

Sight Words Activities and Word Learning Strategies

Salient Features

Teacher pronounces word, River repeats.

Teacher identifies if sight word is a “memorize” word or one that can be “sounded out.”

Teacher models using each word in context orally. River composes oral sentences.

Teacher and River identify salient features of each word.

Highlight salient features using preferred color.

Use vocabulary - “short, medium, long word”

“round letters”

“tall letters”

“hang down letters”

(Keep descriptors consistent among all who work on salient features with student.)

Sight Word Assessment

River reads one sight word card at a time.

Determine 3 unknown words to be learned during the week.

Form two piles - “known” words (accurate reading even if delayed due to latency

(Roman - Lantzy, 2007)

“learn” pile - words he says he doesn’t know or makes mistakes when reading

Make one word card for each unknown word.

Add these 3 words to the spelling list for the week.

Drill Pack Practice

10 cards; 7 known sight words, and the 3 unknown words for the week

River reads pack of words 3 times. Teacher corrects any errors immediately.

7 knowns : 3 unknowns increases motivation and builds success

Duplicate drill pack for review at home.

Sorting Words

Using the pack of words emphasizing the same phonics skill and 3 sight words, River reads and then sorts the cards. Teacher directs sorting, or River decides how to sort the cards. If River chooses, then he explains his criteria for sorting.

CLOZE sentence

Teacher writes a sentence omitting the word to be learned. Teacher, or

River and teacher together read the sentence aloud. River either orally fills in the blank, writes the sight word, or places the word card that completes the sentence.

(Goal is for River to practice reading the sight word accurately, so keep sentence simple and letter size and spacing appropriate to meet his visual needs.)

Word Study Method - 5 steps

1. **LOOK AND SAY** - teacher provides word card, iPad model (1 per page) or words on paper written in preferred color. Work with one word at a time.
River is coached to look at word, say word, name the letters.
2. River **COVERS** the model word.
3. River **WRITES** the word from memory -on paper/iPad - right below the model
4. River **CHECKS** his spelling by uncovering model word . (Important that his written product is directly below the model and that he does the checking.)
5. if correct - **CHEER**
if incorrect - **repeat all word study steps**
remove incorrect spelling immediately

Continue steps 1-5 for each word. Do as many words as visual battery permits.

