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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 very important **rules**.

Leopard picture page: each story page has a number encircling the leopard; 5 is the 1st story page. After your child has worked on page 5, he can put a star on number 5 above the leopard picture. This lets your child see he is making progress. The look-alike word sets on the borders of this page are truly difficult but they must become “instant.”

This book is based upon the Fry Sight Word List. Words are listed in order of frequency found in print. The word **the** is seen most often; thus, it is number one. This is the same order used by schools. In this book, the Fry Sight Word list has been broken into **groups of sixteen words** to be practiced within **one-page nature fact** stories.

Following each nature fact “story,” you will find a Bingo game to practice word mastery. Each Bingo page includes a special lesson such as: 1) clarity of direction with **b** and **d**, or 2) silent gh as in **night**, **light**, etc. The lessons chosen for this book **are the tricky phonics components** children miss learning. **Repeat** and **review** are critical. Brain research has shown the **strong, long-lasting impact of actually writing the lessons** (2010). Each blank back page is provided as lesson practice space; please use it.

If you would like to find a specific sight word, they are **numbered and presented in order** on **pages 62-66**.

Bb rule for distinguishing **b** and **d** page 7, 10, 13

alphabet review: letter order, letter recognition, letter sounds page 16, 22

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homophones: sound alike, different spelling and meaning: **two / to / too** page 28, 34

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***ge, gi, gy** usually say **j**: **gentle, giant, gymnast** page 49

distinguishing between **qu** and **g**: **quick, gum** page 52, 55, 58

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distinguishing between **its** and **it’s**: **its** head, **its** tail / **it’s** here, **it’s** mine page 61

end of book **checklist of mastery** of the first 300 Sight Wordspage 62-65

* **These components are truly hard to learn; please review often.**

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How often do sight words actually occur on a page of print?

The **first 25 sight words** make up about **33%** of all printed material. The **first 100** sight words, about **50%**; the **first 300** sight words make up about **65% of all print**.¹

Both boys and girls benefit greatly with this method. The word he will refer to both genders.

When a student must stop to identify a word, any comprehension he has gathered from the text flies out of his head. This is not due to a deficiency within the student; **it is simply the way the brain works**. The need to stop fairly often for *any unknown component* begins to create **a ripple effect of other reading problems** for the student. The need to stop for words he is **certain to need to read** is harmful; eliminate it.

We **all** read using our short-term memory. The short-term memory is set up to retrieve information **stored** in long-term memory. Your goal is help your child **store** the lessons in this book **so well** that his short-term memory can find them “instantly.” Be patient with your child as he works; true mastery demands many repetitions. By the **end** of the book, his work will have established strong skills.

Let’s get started: Watch for vision problems; young students can be found to need glasses.

The goal is becoming “instant” with each sight word; **you can tell** your student all other words. **Progress on the 1st page will be slow** but this book will **remind you throughout** of a method for building your student’s “**reading word bank**.”

Your student will see these letter clues, explain them by saying that our alphabet is **thousands of years old, it is like a secret code**: **bold** black helps the child see that letter, as in **animal**; the occasional **d** helps the child distinguish **b / d**; green letters show the special teams, **race**, **edge**, **laugh**; gold marks silent letters, **nigh**t; and purple indicates **ed**, **ing**, **er**, **ly**.

Be aware: **e** at the end of a word is usually silent; the **e sound** is made by **y**, as in **funny**. In a small group of short words, **y** says **long i**, as in **my**, **by**, **why**. Letter teams **th**, **wh**, **sh**, and **ch** can be explained to your student as “melting together.” These teams are called digraphs and are underlined for a few pages to help the reader master them.

Do **not** assume your student sees what you are talking about when you are working with him. **You point to** what you are talking about; **ask him to point to it**.

Place the index card beneath the line of print you are reading. Watch: th melt together, so do sh

sight words 1- 15: the of and a to in is

you that it he was for on are

All about the ambush bug

- 1) the Ambush means surprise attack; ambush is the best name for this bug.
- 2) of A true bug is in the family of insects that have a beak-like mouth.
- 3) and Ambush bugs like to hide in plants and flowers, then they wait.
- 4) a Ambush bugs have a very sneaky plan for trapping other bugs.
- 5) to The plan is to wait for another creature to come into the flower.
- 6) in The creature will not suspect that danger is hiding in the flower. ge says j
- 7) is An ambush bug is yellow and black, and very bumpy-looking.
- 8) you It would not be easy for you to see this bug hiding deep inside a plant.
- 9) that It might surprise you that an ambush bug is smaller than its victims.
- 10) it An ambush bug is small but it is very fierce. ce says s
- 11) he The ambush bug is fast and he will grab his victim with his pinchers. ch chair
- 12) was If he was as big as an elephant, he would be a very scary creature. ph says f
- 13) for It is lucky for us the ambush bug is only one-half of an inch long.
- 14) on He could fit on a your little finger.
- 15) are If you are a butterfly or a wasp, the ambush bug is waiting for you.

Start this way → Tell your student: “The words on the page are **talk written down**; this is how we share information. The person who wrote this book cannot be here, so she wrote the words down for you to read. **Your job is to figure out what the author is telling you.**”

2) **Always** begin a new sentence by asking your student to **look through** and **dot the words** he **already knows**. **Then**, ask your student to point to each word as YOU read, allowing him to read the words he knows. **Work through each sentence 3 times**. His skills at unraveling a problem word will improve; today, **tell him any** words. Use the back of p.4 to write that and was, 4 times each.

Instructor: tell your student the special letter teams will be marked throughout the book

ce, ci, cy always say the **s** sound: **cent**, **city**, **cyclone**, **decide**, **since**; **cy** at the end says **see**: **mercy**
ge, gi, gy usually say the **j** sound: **general**, **giant**, **gym**, **imagine**, **edge**; **gy** at the end says **jee**: **energy**



Photograph used by the kind generosity of Christopher Schlaf. Remember, an ambush bug could sit on the smallest part of your little finger. See amazing close up photos of the ambush bug's head, and other incredible insects and creatures at: http://www.pbase.com/christopher_schlaf and www.pauseintime.com also www.megashot.net. You wouldn't believe the colorful, magical world waiting for you. Click on the word galleries; then click on the green lizard above the word macro.

The ambush bug is a very fierce creature

Ambush bugs have three segments to their body: 1) A head, where the antennae, the brain, eyes, and mouth are found. 2) The thorax thorax, where three pair of legs are found. The front legs have very strong pinchers. The ambush bug uses its pinchers to grab its prey. 3) The abdomen, where the stomach is found; and very tiny breathing holes, called spiracles spir a k l s. The two yellow dots on the last black hump are spiracles. You will see the spiracles more clearly on Christopher Schlaf's website.

Camouflage means to hide, or disguise oneself by looking like the patterns and colors in the area. Is the ambush bug good at camouflage? maybe no I think so.

Sight Word Bingo

You say a sight word and use it in a sentence. Your student searches for the word and covers it with a small piece of paper or button, etc. When he has covered 5 words in a row he calls Bingo. He must correctly read back his 5 words to win. Some words are repeated for extra practice. You may allow the student to cover repeated words, one word at a time, or all repetitions that he can find.

Words 1- 15 Note: The boy went to get ice cream. I want ice cream, too. Too means also, or too much.

are	for	a	on	you
the	it	in	for	was
you	of	he	that	are
that	and	for	are	to
was	to	is	a	that

Be smart with the Bb rule

Bb is the 2nd letter of the alphabet. Its round face looks the same direction that the words travel along the sentence → → → .

bat ball balloon baboon body bug abdomen about above

make the round face of **b** → | _ | _ | _ | _ | _ | _ | _

sight words 16 – 31: as with his they I at be
this have from or one had by word but

All about the giant anaconda

- 16) **as** A giant anaconda is also known **as** a water boa constrictor. gi says j; silent k
- 17) **with** The giant anaconda is a yellow-green color with black ovals on its back.
- 18) **his** This snake likes to rest his big body on a branch hanging over the river.
- 19) **they** While they are resting, they can watch for creatures they want to hunt.
- 20) **I** Giant anacondas can weigh 500 pounds. I think that is a lot. silent gh
- 21) **at** One giant anaconda has been measured at thirty-three feet in length.
- 22) **be** A giant anaconda can grow to be even longer than the longest python.
- 23) **this** South America is home to this long and heavy, giant snake.
- 24) **have** Giant anacondas have live baby anacondas.
- 25) **from** The python has baby snakes that hatch from eggs.
- 26) **or** A giant anaconda can have seventy or more babies at one time. Wow!
- 27) **one** When an anaconda catches another animal; they have one big struggle.
- 28) **had** Crocodiles and birds had better watch where they are going.
- 29) **by** A bird up in a tree is not safe; it can be trapped by a giant anaconda.
- 30) **word** The word we use for the victim of another animal is prey; rhymes with they.
- 31) **but** It seems cruel to us, but animals must prey upon one another for food.

Work at your student's pace of success. Start by reading the sight word group at the top of the page.

- 1) **Sentence 16:** Ask your student to find the sight word as within the sentence; put a dot below as. Then, ask your student to put a dot below any other words he knows in this sentence. Now, your student points to each word as you read the sentence. He reads the target sight word as and his dotted words, and any other words he learns as you go along. Use the same steps on the next sentence. On the back of p. 7, write and spell: with, they, this, that, and one (hard for students).

- 2) Make the round face of **b** → | _ | _ | _ | _ | _ | _ | _ | _ | _
