

Directions for Easy Readers Sight Word Activities

Use these fun and entertaining stories to provide sight word and fluency practice for your emergent readers. Here are some ideas for using the materials:

Phase One: Introduction and Modeling

- Begin by printing a copy of the complete story for each child. To get things started, introduce the story to emergent readers using a picture walk. A picture walk is a focused and purposeful introduction to an unfamiliar book. Click here (<http://readingtokids.org/ReadingClubs/TipPictureWalk.php>) for details on what should be included in a picture walk.
- Immediately after the picture walk, read the story aloud to students as they follow along in their copies of the story. Overemphasize fluency elements such as expression and phrasing as you read aloud.
- Read the book again, and this time, ask students to join in when they can. It is important that you read slowly, yet fluently. Remember to provide a good model for these new readers.
- Now gradually release the responsibility of the reading to the children <http://wilearns.state.wi.us/apps/?cid=186>
- Let them read the story with a partner. Instruct partners to alternate reading pages and make the story interesting for their partner to hear.
- It is now time for independent practice. Allow children to individually read the story. Remind them to follow your fluent reading model.

Phase Two: Practice

- Now print the altered version of the story and make copies for each child. Instruct the children to read the story and fill in the blanks with the words provided on each page. Do a think aloud. Model how to fill in the blank and reread to see if the word choice makes sense. Model how to fill in several of the blanks, and then have the children try to fill one in with your guidance.
- Instruct the children to fill in the remaining blanks independently. Remind children to use a capital letter if the word is first in the sentence.
- Immediately after completing the activity, have children reread the story in its entirety, paying attention to whether or not their word choices make sense. Children can erase and change any words that don't make sense.
- You might use this opportunity to try another fluency technique. Download this great resource for instructional techniques http://www.prel.org/products/re_fluency-1.pdf

Phase Three: Reinforcement

- Print out a set of flashcards containing sight words from the story. Give children the chance to practice the words with a partner and send a set home for practice with parents. You might encourage children to write a sentence containing each word on the back of each flashcard. Have them color in the graphic on the card once they have mastered each one.
- Print out two sets of flashcards and let children play a memory game with them.
- Print a Bingo card for each child and have a rousing game of Odie's Word Game. For an easier game, call out a word and then identify in which column it can be found. Let students cover the word with a token. When they get a row or column of words covered with tokens, they yell "Odie." For a more challenging version of the game, just call out a word, and see if students can find it somewhere on their card. There are eight versions of the Bingo cards for each book.

Phase Four: Assessment & Evaluation

- Evaluate which words students know by having them read them from the flashcards.
- Ask students to read the book aloud to you. Do an analysis of errors to determine which strategies they are using and which words are causing them trouble (<http://people.uncw.edu/sherrilld/edn352/miscue.htm>). You can then select only these words from the flashcard pack to send home for more practice.
- Don't forget to evaluate students' fluency levels. There are guidelines for fluency levels on page nine of the *Focus on Fluency* booklet http://www.prel.org/products/re_/fluency-1.pdf Make sure your students are using expression and phrasing as they read.

Have Fun!