to cover everything below the line of print you are reading together. Always start **each sentence** by showing your child the target word. The first target word here is **to**. Then, ask your student to look through the sentence and **put a dot under the target word to, and any other words he knows**. You read the sentence as your student points to each word, reading whatever words he can. Do this process repeatedly with each sentence. Help your child see the target words he has worked on in earlier sentences, like **the, and, a**, etc. Also, talk about what is happening in each sentence. Remind your student of what was happening in the story on the previous page. Help your child see that reading a story is like listening to the story. Again, ask your student why there are colored letters. This story: p. 5-8

Target sight words 5- 8: **to in is you**

Gray Mouse needs help Why does our mouse need help?

5) **to** The mouse was running to his house.

6) **in** The **mouse** wanted to be **safe** in his house.

7) **is** His house is not far away.

8) **you** Do you think the **mouse** will **make** it to his house?

Stay on track: lesson time: 10--15 minutes Work on **2 or 3 words a day; do lots of rereading.**

1) Your child may only be able to do one sentence before he starts feeling antsy. Work at your child's speed. A jumping-jacks break or a Simon Says game can help you get a second ten-minute review lesson.

2) Always use the blank page: word 8 **you**, ask your student to print **you** three times and tell you sentences.

3) Ask your student: what does the word **rescue** mean? save from danger or rest a while

Focus attention: **Use the large index card** to cover words below the line of print you are reading together.

Start each sentence by helping your child find the target word: **that, it, he** - then ask your student to look through the sentence and put a dot under any other words he knows. **You** will be doing most of the reading on this page.

Rereading is very important for word review and to keep comprehension as strong as possible.

Help your child see the repeated words. This story: p. 5-8

sight words 9-15: **that it he**

Gray Mouse needs help What do you think will happen to our mouse?

9) that The cat saw that green snake.

10) it It did not look like the mouse would make it to his house.

11) he The cat was sure he could rescue the mouse.

1) Ask if your student saw the word **rescue**? Who needs to be rescued? Who might be able to do the rescue? The goal of this discussion is guiding your student to see that he can use what he knows about the rest of the story to get the meaning of a hard word, like rescue.

2) Sentence 9, tell each other sentences using the word **that** and print it five times on the blank page. Ask your child to point to each letter in **that** and spell it: t h a t. It will take many short lessons to really learn the word that.

3) You say: We have been reading about a mouse. In this story, have we been seeing a word that rhymes with mouse? What is the word that rhymes with mouse? Answer: house. Let's see if we can read this rhyming family:

mouse

house What letters are the same in all these words? _____

blouse Underline the letters that are the same.

Focus attention: **Use the large index card** to cover words below the line of print you are reading. Start each sentence by helping your child find the target word: **was, for, on, are** - then ask your student to look through the sentence and put a dot under any other words he knows. **You** will be doing most of the reading work.

sight words 12-15: **was for on are**

Gray Mouse needs help Why would the cat want to rescue our mouse?

12) **was** The cat was a friend to the mouse.

13) **for** Long ago, the mouse had done a very nice thing for the cat.

14) **on** All of a sudden, the cat pounced on the green snake.
The little gray mouse ran into its house.

15) **are** Are you surprised a cat and a mouse are friends?

Circle your answer: Yes, I am surprised. No, I am not surprised.

_____The End_____

1) Sentence 14: after your student gets as many words as he can and tries the sentence, he still may not get the word **pounced**. Ask if he thinks that p. word means the same as jumped on? Yes. So, he is using what he knows from the rest of the story and this sentence to get the word's meaning. Could the word be jumped? No. Why not? The word starts with p not j. Could the word be pounced? Use pounced in sentences.

2) Does the story tell us what nice thing the mouse did for the cat? No. We don't know.

3) Use the blank page on the left: ask your child to print **was** five times and tell you sentences using the word **was**. Children confuse **was** and **saw**. Ask your child to say: "I see that **was** starts with the letter **w**."



The brave cat scared the snake away.

The **fast little** snake was a **smart** animal. He slid behind this barrel of milk. The **smart little** snake wanted the **kitten** to **smell** the milk and forget all about him.

Did

the **smart little** snake's plan work? yes no

Student enrichment: You say: **stories are talk written down** for us to share. **The story always makes sense.** You can think about **what is going to happen next**. Look through this story (above) and put a dot under every word you know, then I will read this story with you. You can read the words you know."

How many times did you see: **the** ____; **of** ____; **and** ____; **a** ____; **to** ____

Bonus words: **little** _____; **smart** _____; **snake** _____; _____

Word count: the 5 times; of 1; and 1; a 1; to 1; little 3; smart 2; snake 3.

Use the blank page to practice **the, that, was** - say "I see **was** starts with w"; ask for sentences.

Note: **th** appears 2415 times in this book, **wh** 315, **ch** 402, **sh** 177, **gh** 564; **b** 1470; **d** 3559; **e** 10,257.