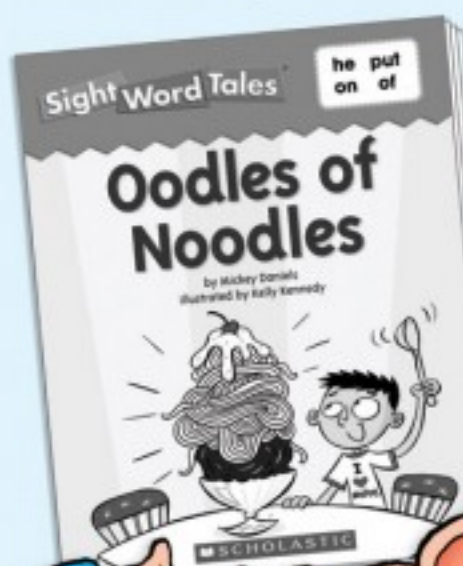


GRADES K-2

# Sight Word Tales

## Teaching Guide

Easy Lessons, Practice Pages, and  
Reproducible Versions of All 25 Storybooks



Target and Teach  
the Top 100  
Sight Words!



 SCHOLASTIC

# Sight Word Tales™

## Teaching Guide

Easy Lessons, Practice Pages, and  
Reproducible Versions of All 25 Storybooks



SCHOLASTIC

New York • Toronto • London • Auckland • Sydney  
New Delhi • Mexico City • Hong Kong • Buenos Aires

**Teaching**  
*Resources*



Scholastic Inc. grants teachers permission to photocopy the mini-books, activity sheets, and forms for classroom use. No other part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permissions, write to Scholastic Inc., 524 Broadway, New York, NY 10012.

Teaching guide written by Pamela Chanko

Cover design by Maria Lilja

Interior design by Grafica, Inc.

ISBN: 0-545-01643-6 / ISBN-13: 978-0-545-01643-8

Copyright © 2007 by Scholastic Inc. All rights reserved.

## Introduction

Welcome to *Sight Word Tales*—the fun, motivating way to learn sight words! These delightful stories teach the top 100 Dolch words—long recognized as the most important words to learn in order to form a basis for reading success—all in an appealing, engaging context. What are sight words? Reading research shows that 50 to 75 percent of text is made up of common, repeated words. Knowing these words by sight—that is, being able to recognize them immediately and without thought—greatly increases reading fluency and comprehension. The *Sight Word Tales* program includes the 100 most frequently repeated words children are likely to encounter in their reading material.

So why teach sight words? Take a look at these sentences:

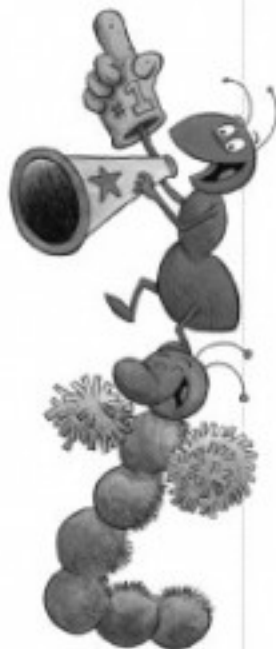
*We like to read. Some books are very good.*

It's likely that you were able to take in the meaning of each sentence as a whole, simply because words such as *we*, *like*, *to*, *some*, *are*, *very*, and *good* are so familiar that they barely require a glance to convey meaning. As mature readers, we may take this lightning-fast process for granted. But to a child who is just beginning to read, these sentences look quite different. Children who need to analyze each letter in order to sound out the words *we*, *like*, and *to* may have already forgotten their meaning by the time they get to the word *read*. In order to comprehend the sentence, they would then need to go back to the beginning and read it a second time. Now imagine going on to the next sentence and going through the same process all over again. How likely is it that you would remember the first sentence once you'd deciphered the second?

It's clear that learning sight words—also called high-frequency words—is essential to reading success. The ability to recognize a word immediately is called *automaticity*, and it is particularly important in English because many of the most commonly repeated words do not follow regular phonetic rules. Of course, phonics is an indispensable part of any balanced literacy program, but words such as *come*, *would*, and *what* cannot be reliably decoded and therefore require memorization.

Research has shown that merely relying on context and exposure to language, hoping children will simply “pick up” sight words at their own pace, is a losing strategy.

Sight words must be taught directly. On the other hand, studying and memorizing lists of words is unlikely to engage children. That's where *Sight Word Tales* comes in! With this program, you get the best of both worlds—an opportunity to provide direct, targeted instruction while addressing meaning, context, and children's need for fun, all at the same time. So open up a *Sight Word Tale* and open the door to reading success!



# Contents

Introduction . . . . .	4	<b>Does Polly Want a Cracker?</b> (does, want, yes, say) . . . . .	81
Using the Program . . . . .	5	<b>One by One</b> (in, one, by, jump) . . . . .	85
Using the Storybooks . . . . .	6	<b>How Do You Make a Giraffe Laugh?</b> (how, do, make, laugh) . . . . .	89
Using the Mini-Books . . . . .	8	<b>What Shall I Bring the King?</b> (shall, bring, him, or) . . . . .	93
Assessment . . . . .	10	<b>The Penguins Are Going on Vacation</b> (are, going, they, play) . . . . .	97
Sight Word Games and Activities . . . . .	13	<b>Some Dogs Are Very Good</b> (some, very, good, but) . . . . .	101
Book-by-Book Practice Pages . . . . .	19	<b>Have You Seen Jellybean?</b> (have, you, ask, her) . . . . .	105
<b>The Mini-Books</b>			
<b>Can We Get a Pet?</b> (can, we, get, no) . . . . .	45	<b>All Puffins Just Love Muffins</b> (help, them, all, just) . . . . .	109
<b>Come to the Zany Zoo</b> (come, to, the, see) . . . . .	49	<b>Today Is So Boring</b> (today, so, as, well) . . . . .	113
<b>A House for Mouse</b> (this, is, too, for) . . . . .	53	<b>So Many Kinds of Shoes</b> (many, which, kind, buy) . . . . .	117
<b>Look at That Cat!</b> (look, at, that, go) . . . . .	57	<b>Who Would Buy These Clothes?</b> (who, would, these, funny) . . . . .	121
<b>My Dragon and I</b> (my, and, I, like) . . . . .	61	<b>Try Again, Hen!</b> (try, again, fall, down) . . . . .	125
<b>Oodles of Noodles</b> (he, put, on, of) . . . . .	65	<b>Let's Make Soup Together</b> (take, together, then, around) . . . . .	129
<b>The Fix-It-Up Fairy</b> (she, will, it, up) . . . . .	69	<b>Please Stop Monkeying Around!</b> (please, stop, if, must) . . . . .	133
<b>A Book With a Pig</b> (was, not, a, with) . . . . .	73	<b>Little Bo-Peep's Lost-and-Found Sheep</b> (little, has, find, found) . . . . .	137
<b>Don't Be Afraid, Monster</b> (don't, be, there, under) . . . . .	77	<b>Once Upon a Planet</b> (once, upon, far, away) . . . . .	141

# Using the Program

With the storybooks and this easy-to-use teaching guide, you've got all the tools you need to implement the *Sight Word Tales* program in your classroom.



## Storybooks

In the handy storage box, you'll find 25 bright, full-color storybooks perfect for read-alouds as well as interactive reading. Each *Sight Word Tale* introduces four sight words; you'll find the target words printed on the front cover for easy access. What's more, these target words fit naturally into each and every tale. There are no forced or awkward plot lines; just fun, engaging stories that children will want to read again and again! From a little girl's desire for a pet in *Can We Get a Pet?* to a monkey's classroom visit in *Please Stop Monkeying Around!*, the storybooks are sure to hold children's interest as they build essential early reading skills. For tips on how to use the books, see pages 6 to 7 of this guide.

## Mini-Books

This teaching guide contains a reproducible version of all 25 storybooks, so it's easy for every child to have a complete set of his or her own. The mini-books are great for independent reading, center work, and home-school connections. For more mini-book tips, see pages 8 to 9.

## Book-by-Book Reproducibles

Research shows that children retain word knowledge far better when they work with a word in a variety of ways. In order to internalize a word, children need to hear the sounds in the spoken word, use manipulatives to build the word, and write the word. On pages 19 to 43, you'll find reproducible activity sheets that provide children with each of these important experiences. Each storybook has a corresponding reproducible that teaches the same four featured words, inviting children to say each word aloud to hear the sounds, write the word, and build the word using cut-out letters.

## Activities and Games

In addition to reading and writing, children need to play with words in order to make them a permanent part of their vocabulary. On pages 13 to 16 of this guide, you'll find lots of suggestions for quick and easy activities designed to reinforce sight-word knowledge.

## Assessment

As children add to their sight vocabularies through the storybooks, mini-books, reproducibles, and activities, you'll want to keep tabs on their progress. On pages 10 to 11 you'll find assessment tips and easy-to-use assessment sheets to help you track the development of every child in your class.

## Using the Storybooks

The *Sight Word Tales* storybooks introduce sight vocabulary in such an engaging way that they're sure to become a favorite part of your classroom's read-aloud library. Here are a few tips for helping children get the most out of each book:



### Before Reading

- Display the cover and read the title of the book aloud. Invite children to use the title and cover illustration to make predictions about the story. For instance, when introducing *Come to the Zany Zoo*, you might ask: What is unusual about the animal on the cover? What other kinds of animals do you think you might see at a zany zoo? If you like, make a quick list of children's predictions on the board or chart paper. Then return to your list after reading the story to see how many of the children's predictions were correct.
- Introduce the four sight words shown on the cover of the book. Read each word aloud as you point to it. Explain to children that these are sight words—words they can learn to recognize just by looking at them, without having to sound them out. Tell children that in this story, they will see these four words again and again.
- Next, turn the book over and read aloud the blurb on the back cover. Ask children if they see any of the words they read on the front cover. Point out the words in bold type, and explain that these four words are printed in bold throughout the story, too. Skim through the book, having children point out a few of the bold words. Read the words aloud, inviting children to echo-read after you.

### During Reading

- On your first reading of the storybook, read straight through just for pleasure. Invite children to look at the illustrations as they become engaged in the story and language.
- The next time you read the story, encourage children to be on the lookout for the four words printed on the cover—the words in bold type. Read the words aloud before you begin reading the story, and invite children to signal whenever they hear or see one of the words. Children might participate by raising their hands or giving a “thumbs-up” each time one of the words appears.
- On a subsequent reading, pause to read aloud the blurb that appears on the first page of the story. Point out that children have already practiced looking for the words in the text—their new job is to find them in the pictures. Encourage children to spot the sight words in the speech bubbles as well as within the illustrations. For instance, on page 3 of *Let's Make Soup Together*, children will see the sight word *take* printed on a poster on the wall. On page 4 of *All Puffins Just Love Muffins*, children can find the sight word *just* on the cover of a cookbook.

- Once you've read the book several times, invite children to read along on words they know, particularly the targeted sight words. When you come to a target word, take a pause as you point to it, giving children time to chime in.
- As children become more and more familiar with the storybook, they'll be excited to take on increasing amounts of text. You can invite children to participate in a whole-class choral reading, have volunteers each read one page at a time, or even have pairs do a partner reading for the group.

### **After Reading**

- Invite children to make comments and ask questions related to the story. You can spark ideas with questions such as: What was your favorite illustration? What part of the story surprised you? Who was your favorite character? and so on.
- Use the review on page 14 to gauge children's grasp of the four sight words. Point to each word at random, inviting children to read it aloud. Ask children who recognize the word what clues they used. For children who are having trouble, provide hints that can help them remember the word, such as the shape of the letters, the beginning or ending sound, and so on.
- The sentence fill-ins on page 15 help children use each of the sight words in context. Read aloud the words in the word box, and then read aloud each sentence, asking children to choose the word that fits best in the blank. When children become more familiar with this activity, you can ask them to make up their own cloze sentences. Try creating fill-ins as a group. For instance, for the sight word *can*, ask children to name something they can do. Then construct a sentence around their responses, for example: We \_\_\_\_\_ tie our shoes. Write the cloze sentence on chart paper and invite a volunteer to fill in the missing word.
- To celebrate children's learning, have fun with the cheers on page 16. Before you begin, help children practice spelling each sight word. Point to each letter in the words in the upper right corner, asking children to call out the letter's name. Once you've spelled out each word a few times, invite children to join in chanting each cheer.
- You can delve even deeper into each sight word by playing quick games that focus on word construction. For instance, when learning the word *well*, invite children to name words that rhyme (*bell*, *tell*, *fell*). When learning the word *stop*, encourage children to come up with words that begin with the same blend (*stick*, *stamp*, *stay*). You can do similar activities to focus on final consonants and vowel sounds.





## Using the Mini-Books

With the reproducible mini-books, each child can assemble a personal library of Sight Word Tales. The mini-books not only strengthen children's reading and word recognition skills but also provide a great tool for forging home-school connections. Follow these tips to get the most out of the Sight Word Tales mini-books both inside and outside the classroom.

- ③ **Read along with the storybook.** After reading a Sight Word Tale aloud a few times, give children copies of the mini-book pages and help them assemble their own copy of the book. As you read the storybook again, invite children to follow along in their own copies, tracking the print as they go. You can also ask children to participate with mini-challenges, for instance: Point to the word *go* each time it appears on this page; hold up your fingers to show how many times the word *see* appears on this page; and so on.
- ③ **Set up a learning center.** As you teach each group of sight words, you can create a center for independent work in which children can get additional practice with the words. Make multiple copies of the mini-book you are working with, and place them in the center along with copies of the book's practice pages (see pages 19 to 43). After reading the book and completing the activity sheet, encourage children to work with and build the words in additional creative ways by providing magnetic letters, letter tiles, letter stencils, and so on.
- ③ **Build a personal library.** Gather a clean, empty shoebox for each child (you might ask families to bring them in from home). Provide children with construction paper, glue, stickers, gift wrap, crayons, and markers, and invite children to decorate the outside of their boxes. You can have children write their name on a cut sentence strip and attach it to the box as a label. Then let children use the boxes to store their collection of Sight Word Tales mini-books.
- ③ **Create a listening center.** Make recordings of yourself reading the stories aloud, and place the mini-books in the center so that children can follow along with your reading. To add a professional touch to the recordings, you might even ring a bell to signal that it's time for children to turn the page.
- ③ **Involve family members.** After working with the storybooks at school, use the mini-books to involve family members in their children's learning. The more children have exposure to, and repetition with, the targeted words, the more quickly they will become part of children's automatic sight vocabulary. Make a copy of the mini-book for children to bring home, and create a badge with the pattern at right. This creates a warm invitation for parents and caregivers to share the book with their child. You can also suggest that family members engage in additional activities, such as hunting for the target words in newspapers, magazines, labels, and environmental print.



## Making the Mini-Books

1. Make double-sided copies of the mini-book pages. (You should have two double-sided copies for each one.)



2. Cut the pages in half along the dashed line.



3. Position the pages so that the lettered spreads (A, B, C, D) are faceup. Place the B spread on top of the A spread. Then, place the C and D spreads on top of those in sequence.



4. Fold the pages in half along the solid line. Make sure all the pages are in the proper order. Staple them together along the book's spine.



## Making the Badge

Make one copy of the badge for each child. Write the four sight words from the mini-book on the lines. Invite children to color the badge, if they like. Then punch a hole at the top and string with yarn to make a necklace that children can wear home.



## Assessment

As you use the Sight Word Tales storybooks and mini-books in your classroom, it's likely that you'll see improvement in children's sight word skills, including word recognition, reading, spelling, and ability to use the words in context. As you move through the program, the goal is for children's sight word vocabulary to grow cumulatively; that is, recognizing four words after working with the first book, eight words after working with the second book, and so on. For this reason, you'll want to keep track of how well children are retaining the words they've learned so far.

For a quick and easy assessment technique, create flash cards by writing the four target words from the book on index cards. Next, copy the assessment sheet at right and write the four words in the first column. Then run off a class set, and write each child's name at the top. The sheet allows for individual assessment on four dates; write the date of your first assessment in the first Date column. Then shuffle the flash cards and hold up one at a time at random, having the child read the word. If the child reads the word correctly, make a check mark next to that word on the sheet. If the child reads the word incorrectly, reteach it and test him/her at a later date. As children's sight vocabulary grows, the assessment sheet grows along with it! As you work with more books, simply create additional flash cards. By the end of the program, children will have studied 100 words.

In addition to recognizing and reading the sight words, you'll want to assess how well children can spell the words, along with their ability to use the words in a complete sentence. To perform a spelling assessment, simply call out one word at a time from your flash-card deck and give children time to write each word on a lined sheet of paper. To assess children's ability to use the words in context, have them make up an oral or written sentence using each word.

The rubric below can be used as a general guideline for assessing children's overall progress. As is the case with all learning skills, note that children's sight vocabulary grows along a continuum; there are no hard-and-fast categories or rules. In addition, children may be stronger in some areas than in others. Use all your assessments in tandem to gauge which skills to focus on with each child.

Sight Word Rubric	Beginning	Developing	Accomplished	Advanced
Assessment Score	70% correct or below	80% correct	90% correct	100% correct
Sight Word Skills: <ul style="list-style-type: none"><li>• Recognition</li><li>• Reading</li><li>• Spelling</li><li>• Ability to use in a complete sentence</li></ul>	Needs help with all four skills	Needs help with two or more skills	Needs help with one skill	Can accomplish all four skills with no help

# Sight-Word Assessment: Words 1-50

Student's Name: \_\_\_\_\_

Sight Word	Date/✓	Date/✓	Date/✓	Sight Word	Date/✓	Date/✓	Date/✓
1. can				26. will			
2. we				27. it			
3. get				28. up			
4. no				29. was			
5. come				30. not			
6. to				31. a			
7. the				32. with			
8. see				33. don't			
9. this				34. be			
10. is				35. there			
11. too				36. under			
12. for				37. does			
13. look				38. want			
14. at				39. yes			
15. that				40. say			
16. go				41. in			
17. my				42. one			
18. and				43. by			
19. I				44. jump			
20. like				45. how			
21. he				46. do			
22. put				47. make			
23. on				48. laugh			
24. of				49. shall			
25. she				50. bring			

# Sight-Word Assessment: Words 51-100

Student's Name: \_\_\_\_\_

Sight Word	Date/✓	Date/✓	Date/✓	Sight Word	Date/✓	Date/✓	Date/✓
51. him				76. buy			
52. or				77. who			
53. are				78. would			
54. going				79. these			
55. they				80. funny			
56. play				81. try			
57. some				82. again			
58. very				83. fall			
59. good				84. down			
60. but				85. take			
61. have				86. together			
62. you				87. then			
63. ask				88. around			
64. her				89. please			
65. help				90. stop			
66. them				91. if			
67. all				92. must			
68. just				93. little			
69. today				94. has			
70. so				95. find			
71. as				96. found			
72. well				97. once			
73. many				98. upon			
74. which				99. far			
75. kind				100. away			

# Sight Word Games and Activities

Use these quick and easy ideas to give children hands-on experiences with the sight words they learn from *Sight Word Tales*.



## Sight Word Wall

Designate a bulletin board or wall space at children's eye level for a sight word wall. As children learn sight words from the books, simply write them on index cards and add them to the wall. You can use your growing word wall for a variety of activities and games.

- **I Spy a Sight Word** Choose a "secret" word from the wall and give children clues to guess its identity. For instance: I spy a sight word that begins with the letter *p*. This word rhymes with *day*. It has four letters. Continue giving clues until a child guesses the word (*play*). That child then chooses a new word and gives clues for the group to guess.
- **Sight Word Spotlight** Dim the classroom lights and give one child a flashlight. Call out a word from the wall and challenge the child to shine the light on that word. Continue until each child has had a turn. Alternatively, you can divide the class into two teams and give one child from each team a flashlight. The first child to shine the light on the correct word earns his or her team a point.
- **Word Chain** Call out a word from the wall, such as *can*. Then challenge a child to find a word that begins with the last letter, such as *not*. The next child then finds a word that begins with the last letter of the previous word, such as *then*. Continue until the word chain is broken (that is, there are no words that begin with the last letter of the previous word). Then call out a new word and start a new chain.

## Transition Time Sight Words

You can squeeze in sight word practice at any time of day with these quick ideas.

- **Lining Up** Write sight words on index cards, creating two matching sets. Tape one set of cards to the floor where children usually line up. Place the other set in a box. Each time children need to line up, have them choose a card from the box. Then challenge children to line up by standing on the spot with the matching word. Alternatively, you can give each child a word card and challenge children to line up by putting themselves in alphabetical order.



- ③ **Find a Partner** Write pairs of matching sight words on index cards and place the cards in a bag or box. When children need to find partners for an activity, have each child pick a card. Children who picked the same card can find each other and work together.
- ③ **Snack Time** Create sight word place mats by writing target words on sheets of construction paper and laminating them or covering them with clear contact paper. Write matching words on index cards. Before snack time, place the mats on the table and give each child a random word card. Invite children to find their place at the table by finding the matching word on a place mat.
- ③ **Cleaning Up** When it's time to clean up, call out sight words one at a time. Have children spell out the word, count the number of letters, and then put away the same number of items.
- ③ **Time to Go** When it's time to pack up, avoid the cubby crush by giving each child an index card with a sight word. Invite small groups to go to their cubbies by calling out different categories, for instance: everyone whose word contains the letter *p*; everyone who has a five-letter word; everyone whose word begins with a *t*; and so on.



### Touchy-Feely Spelling

Tactile learners will benefit from sensory writing experiences. You can squirt shaving cream on a cookie sheet and have children write sight words in the cream using a finger. If they make a mistake, they can “erase” by smoothing the cream over with their palm. You can also fill a plastic tub with damp sand and have children spell words using a dowel. As a third option, fill a zip-close sandwich bag halfway with tinted hair gel. Write sight words on large index cards and have children place the gel bag on top of a card. Children can use their finger to trace the letters in the gel.



### Sight Word Scavenger Hunt

Give each child a list of target words, a stack of old magazines, a sheet of construction paper, scissors, and glue. Then have children hunt through the magazines for the words on their list. Each time they find a word, they can cut it out and glue it on the paper. When finished, children will have a sight word collage, most likely filled with lots of different fonts and colors.

### Silly Sentence of the Day

Write target sight words on small slips of paper and place them in a bag. Each day, have a different volunteer choose three to five words from the bag (depending on children's skill level). Then have the whole class work together to write a silly sentence containing all the words. For instance, if a child draws the words *want*, *jump*, and *funny*, the sentence might be: *We want to jump like funny frogs.* Write the sentence on a sheet of chart paper, using a different color marker for the target words. You can add a new sentence to your chart each day.



### Hop 'n' Type

This activity is fun for all children, and especially good for kinesthetic learners. On an old bed sheet or shower curtain liner, use a permanent marker to write letters in squares to make a giant QWERTY computer keyboard. (You can include only the letter keys, leaving out the numerals and punctuation marks.) Use masking tape to attach the keyboard securely to the floor. Then let children take off their shoes and have them line up behind the keyboard. As each child steps up to the keyboard, call out a random sight word and have the child hop on the appropriate "keys" to spell out the word! Continue until each child has had a turn.

### Sight Word Scramble

Use alphabet letter cards to play this fun game. Choose a "secret" sight word and gather the appropriate letters to spell the word. Then call a number of children up front (the same number of children as letters in the word). Huddle up with children and whisper the secret word, giving each child a letter card. Then have children stand in a row facing the group, and hold their letter cards in front of them in mixed up order. Children in the audience then take turns asking one child at a time to move to a different spot; for instance: *Keisha*, go stand between *Andres* and *Jake*. Then the next child gets to move a letter. Children can move only one letter on their turn. Have children continue to rearrange the letter-holders until they're standing in the correct order. Once the word is unscrambled, choose a new sight word and a new team of letter-holders.





### Sight Word Tic Tac Toe

Draw a tic tac toe grid on the board and divide the class into two teams, X's and O's. Fill each space in the grid with a sight word. The game is played just like regular tic tac toe, with members of each team choosing a space to cover. In order to mark the space with an X or an O, the team member must read the word in that space correctly. The team that gets three X's or O's in a row wins the game.

### Shake-a-Word

To prepare this game, get a clean, empty egg carton and small self-stick labels. Write sight words on 12 labels and stick one in each cup of the carton. Then place a number cube inside the carton. In groups of two to four, have children play the game as follows. The first player closes the carton and shakes it. He or she then opens up the carton and notes what number is facing up on the cube. The child then removes the cube and

reads the sight word that's printed in the cup in which the cube landed.

If the child reads the word correctly, he or she earns the number of points shown on the cube. Then it is the next player's turn. Children can play for a set number of rounds or as time permits.

### Sight Word Baseball

Gather in an open area and create four "bases" by placing beanbags or books on the floor to make a mini baseball diamond. Write on index cards any sight words you'd like to reinforce and divide the class into two teams. You can play the game similarly to regular baseball. Have one team go up to "bat" by lining up behind home plate. "Pitch" a word to the first player by holding up an index card. If the player gets a "hit" by reading the word correctly, he or she moves to first base and it is the next hitter's turn. For each word a hitter reads correctly, each child on the diamond moves forward one base. When a child gets to home base, a point is earned for that team. Each time a child misses a word, the team gets an "out." Three outs, and it's the next team's turn! You can continue to play the game for a set number of "innings."



### Sentence-Builder Hangman

This version of "hangman" reinforces both spelling and how words are used in context. Choose a "mystery" sight word and build a sentence around it, writing blanks for the letters of the target word. For instance, for the word *around*, you might write: The dog chased the cat \_ \_ \_ \_ \_ \_ \_ \_ the yard. Just like regular hangman, children guess one letter at a time. If the letter appears in the word, write it in the appropriate space. If not, add one body part to the "hangman." Children try to solve the word before the hangman's body is complete!



### Sight Word Blotto

This game adds an element of chance, so even a beginning reader can get the most points. In advance, write sight words you'd like to reinforce on index cards. For about every ten cards, create a "blotto" card by writing Blotto! in big red letters. Set an amount of time to play (about 10 to 15 minutes). Then place all the cards in a bag or box and have children take turns coming up to pick a card. If the child can read the word, he or she keeps the card. If not, it goes back in the box. Children will begin to accumulate cards, but any child who draws a "blotto" card must place all of his or her cards back in the box and start from scratch! When time is up, children can count their cards to see who has the most.



## Sight Word Bingo

Write 20 to 25 sight words on the board, and write the same words on separate index cards. Then give each child a bingo grid with 16 squares. To create their game boards, children can choose any 16 words from the board and write one in each square. Give children counters or dried beans to use as markers. To play, place the index cards in a paper bag and pull out one at a time at random. If children have the word on their board, they can cover it with a marker. The first child to get four in a row (vertically, horizontally, or diagonally) calls out Bingo! Then have children clear their boards and play another round.

## Go Fish

Create a deck of cards by writing 26 sight words on separate index cards. Write each word twice on each card, and cut the cards in half to make a deck of 52 cards. Children can play the game in groups of three to six. Each player gets five cards, and the remaining cards are placed facedown in the middle. The first player chooses a word from his or her hand and asks another player for the matching word card. If the player has the card, he or she hands it over. If not, that player says, "Go fish," and the first player picks the top card from the middle deck. If the drawn card makes a pair, the player places the pair on the table. If not, the player keeps the card and it is the next player's turn. Play continues until one player runs out of cards or the middle deck is used up.



Name \_\_\_\_\_

can we  
get no

Use with: Can We Get a Pet?

Write each word.

can

we

get

no

Cut out the letters. Use them to build each word.

can

we

get

no



t a e o c w n e g

Name \_\_\_\_\_

**come to**  
**the see**

Use with Come to the Zany Zoo

Write each word.

come

to

the

see

Cut out the letters. Use them to build each word.

come

to

the

see



e s h t e m c o o t e e

Name \_\_\_\_\_

this is  
too for

Use with A House for Mouse

Write each word.

this

is

too

for

Cut out the letters. Use them to build each word.

this

is

too

for



o s t o t h s o i i f r

Name \_\_\_\_\_

look at  
that go

Use with Look at That Calf!

Write each word.

look

at

that

go

Cut out the letters. Use them to build each word.

look

at

that

go



✂

t o t a o l a o h k g t

Name \_\_\_\_\_

my and  
I like

Use with My Dragon and I

Write each word.

my

and

I

like

Cut out the letters. Use them to build each word.

my



and



I



like



y

I

i

m

k

l

e

n

d

a



Name \_\_\_\_\_

he put  
on of

Use with *Coodles of Noodles*

Write each word.

he

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

put

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

on

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

of

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cut out the letters. Use them to build each word.

he


on




put


of




or

o e u p f h n t o

Name \_\_\_\_\_

she will  
it up

Use with The Fix-It-Up Fairy

Write each word.

she

will

it

up

Cut out the letters. Use them to build each word.

she

will

it

up



i e w i s p l h l u t

Name \_\_\_\_\_

**was not**  
**a with**

Use with *A Book With a Pig*

Write each word.

was

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

not

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

with

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cut out the letters. Use them to build each word.

was

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

not

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

a

\_\_\_\_\_  
\_\_\_\_\_

with

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



w n w h i a a o s t t

Name \_\_\_\_\_

**don't there  
be under**

Use with Don't Be Afraid, Monster

Write each word.

don't

there

be

under

Cut out the letters. Use them to build each word.

don't

there

be

under



d h r b o t t n e e n e u r d e

Name \_\_\_\_\_

**does want**  
**yes say**

Use with Does Polly Want a Cookie?

Write each word.

does

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

want

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

yes

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

say

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cut out the letters. Use them to build each word.

does

--	--	--	--	--

want

--	--	--	--	--

yes

--	--	--

say

--	--	--



ac

W n s e d a t o y y s e a s

Name \_\_\_\_\_

in one  
by jump

Use with One by One

Write each word.

in

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

one

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

by

jump

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cut out the letters. Use them to build each word.

in

□ □  
□ □

one

□ □ □  
□ □ □

by

□ □  
□ □

jump

□ □ □ □  
□ □ □ □



n

e

i

j

o

n

p

u

y

b

m

Name \_\_\_\_\_

**how do**  
**make laugh**

Use with *How Do You Make a Garden Laugh?*

Write each word.

how

\_\_\_\_\_  
-----  
\_\_\_\_\_

do

\_\_\_\_\_  
-----  
\_\_\_\_\_

make

\_\_\_\_\_  
-----  
\_\_\_\_\_

laugh

\_\_\_\_\_  
-----  
\_\_\_\_\_

Cut out the letters. Use them to build each word.

how

□ □ □

do

□ □

make

□ □ □ □

laugh

□ □ □ □ □ □



or

o w d o m h u g k a e a l h

Name \_\_\_\_\_

shall him  
bring of

Use with *What Shall I Bring  
the King?*

Write each word.

shall

him

bring

of

Cut out the letters. Use them to build each word.

shall

him

bring

of



l l a h n h i o b r i m s f g



Name \_\_\_\_\_

**are going**  
**they play**

Use with *The Penguins Are Going on Vacation*

Write each word.

are

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

going

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

they

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

play

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cut out the letters. Use them to build each word.

are

□ □ □

going

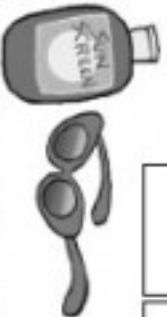
□ □ □ □ □

they

□ □ □ □

play

□ □ □ □



e a n y y i e r g h t o g l p a

Name \_\_\_\_\_

**some very  
good but**

Use with *Some Dogs Are  
Very Good*

Write each word.

some

very

good

but

Cut out the letters. Use them to build each word.

some

very

good

but



&

e s r y t o o u g m e o v d b

Name \_\_\_\_\_

**have you**  
**ask her**

Use with *Have You  
Seen Jeffrey?*

Write each word.

have

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_  
\_\_\_\_\_

you

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_  
\_\_\_\_\_

ask

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_  
\_\_\_\_\_

her

\_\_\_\_\_  
- - - - -  
\_\_\_\_\_  
\_\_\_\_\_

Cut out the letters. Use them to build each word.

have

--	--	--	--

you

--	--	--

ask

--	--	--

her

--	--	--



ac

v u o h e s e a r y h a k

help them  
all just

Use with All Puffins Just Love Muffins

Name \_\_\_\_\_

Write each word.

help

them

all

just

Cut out the letters. Use them to build each word.

help

them

all

just



t

p

h

m

e

u

l

i

e

a

h

j

t

s

Name \_\_\_\_\_

today so  
as well

Use with Today Is So Boring

Write each word.

today

so

as

well

Cut out the letters. Use them to build each word.

today

so

as

well



o a e a t s y l s o d w l

Name \_\_\_\_\_

many which  
kind buy

Use with So Many Kinds of Shoes!

Write each word.

many

which

kind

buy

Cut out the letters. Use them to build each word.

many

which

kind

buy



n m w y i h y d h a i c k u b n

Name \_\_\_\_\_

**who would  
these funny**

Use with Who Would  
Buy These Clothes?

Write each word.

who

would

these

funny

Cut out the letters. Use them to build each word.



who

would

these

funny

ac

u	d	t	l	o	e	f	n	s	e	o	w	h	u	n	y	w	h
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Name \_\_\_\_\_

try again  
fall down

Use with *Try Again, Henri!*

Write each word.

try

again

fall

down

Cut out the letters. Use them to build each word.

try

again

fall

down



g w t n a a y d a y l n i o f l r



Name \_\_\_\_\_

**take together**  
**then around**

Use with Let's Make Soup Together

Write each word.

take

together

then

around

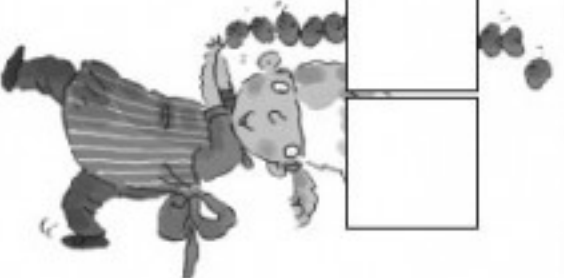
Cut out the letters. Use them to build each word.

take

then

together

around



t t h u a h g e o e t e r o r e d t a k n n

Name \_\_\_\_\_

please if  
stop must

Use with *Please Stop  
Monkeying Around!*

Write each word.

please

if

stop

must

Cut out the letters. Use them to build each word.

please

if

stop

must



&c

I f p s u t i a e o p e s t m s

Name \_\_\_\_\_

**little has**  
**find found**

Use with Little Bo-Peep's  
Lost-and-Found Sheep

Write each word.

little

has

find

found

Cut out the letters. Use them to build each word.



little

has

find

found

or

i i d n d u f s a h l n t f o e t l

Name \_\_\_\_\_

once upon  
far away

Use with *Once Upon a Planet*

Write each word.

once

upon

get

away

Cut out the letters. Use them to build each word.

once

upon

far

away



✂

o f a n o r n a c u e w p y a



## Sight Word Cheers

can we  
get no

Celebrate the new sight words you learned by saying these four short cheers.



C-a-n! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Can, can, can!

W-e! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
We, we, we!

G-e-t! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Get, get, get!

N-o! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
No, no, no!

16

## Sight Word Tales

can we  
get no

# Can We Get a Pet?

by Maria Fleming  
illustrated by Amy Wummer



## Sight Word Review

can we  
get no

Do you know the four sight words in this book? Read aloud the word on each bone.



14



Can we get a rat?  
No!

3

## Sight Word Fill-ins

can we  
get no

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box    can    we    get    no

- 1 After dinner, \_\_\_\_\_ can have ice cream!
- 2 Did you \_\_\_\_\_ wet in the rain?
- 3 There are \_\_\_\_\_ cookies left.
- 4 She \_\_\_\_\_ hit a ball.
- 5 Let's \_\_\_\_\_ a book from the library.
- 6 I have \_\_\_\_\_ pets.
- 7 Yes, \_\_\_\_\_ are going to the party.
- 8 I \_\_\_\_\_ ride a bike!



© Scholastic Teaching Resources

15



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **can**, **we**, **get**, and **no**. Look for them in the text. Check the pictures, too!

Can we get a snake?

No!

2

A



Can we get a monkey?

No!

4

B



Can we get a dog?

Okay.

Okay? HOORAY!

13



Can we get a skunk?  
No!

12



Can we get a bat?  
No!

5



Can we get a goat?  
No!

10



Can we get a goose?  
No!

7





Can we get a raccoon?  
No!

6

c



Can we get a frog?  
No!

11



Can we get a beaver?  
No!

8

d



Can we get a moose?  
No!

9

## Sight Word Cheers

come to  
the see

Celebrate the new sight words you learned by saying these four short cheers.



C-o-m-e! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Come, come, come!

T-o! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
To, to, to!

T-h-e! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
The, the, the!

S-e-e! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
See, see, see!

16

## Sight Word Tales

come to  
the see

# Come to the Zany Zoo

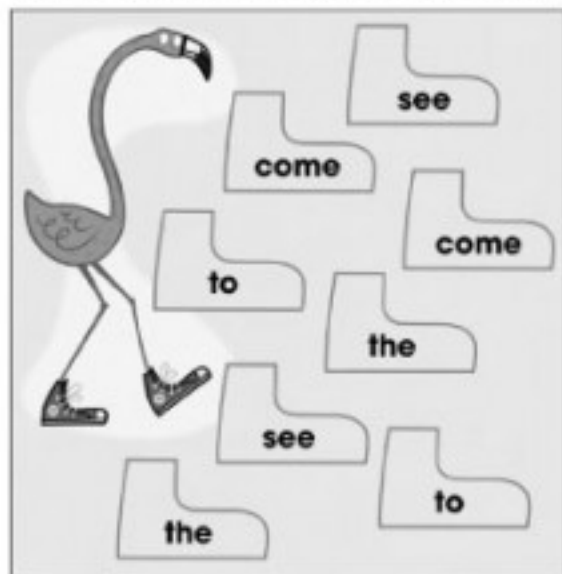
by Jane Quinn  
illustrated by Jim Pallot



## Sight Word Review

come to  
the see

Do you know the four sight words in this book? Read aloud the word on each shoe.



14



Come to the zany zoo!  
Come see the hippo in a tutu!

3

## Sight Word Fill-ins

come to  
the see

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box **come to the see**

- 1 Can I \_\_\_\_\_ with you?
- 2 He will \_\_\_\_\_ his aunt next week.
- 3 The teacher told us not \_\_\_\_\_ run.
- 4 She cannot \_\_\_\_\_ over today.
- 5 I will be a fairy in \_\_\_\_\_ play.
- 6 Did you \_\_\_\_\_ that big bug?
- 7 We love \_\_\_\_\_ have picnics.
- 8 Let's go on \_\_\_\_\_ swings.



© Scholastic Teaching Resources

15



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **come**, **to**, **the**, and **see**. Look for them in the text. Check the pictures, too!

**Come to the zany zoo!**  
**Come see the polka-dot kangaroo!**

2

A



**Come to the zany zoo!**  
**Come see the flamingo in one pink shoe!**

4

B



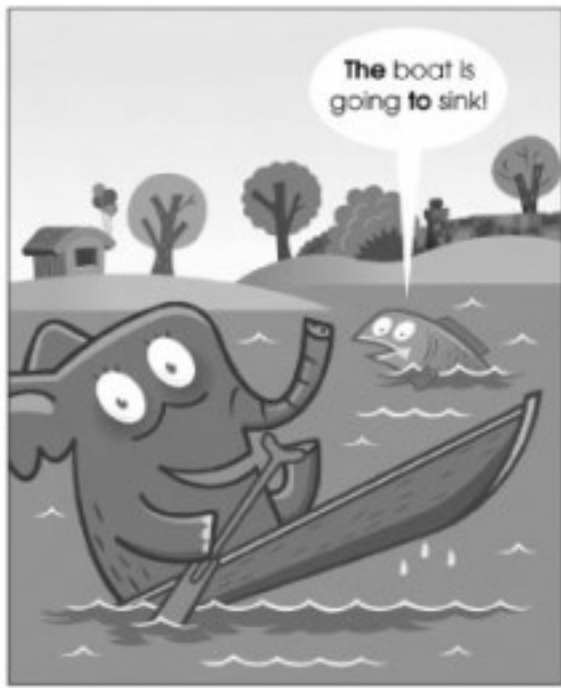
**Come to the zany zoo!**  
**Come see the animals.**  
**They want to see you!**

13



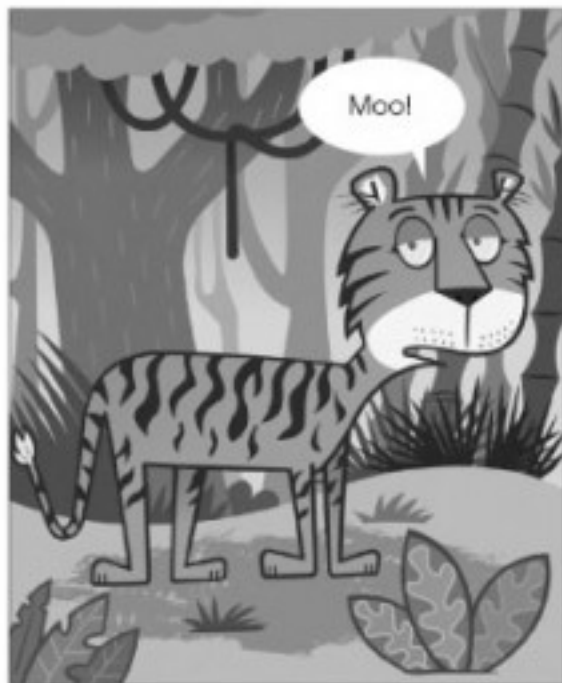
**Come to the zany zool!**  
**Come see the lion with a fancy hairdol!**

12



**Come to the zany zool!**  
**Come see the elephant in a canoe!**

5



**Come to the zany zool!**  
**Come see the tiger who only says, "Mool!"**

10



**Come to the zany zool!**  
**Come see the leopard play a kazool!**

7



Peek-a-boo!



I see you!

Come to the zany zoo!  
Come see the panda play peek-a-boo!

6

c



I love to celebrate the 4th of July!

Come to the zany zoo!  
Come see the zebra who is red, white, and blue!

7



See my picture!

Come to the zany zoo!  
Come see the bear make things with glue!

8

d



The answer is four.

Come to the zany zoo!  
Come see the alligator add two plus two!

9

## Sight Word Cheers

this is  
too for

Celebrate the four new sight words you learned by saying these short cheers.



T-h-i-s! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
This, this, this!

I-s! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
Is, is, is!

T-o-o! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Too, too, too!

F-o-r! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
For, for, for!

16

## Sight Word Tales

this is  
too for

# A House for Mouse

by Maria Fleming  
illustrated by Tammie Lyon



SCHOLASTIC

## Sight Word Review

this is  
too for

Do you know the four sight words in this book? Read aloud the word on each brick.



14



This house is too small.

3

## Sight Word Fill-ins

this is  
too for

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box **this is too for**

- We had pizza \_\_\_\_\_ lunch.
- My mom made me \_\_\_\_\_ hat.
- I was \_\_\_\_\_ sick to go.
- These books are \_\_\_\_\_ you.
- My favorite snack \_\_\_\_\_ popcorn.
- What is \_\_\_\_\_ mouse doing in my room?
- He \_\_\_\_\_ my friend.
- It was \_\_\_\_\_ cold to swim.



© Scholastic Teaching Resources

15



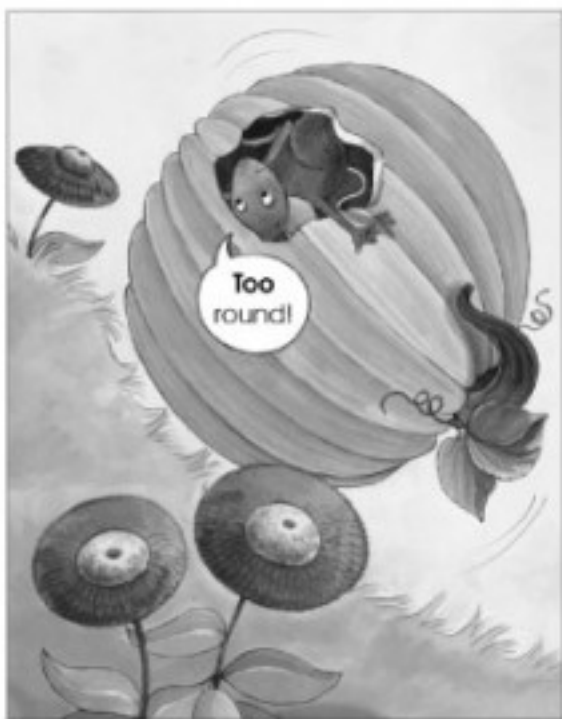
### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **this**, **is**, **too**, and **for**. Look for them in the text. Check the pictures, too!

Mouse needs a house.  
**This house is too big for Mouse.**

2

A



**This house is too round for Mouse.**

4

B



**This house is just right!**

13



This house is **too** wet for Mouse.

12



This house is **too** tall.

5



This house is **too** cold for Mouse.

10



This house is **too** hairy.

7





This house is **too loud** for Mouse.

6

c



This house is **too bright**.

11



This house is **too hot** for Mouse.

8

d



This house is **too scary**.

9

## Sight Word Cheers

look at  
that go

Celebrate the new sight words you learned by saying these four short cheers.

L-o-o-kt! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Look, look, look!

A-t! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
At, at, at!

T-h-a-t! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
That, that, that!

G-o! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
Go, go, go!



16

## Sight Word Review

look at  
that go

Do you know the four sight words in this book? Read aloud the word on each medal.



14

## Sight Word Tales

look at  
that go

# Look at That Cat!

by Maria Fleming  
illustrated by Patrick Giroard



Look at that cat throw!  
Go, cat, go!

3



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words look, at, that, and go. Look for them in the text. Check the pictures, too!

**Look at that** cat run!  
**Go, cat, go!**

2

## Sight Word Fill-ins

look at  
that go

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box    look    at    that    go

- I left my book \_\_\_\_\_ home.
- I \_\_\_\_\_ like my twin sister.
- Did you \_\_\_\_\_ to the park?
- He wants \_\_\_\_\_ dog.
- You \_\_\_\_\_ sleepy today.
- Let's \_\_\_\_\_ to the movies.
- We saw a tiger \_\_\_\_\_ the zoo.
- I do not like \_\_\_\_\_ hat.



www.pearsoned.com/readingworkbooks

15



**Look at that** cat swim!  
**Go, cat, go!**

4



**Look at that** cat sleep!  
It was only a dream! Oh, cat!

13



Look at that cat kick!  
Go, cat, go!

12



Look at that cat row!  
Go, cat, go!

5



Look at that cat skate!  
Go, cat, go!

10



Look at that cat ride!  
Go, cat, go!

7



Look at that cat lift!  
Go, cat, go!

6



Look at that cat leap!  
Go, cat, go!

11



Look at that cat fly!  
Go, cat, go!

8



Look at that cat slide!  
Go, cat, go!

9

Celebrate the new sight words you learned by saying these four short cheers.

M-y! Give a yell!  
What do these two letters spell?  
A sight word that we all know well—  
My, my, my!

A-n-d! Give a yell!  
What do these three letters spell?  
A sight word that we all know well—  
And, and, and!

I! Give a yell!  
What does this one letter spell?  
A sight word that we all know well—  
I, I, I!

L-i-k-e! Give a yell!  
What do these four letters spell?  
A sight word that we all know well—  
Like, like, like!



# My Dragon and I

by Maria Fleming  
Illustrated by Mike Gordon



SCHOLASTIC

## Sight Word Review

Do you know the four sight words in this book? Read aloud the word on each puddle.



My dragon **and** I **like** to slide.

# Sight Word Fill-ins

my and  
I like

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box **my** **and** **I** **like**

- \_\_\_\_\_ have a cold.
- We \_\_\_\_\_ to play games.
- That is \_\_\_\_\_ pencil.
- He had a peanut butter \_\_\_\_\_ jelly sandwich.
- Do you \_\_\_\_\_ this book?
- \_\_\_\_\_ won the race!
- She has a brother \_\_\_\_\_ a sister.
- Oh no, \_\_\_\_\_ tooth fell out!



© Scholastic Teaching Resources



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **my**, **and**, **I**, and **like**. Look for them in the text. Check the pictures, too!

My dragon **and** I **like** to swing.

2

A

15



My dragon **and** I **like** to hop.

4

B



My dragon is **my** best friend.

13



My dragon and I like to paint.

12



My dragon and I like to hide.

5



My dragon and I like to read.

10



My dragon and I like to splash.

7





My dragon and I like to climb.

6



My dragon and I like to pretend.

11



My dragon and I like to dig.

8



My dragon and I like to crash.

9

## Sight Word Cheers

he put  
on of

Celebrate the new sight words you learned by saying these four short cheers.

H-e! Give a yell!

What do these two letters spell?  
A sight word that we all know well —  
He, he, he!



P-u-t! Give a yell!

What do these three letters spell?  
A sight word that we all know well —  
Put, put, putt!

O-n! Give a yell!

What do these two letters spell?  
A sight word that we all know well —  
On, on, on!

O-f! Give a yell!

What do these two letters spell?  
A sight word that we all know well —  
Of, of, of!

16

## Sight Word Tales

he put  
on of

# Ooodles of Noodles

by Mickey Daniels  
illustrated by Kelly Kennedy



## Sight Word Review

he put  
on of

Do you know the four sight words in this book? Read aloud the word on each plate.



of

put

he

put

on

of

on

he

16



He put noodles on waffles.  
Ooodles of noodles!

3

## Sight Word Fill-ins

he put  
on of

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box he put on of

- The cat is \_\_\_\_\_ the chair.
- Where did you \_\_\_\_\_ your shoes?
- She has a lot \_\_\_\_\_ freckles.
- I like pepperoni \_\_\_\_\_ my pizza.
- Is \_\_\_\_\_ your uncle?
- We won three \_\_\_\_\_ the four games.
- Please \_\_\_\_\_ away your toys.
- Will \_\_\_\_\_ help us?



## Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words he, put, on, and of. Look for them in Rexine, Chuckle-pickers, too!

There once was a boy who **put** noodles **on** everything **he** ate. Oodles **of** noodles!

2

© Scholastic Teaching Resources

15



He **put** noodles **on** sandwiches. Oodles **of** noodles!

4



Now he **puts** pickles **on** everything. Piles **of** pickles!

13



Then one day, **he** got tired **of** noodles.

12



**He** put noodles on hot dogs.  
Oodles **of** noodles!

5



**He** put noodles on toast.  
Oodles **of** noodles!

10



Oodles **of** noodles!

7



He put noodles on cake.

6



He even put noodles on noodles!  
Oodles of noodles!

11



He put noodles on pizza.  
Oodles of noodles!

8



He put noodles on ice cream.  
Oodles of noodles!

9

## Sight Word Cheers

she will  
it up

Celebrate the new sight words you learned by saying these four short cheers.

S-h-e! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
She, she, she!

W-i-l-l! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Will, will, will!

I-t! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
It, it, it!

U-p! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
Up, up, up!



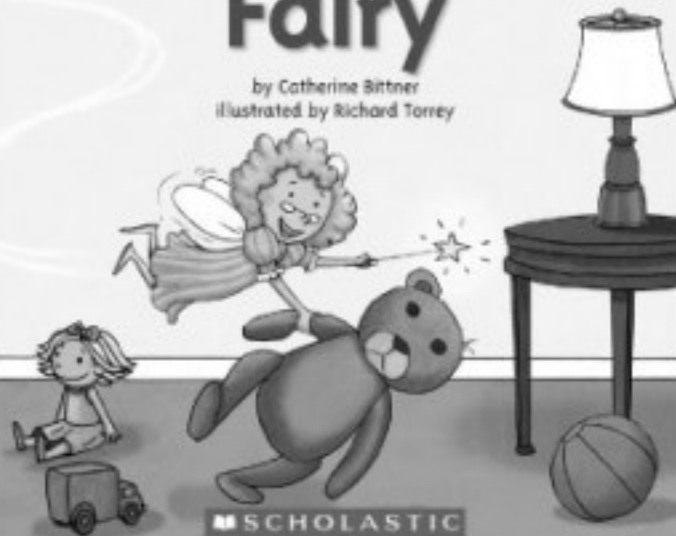
16

## Sight Word Tales

she will  
it up

# The Fix-It-Up Fairy

by Catherine Bittner  
illustrated by Richard Torrey



## Sight Word Review

she will  
it up

Do you know the four sight words in this book? Read aloud the word on each star.



14



She will fix it right up!

3

# Sight Word Fill-ins

she will  
it up

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box she will it up

- The cat climbed \_\_\_\_\_ the tree.
- The bus \_\_\_\_\_ come soon.
- When is \_\_\_\_\_ going to the party?
- We walked \_\_\_\_\_ a big hill.
- Can you fix \_\_\_\_\_?
- My dad \_\_\_\_\_ take us to school.
- I think \_\_\_\_\_ might rain today.
- Is \_\_\_\_\_ your big sister?



© Scholastic Teaching Resources

15



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **she**, **will**, **it**, and **up**. Look for them in the text. Check the pictures, too!

The fix-it-up fairy **will** fix anything!  
**Will she** fix this doll?

2

A



**Will she** fix this bear?

4

B



Hooray for the fix-it-up fairy's friend!

13



Hooray for the fix-it-up fairy!

12



She will fix it right up! Oops!

5



Will she fix this wand?  
She will... call a friend.

10



She will fix it right up! Oh, dear!

7





Will she fix this truck?

6



And her friend will fix it right up!

11



Will she fix this bike?

8



She will fix it right up! Yikes!

9

## Sight Word Cheers

was not  
a with

Celebrate the new sight words you learned by saying these four short cheers.



W-a-s! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Was, was, was!

N-o-t! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Not, not, not!

A! Give a yell!  
What does this one letter spell?  
A sight word that we all know well —  
A, a, a!

W-i-t-h! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
With, with, with!

16

## Sight Word Tales

was not  
a with

# A Book With a Pig

by Maria Fleming  
illustrated by Doug Jones



SCHOLASTIC

## Sight Word Review

was not  
a with

Do you know the four sight words in this book? Read aloud the word on each cover.



14



It was not a book with a glass slipper.

3

## Sight Word Fill-ins

was not  
a with

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box    was    not    a    with

- 1 He did \_\_\_\_\_ want to go to the doctor.
- 2 My dog came \_\_\_\_\_ us to the park.
- 3 We read \_\_\_\_\_ book about bears.
- 4 Will you play \_\_\_\_\_ me?
- 5 She \_\_\_\_\_ sick yesterday.
- 6 Do \_\_\_\_\_ start the game yet.
- 7 The movie \_\_\_\_\_ very funny.
- 8 May I borrow \_\_\_\_\_ pencil?



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words was, not, a, and with. Look for them in the text. Check the pictures, too!

I fell out of **a** book. Which book **was** it?

2

A

© 2009 Pearson Education, Inc. All rights reserved.

15



It was **not a** book **with a** candy house.

4

B



But this is **a** very nice home!

13



Wow! That **was a** close call!  
He **was not a** very nice wolf.

12



It **was not a** book with a giant.

5

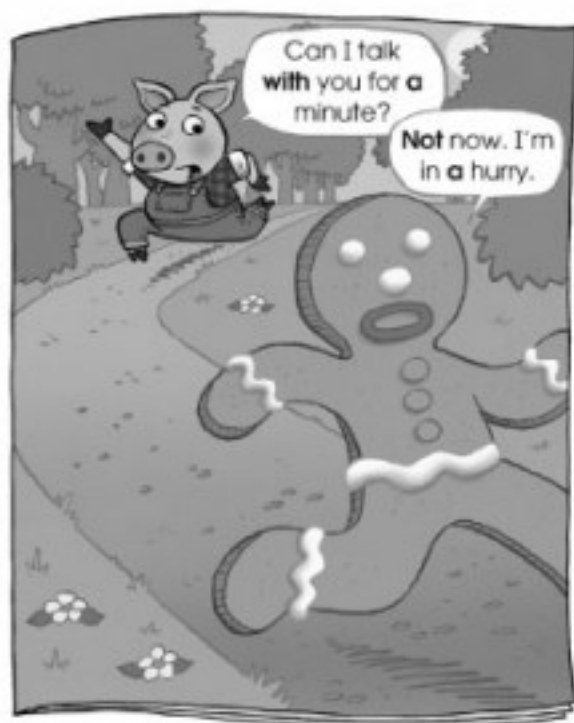


We did not  
know where  
you were!

I was lost.

It **WAS a** book with pigs...

10



Can I talk  
with you for a  
minute?

Not now. I'm  
in a hurry.

It **was not a** book with a cookie.

7



It was not a book with a spider.

6



... and a wolf. RUN!!!

11



It was not a book with a troll.

8



It was not a book with bears.

9

## Sight Word Cheers

don't be  
there under

Celebrate the new sight words you learned by saying these four short cheers.

D-o-n'-t! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Don't, don't, don't!

B-e! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
Be, be, be!

T-h-e-r-e! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
There, there, there!

U-n-d-e-r! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
Under, under, under!



16

## Sight Word Tales

don't be  
there under

# Don't Be Afraid, Monster

by Maria Fleming  
illustrated by Mike Moran



SCHOLASTIC

## Sight Word Review

don't be  
there under

Do you know the four sight words in this book? Read aloud the word on each pillow.



14



There is nothing scary **under** the blanket.

3

## Sight Word Fill-ins

don't be  
there under

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box    don't    be    there    under

- You can \_\_\_\_\_ so silly!
- They \_\_\_\_\_ want to go.
- The crayons are over \_\_\_\_\_.
- My shoe was \_\_\_\_\_ the bed.
- We \_\_\_\_\_ need our coats today.
- Are \_\_\_\_\_ any more apples?
- The ball rolled \_\_\_\_\_ the bush.
- I have to \_\_\_\_\_ home by noon.



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **don't**, **be**, **there**, and **under**. Look for them in the text. Check the pictures, too!

Don't be afraid, Monster.

2



Don't be afraid, Monster.

4



Sweet dreams under there!

13



Time to go to sleep, Monster.

12



There is nothing scary **under** the desk.

5



Don't be afraid, Monster.

10



There is nothing scary **under** the coat.

7





Don't be afraid, Monster.

6

C



There is nothing scary under the bed.

11



Don't be afraid, Monster.

8

D



There is nothing scary under the towel.

9

## Sight Word Cheers

does want  
yes say

Celebrate the new sight words you learned by saying these four short cheers.

D-o-e-s! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Does, does, does!

W-a-n-t! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Want, want, want!

Y-e-s! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Yes, yes, yes!

S-a-y! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Say, say, say!



## Sight Word Tales

does want  
yes say

# Does Polly Want a Cracker?

by Jane Quinn  
illustrated by Patrick Girouard

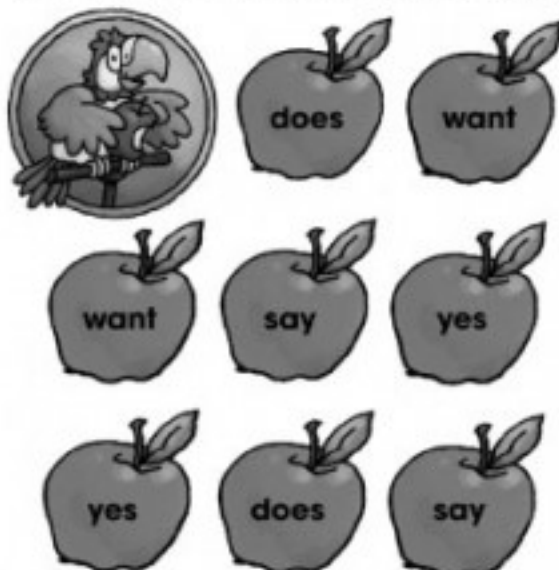


SCHOLASTIC

## Sight Word Review

does want  
yes say

Do you know the four sight words in this book? Read aloud the word on each apple.



Say the magic word, Polly.  
But Polly **does** not remember it.

# Sight Word Fill-ins

does want  
yes say

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box    **does**    **want**    **yes**    **say**

- Where \_\_\_\_\_ this bus go?
- I \_\_\_\_\_ to read this book.
- It is nice to \_\_\_\_\_ "please" and "thank you."
- Is the answer \_\_\_\_\_ or *no*?
- They \_\_\_\_\_ "hello" to us every morning.
- She \_\_\_\_\_ not like rainy days.
- We \_\_\_\_\_ to get a puppy.
- I always say "\_\_\_\_\_" to ice cream.



© Scholastic Teaching Resources

15



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **does**, **want**, **yes**, and **say**. Look for them in the text. Check the pictures, too!

Polly is hungry. **Does** Polly **want** a cracker?  
**Yes!** Polly **does** want a cracker!

2

A



Does Polly want an apple?  
Yes! Polly does want an apple!

4

B



And Polly even remembers to **say**,  
"Thank you!"

13



"Polly **wants** an apple, PLEASE!  
Polly **wants** a cracker, PLEASE!"

12



Say the magic word, Polly.  
But Polly **does** not remember it.

5



"PLEASE!" Polly **says**.  
Polly **does** remember it! She **does**!

10



Say the magic word, Polly.  
But Polly **does** not remember it.

7



Does Polly want a sandwich?  
Yes! Polly does want a sandwich!

6



Then she says, "Polly wants a sandwich,  
PLEASE!"

11



Does Polly want a cupcake?  
Yes! Polly does want a cupcake!

8



Say the magic word, Polly.  
Polly thinks and thinks.

9

## Sight Word Cheers

in one  
by jump

Celebrate the new sight words you learned by saying these four short cheers.

I-n! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
In, in, in!

O-n-e! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
One, one, one!

B-y! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
By, by, by!

J-u-m-p! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Jump, jump, jump!



16

## Sight Word Tales

in one  
by jump

# One by One

by Mickey Daniels  
illustrated by Stacy Curtis

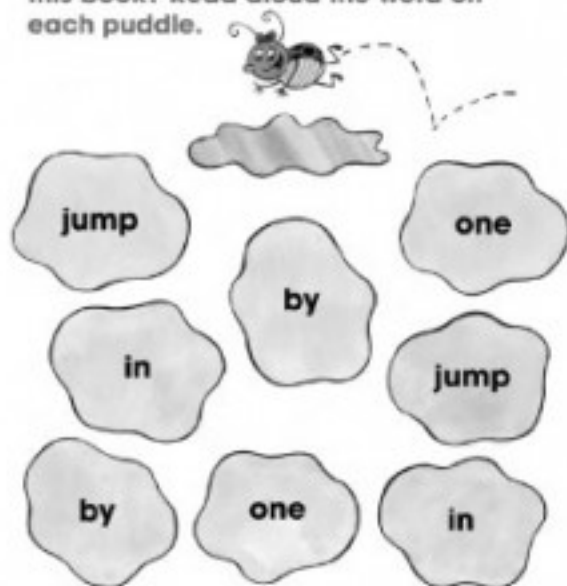


SCHOLASTIC

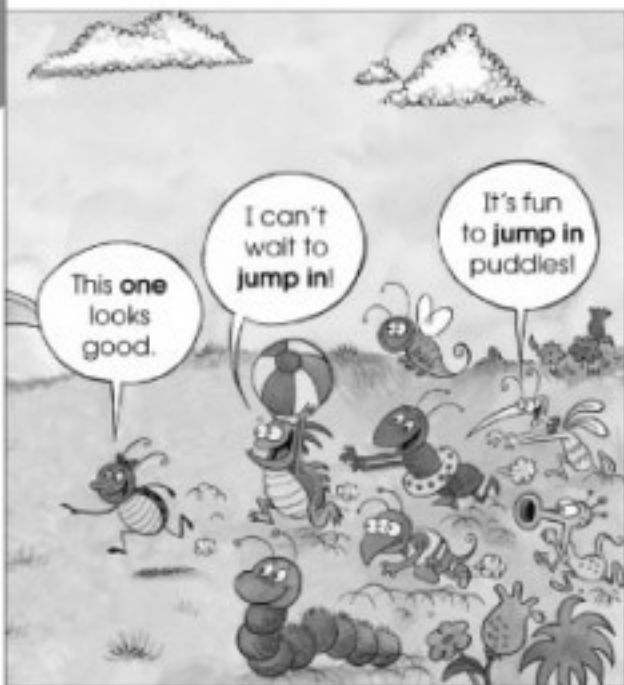
## Sight Word Review

in one  
by jump

Do you know the four sight words in this book? Read aloud the word on each puddle.



14



The bugs are ready for some puddle-jump fun!

3



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **in**, **one**, **by**, and **jump**. Look for them in the text. Check the pictures, too!

The rain passed **by**.  
Now there's sun, sun, sun!

2

A

## Sight Word Fill-ins

in one  
by jump

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box **in one by jump**

- 1 Frogs can \_\_\_\_\_ very far.
- 2 I did it all \_\_\_\_\_ myself!
- 3 Fish live \_\_\_\_\_ the ocean.
- 4 He gave his dog \_\_\_\_\_ bone.
- 5 Put the pie \_\_\_\_\_ the oven to bake.
- 6 We had a picnic \_\_\_\_\_ the lake.
- 7 Do not \_\_\_\_\_ on the bed!
- 8 I have \_\_\_\_\_ sister.



www.ck12.org/Book:OpenStax/GoMath/GoMath

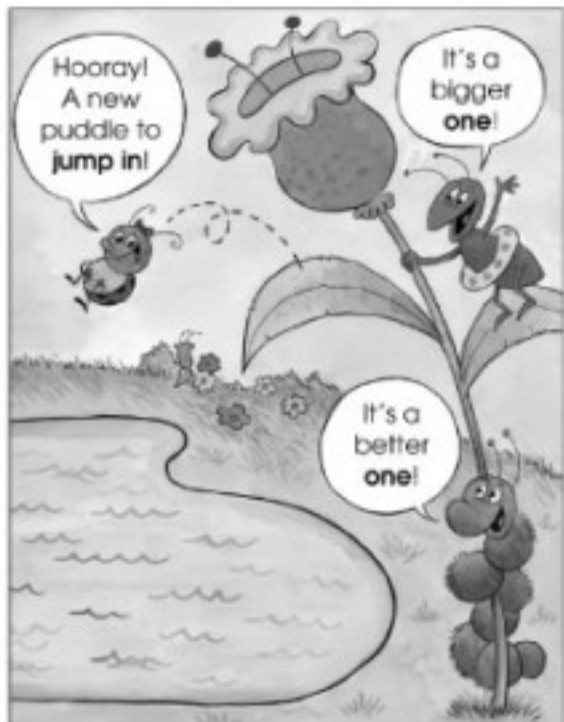
15



There goes ladybug!  
Oh, what fun!

4

B



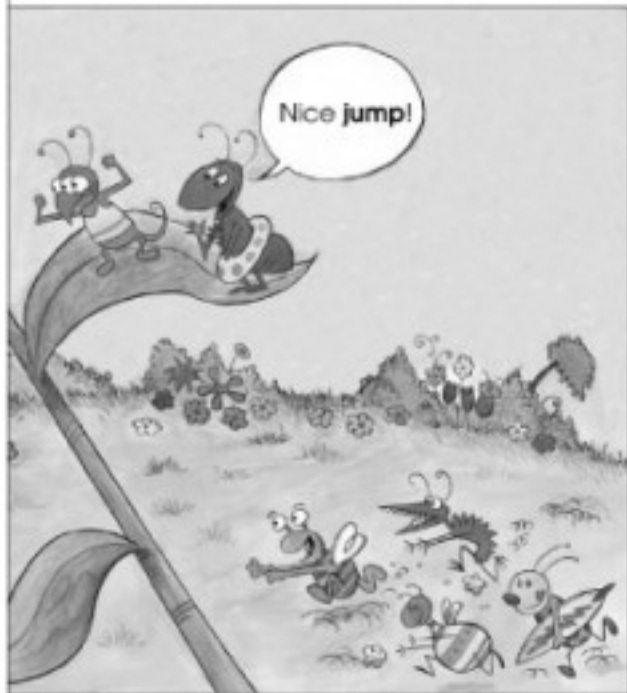
Until they find another **one!**

13



And that's the end  
of their puddle-jump fun....

12



The bugs jump in,  
one by one.

5



There goes frog. Oh, no, no, no!  
The bugs jump out and go, go, go —

10

The bugs jump in,  
one by one.

7





There goes ant!  
Oh, what fun!

6



all at once,  
not **one** by one.

11



There goes caterpillar!  
Oh, what fun!

8

The bugs **jump** in,  
**one** by one.

9

## Sight Word Cheers

how do  
make laugh

Celebrate the new sight words you learned by saying these four short cheers.

H-a-w! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
How, how, how!

D-o! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
Do, do, do!

M-a-k-e! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Make, make, make!

L-a-u-g-h! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
Laugh, laugh, laugh!



16

## Sight Word Tales

how do  
make laugh

# How Do You Make a Giraffe Laugh?

by Catherine Bittner  
illustrated by Kelly Kennedy



SCHOLASTIC

## Sight Word Review

how do  
make laugh

Do you know the four sight words in this book? Read aloud the word on each balloon.



14



How do you make a giraffe laugh?  
Juggle some peas? No.

3

# Sight Word Fill-ins

how do  
make laugh

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box **how do make laugh**

- Her dog can \_\_\_\_\_ tricks. 
- Please show us \_\_\_\_\_ to play the game.
- That funny story made me \_\_\_\_\_.
- Can you \_\_\_\_\_ a giraffe from clay? 
- I know \_\_\_\_\_ to ice-skate.
- They \_\_\_\_\_ not live near us.
- He will \_\_\_\_\_ soup for dinner.
- I always \_\_\_\_\_ at clowns. 



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **how**, **do**, **make**, and **laugh**. Look for them in the text. Check the pictures, too!

**How do you make a giraffe laugh?**  
Tickle his knees? No.

2



**How do you make a giraffe laugh?**  
**Make** balloon hats? No.

4



Congratulations! You win the prize!

15

13



Look at that giraffe **laugh** and **laugh** and **laugh** till he cries!

12



How do you **make** a giraffe **laugh**?  
Dance with wombats? No.

5



How do you **make** a giraffe **laugh**?  
Act like a kangaroo? No.

10



How do you **make** a giraffe **laugh**?  
Wear an ape suit? No.

7



**How do you make a giraffe laugh?**  
Balance some fruit? No.

6



**How do you make a giraffe laugh?**  
Tell a joke or two? Yes!

11



**How do you make a giraffe laugh?**  
Hang upside down? No.

8



**How do you make a giraffe laugh?**  
Dress like a clown? No.

9

## Sight Word Cheers

shall bring  
him or

Celebrate the new sight words you learned by saying these four short cheers.



S-h-a-l-l! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
Shall, shall, shall!

B-r-i-n-g! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
Bring, bring, bring!

H-i-m! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Him, him, him!

O-r! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
Or, or, or!

16

## Sight Word Tales

shall bring  
him or

# What Shall I Bring the King?

by Maria Fleming  
illustrated by John Manders



## Sight Word Review

shall bring  
him or

Do you know the four sight words in this book? Read aloud the word on each gift box.



14



Shall I bring him a jump rope  
or a hula-hoop?

3



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **shall**, **bring**, **him**, and **or**. Look for them in the text. Check the pictures, too!

Happy birthday to the king!  
There's a party for **him**.  
What **shall** I **bring**?

2

A

## Sight Word Fill-ins

**shall bring  
him or**

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box **shall bring him or**

- The teacher asked \_\_\_\_\_ a question.
- I \_\_\_\_\_ not give up!
- They will paint it blue \_\_\_\_\_ green.
- We gave \_\_\_\_\_ a present.
- She will \_\_\_\_\_ a gift to the party.
- Do you have a cat \_\_\_\_\_ a dog?
- Please \_\_\_\_\_ me that book.
- What \_\_\_\_\_ we do today?



15



Shall I **bring him** a plane  
that can loop-de-loop?

4

B



I **shall bring him** a poem  
that I write myself!

13



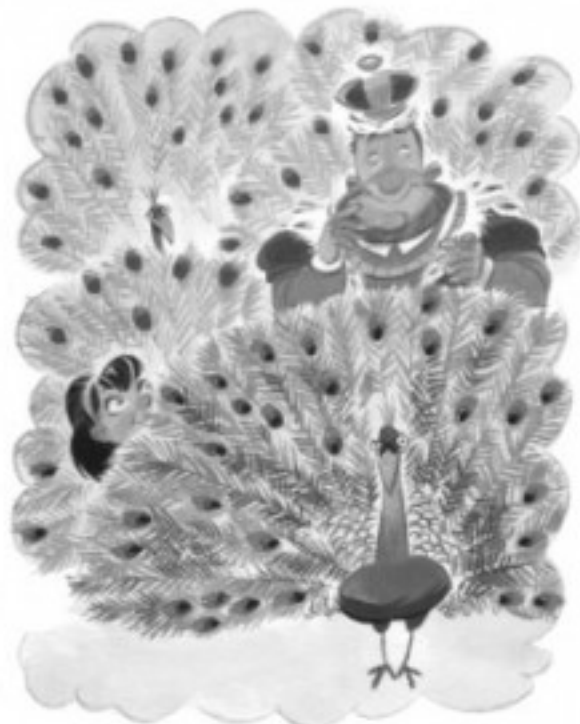
I know what I **shall** bring the king!

12



Shall I bring him a yo-yo  
or a jack-in-the-box?

5



Or a flock of peacocks!

10



Or do kings have closets full of these things?

7





Shall I bring him pajamas  
or slippers or socks?

6

c



Or a magical elf!

11



I shall bring him something  
he does not have for sure.  
I shall bring him a unicorn!

8

d



Or a dinosaur!

9

## Sight Word Cheers

are going  
they play

Celebrate the new sight words you learned by saying these four short cheers.



A-r-e! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Are, are, are!

G-o-i-n-g! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
Going, going, going!

T-h-e-y! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
They, they, they!

P-l-a-y! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Play, play, play!

16

## Sight Word Tales

are going  
they play

# The Penguins Are Going on Vacation

by Catherine Bittner  
illustrated by Doug Jones



SCHOLASTIC

## Sight Word Review

are going  
they play

Do you know the four sight words in this book? Read aloud the word on each pail.



14



They are going to play and have fun.




3

## Sight Word Fill-ins

are going  
they play

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box    **are**    **going**    **they**    **play**

- 1 He is \_\_\_\_\_ to the beach. 
- 2 Let's \_\_\_\_\_ in the park.
- 3 When will \_\_\_\_\_ be back from vacation?
- 4 My brothers \_\_\_\_\_ older than me.
- 5 I am \_\_\_\_\_ to the baseball game.
- 6 We \_\_\_\_\_ writing stories today. 
- 7 She loves to \_\_\_\_\_ soccer. 
- 8 Can \_\_\_\_\_ come with us?

ANTARCTIC AIR

15



They are NOT sure they are going to come back!

13



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **are**, **going**, **they**, and **play**. Look for them in the text. Check the pictures, too!

The penguins **are going** on vacation.

2

A



They are going to play on the beach.

4

B



They are sure they are going to have fun.

12



They are going to play in the sun.

5



The penguins are going on vacation.

10



They are going to play in the trees.

7



They are going to play in the sand.

6

c



The penguins are going to pack.

11



They are going to play on surfboards.

8

d



They are going to play on skis.

9

## Sight Word Cheer

some very  
good but

Celebrate the new sight words you learned by saying these four short cheers.



S-o-m-e! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Some, some, some!

V-e-r-y! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Very, very, very!

G-o-o-d! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Good, good, good!

B-u-t! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
But, but, but!

16

## Sight Word Tales

some very  
good but

# Some Dogs Are Very Good

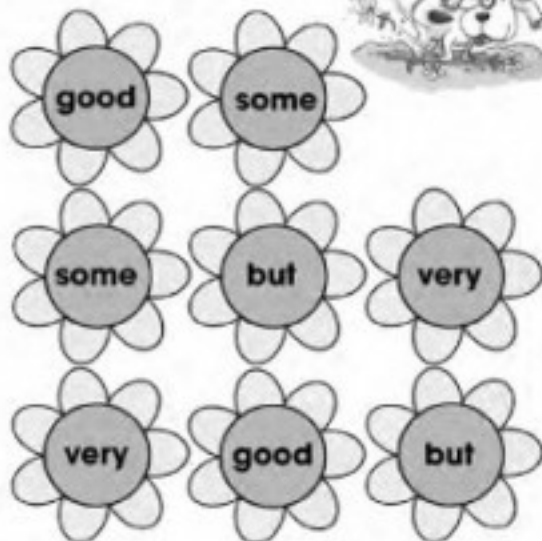
by Mickey Daniels  
illustrated by Richard Terrey



## Sight Word Review

some very  
good but

Do you know the four sight words in this book? Read aloud the word on each flower.



14



But not Spot.

3

## Sight Word Fill-ins

some very  
good but

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box **some very good but**

- This soap smells \_\_\_\_\_.
- Try \_\_\_\_\_ of this pie.
- That dog is \_\_\_\_\_ cute.
- She likes snakes, \_\_\_\_\_ he does not.
- May I borrow \_\_\_\_\_ of your paper?
- He is \_\_\_\_\_ at spelling.
- Everyone went outside \_\_\_\_\_ me.
- This box is \_\_\_\_\_ big.



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **some**, **very**, **good**, and **but**. Look for them in the text. Check the pictures, too!

2 Some dogs are **very good** at doing tricks.



4 Some dogs are **very good** at fetching sticks.



13 But that is **good** enough for me!



Spot is **very good** at being Spot.

12



But not Spot.

5



Some dogs are **very good**—  
as good as good can be.

10



But not Spot.

7





Some dogs are **very good** at staying clean and neat.

6

C



But not Spot.

11



Some dogs are **very good** at waiting for a treat.

8

D



But not Spot.

9

## Sight Word Cheers

have you  
ask her

Celebrate the new sight words you learned by saying these four short cheers.

H-a-v-e! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Have, have, have!

Y-o-u! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
You, you, you!

A-s-k! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Ask, ask, ask!

H-e-r! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Her, her, her!



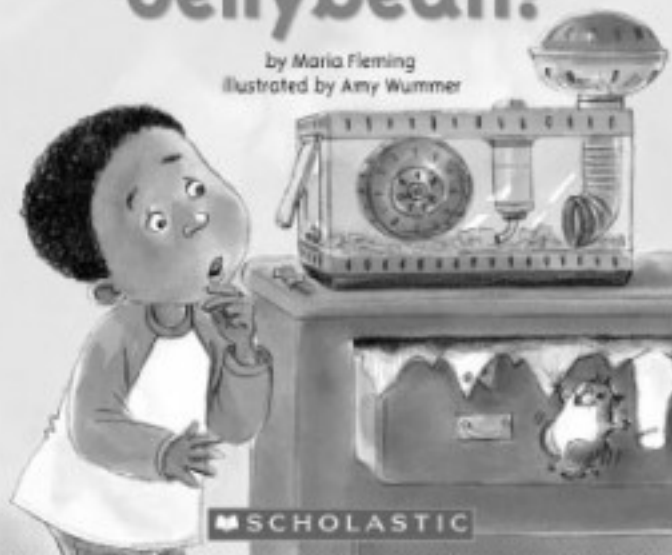
16

## Sight Word Tales

have you  
ask her

# Have You Seen Jellybean?

by Maria Fleming  
Illustrated by Amy Wummer



SCHOLASTIC

## Sight Word Review

have you  
ask her

Do you know the four sight words in this book? Read aloud the word on each teacup.



14



I ask my brother, "Have you seen Jellybean?"  
"I have not seen her," my brother says.

3

## Sight Word Fill-ins

have you  
ask her

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box    have    you    ask    her

- 1 She lost \_\_\_\_\_ mitten.
- 2 May I \_\_\_\_\_ some popcorn?
- 3 Do \_\_\_\_\_ walk to school?
- 4 They \_\_\_\_\_ us for help.
- 5 This is \_\_\_\_\_ favorite book.
- 6 Can \_\_\_\_\_ come over today?
- 7 We \_\_\_\_\_ two cats.
- 8 I \_\_\_\_\_ the teacher a question.



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **have**, **you**, **ask**, and **her**. Look for them in the text. Check the pictures, too!

My hamster, Jellybean, got out of **her** cage. I **have** to find **her**!

2

A



I **ask** my sister, "**Have you** seen Jellybean?" "**I have** not seen **her**," my sister says.

4

B



She closes **her** eyes. Good night, Jellybean. I hope **you have** dreams as sweet as **you**!

13



I put Jellybean in **her** cage.  
"You **have** to rest now," I tell **her**.

12



I **ask** my mother, "Have you seen Jellybean?"  
"I **have** not seen **her**," my mother says.

5



Jellybean! I **have** found **you** at last!

10



I **ask** my friend, "Have you seen Jellybean?"  
"I **have** not seen **her**," my friend says.

7



I ask my father, "Have you seen Jellybean?"  
"I have not seen her," my father says.

6 c



I ask her, "Where have you been hiding?"  
Jellybean just wiggles her whiskers.

11



I ask my neighbor, "Have you seen Jellybean?"  
"I have not seen her," my neighbor says.

8 d



Oh, Jellybean! Where have you gone?  
I miss you so much!

9

## Sight Word Cheers

help them  
all just

Celebrate the new sight words you learned by saying these four short cheers.



H-e-l-p! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Help, help, help!

T-h-e-m! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Them, them, them!

A-l-l! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
All, all, all!

J-u-s-t! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Just, just, just!

16

## Sight Word Review

help them  
all just

Do you know the four sight words in this book? Read aloud the word on each muffin.



14

## Sight Word Tales

help them  
all just

# All Puffins Just Love Muffins

by Jane Quinn  
illustrated by Bill Dare



SCHOLASTIC



They need somebody, maybe you, to **help them** bake a batch or two.

3

## Sight Word Fill-ins

help them  
all just

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box help them all just

- I can \_\_\_\_\_ you tie your shoes.
- She \_\_\_\_\_ loves that movie!
- Where did you put \_\_\_\_\_?
- We gave \_\_\_\_\_ of the puppies away.
- He likes to \_\_\_\_\_ his mom rake leaves.
- I had \_\_\_\_\_ one cookie.
- Their teacher took \_\_\_\_\_ to the museum.
- Where did \_\_\_\_\_ of the ducks go?



© SCOTT, FORT, COOK, LEE, SCOTT, COOK, LEE, LAMMIE

15



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words help, them, all, and just. Look for them in the text. Check the pictures, too!

**Just** look at **all** the hungry puffins —  
dreaming **all** day long of muffins.

2

A



All of them  
look good, but  
let's **just** make  
the blueberry.

Help **them** choose a recipe.  
All puffins **just** love muffins!

4

B



Just one left?  
All for me?  
Thank you!

Because . . .  
**all** puffins **just** love muffins!

13



Time for **them** to EAT THE MUFFINS!  
And, as you can tell,  
**all** the puffins do this well.

12



**Help** them measure carefully.  
**All** puffins **just** love muffins!

5



**Just** one more thing for **them** to do —

10



**Help** them add the flour, too.  
**All** puffins **just** love muffins!

7





Help them add the eggs — **just** a few.  
All puffins **just** love muffins!

6



all by themselves, no **help** from you. . .

11



Help them mix the berries in.  
All puffins **just** love muffins!

8



Help them fill each muffin tin.  
All puffins **just** love muffins!

9

## Sight Word Cheers

today so  
as well

Celebrate the new sight words you learned by saying these four short cheers.

T-o-d-a-y! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
Today, today, today!

S-o! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
So, so, so!

A-s! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
As, as, as!

W-e-l-l! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Well, well, well!



16

## Sight Word Tales

today so  
as well

# Today Is So Boring!

by Catherine Bittner  
illustrated by Doug Jones



SCHOLASTIC

## Sight Word Review

today so  
as well

Do you know the four sight words in this book? Read aloud the word on each bubble.



today

as

well

so

well

so

as

today

14



It's **so** dull **today**. It's **so** totally boring.  
I might **as well** be snoozing and snoring.

3



I am so bored today.

#### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **today**, **so**, **as**, and **well**. Look for them in the text. Check the pictures, too!

Oh, **today** is **as** boring **as** boring can be. There's nothing **today** to do or see.

2

## Sight Word Fill-ins

today so  
as well

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box **today** **so** **as** **well**

- 1 That puppy is \_\_\_\_\_ cute!
- 2 They went to the park \_\_\_\_\_.
- 3 She dressed up \_\_\_\_\_ a fairy for the play.
- 4 Will \_\_\_\_\_ be hot or cold?
- 5 Our teacher is not feeling \_\_\_\_\_.
- 6 We worked \_\_\_\_\_ a team on the project.
- 7 I am \_\_\_\_\_ happy to see you!
- 8 He plays the piano very \_\_\_\_\_.



© Scholastic Teaching Resources

15



I am so bored today.

I might **as well** just stare at the sky.  
I might **as well** watch the clouds drift by.

4



Oh, well.  
I might **as well** just go to bed.

I might **as well** snooze. I might **as well** snore.  
I just hope tomorrow won't be such a bore!

13



I might **as well** go to bed early **today**.  
Oh, **today** was **so** boring in every way.

12



**Today** is **so** boring.  
I just feel like snoring.

5



I might **as well** just stare at the clock.  
I might **as well** count each tick and tock.

10



**Today** is **so** boring.  
I just feel like snoring.

7



One ant, two ants... This is so boring.

I might **as well** count each blade of grass.  
I might **as well** count the ants **as** they pass.

6



**Today** is so boring.  
I just feel like snoring.

11



I am so bored today.

I might **as well** watch a dull TV show.  
I might **as well** watch my fingernails grow.

8

**Today** is so boring.  
I just feel like snoring.

9

## Sight Word Cheers

many which  
kind buy

Celebrate the new sight words you learned by saying these four short cheers.



M-a-n-y! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Many, many, many!

W-h-i-c-h! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
Which, which, which!

K-i-n-d! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Kind, kind, kind!

B-u-y! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Buy, buy, buy!

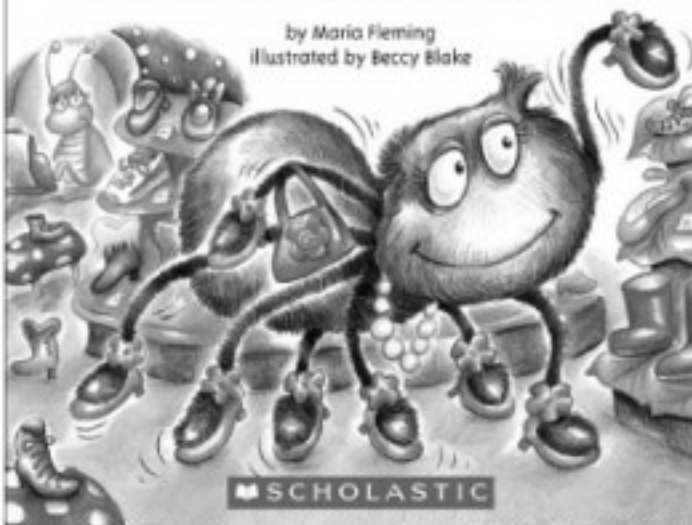
16

## Sight Word Tales

many kind  
which buy

# So Many Kinds of Shoes!

by Maria Fleming  
Illustrated by Becca Blake



## Sight Word Review

many which  
kind buy

Do you know the four sight words in this book? Read aloud the word on each shoe.



many

buy

many

kind

which

which

buy

kind

14



Will she **buy** the **kind** for running races?

3

## Sight Word Fill-ins

many which  
kind buy

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box    many    which    kind    buy

- 1 He has \_\_\_\_\_ friends.
- 2 Tell me \_\_\_\_\_ one you want.
- 3 What \_\_\_\_\_ of dog is that?
- 4 We went to the store to \_\_\_\_\_ milk.
- 5 How \_\_\_\_\_ pennies are in the jar?
- 6 Vanilla is her favorite \_\_\_\_\_ of ice cream.
- 7 He will \_\_\_\_\_ new sneakers today.
- 8 I don't know \_\_\_\_\_ way to go.



© Scholastic Teaching Resources

15



### Sight Words Fact

Sight words are words that you see again and again when you read. This book is filled with the sight words **many**, **kind**, **which**, and **buy**. Look for them in the text. Check the pictures, too!

Spider needs to **buy** new shoes.  
Which **kind** of shoes will Spider choose?

2

A



Will she **buy** the **kind** with purple laces?

4

B



Spider has made up her mind.  
She **buys** one of every **kind**!

13

I have **many** feet!



**Many** shoes, but **many** feet.  
**Many** feet just can't be beat!

12

I like this **kind**, fool  
**Which kind** should  
I buy?



So **many** different **kinds** of shoes!  
**Which kind** of shoes will Spider choose?

5

This **kind** of shoe  
is fancy!



Will she **buy** the **kind** with flowered straps?

10

This **kind** would  
come in handy.



Will she **buy** the **kind** for a rainy day?

7





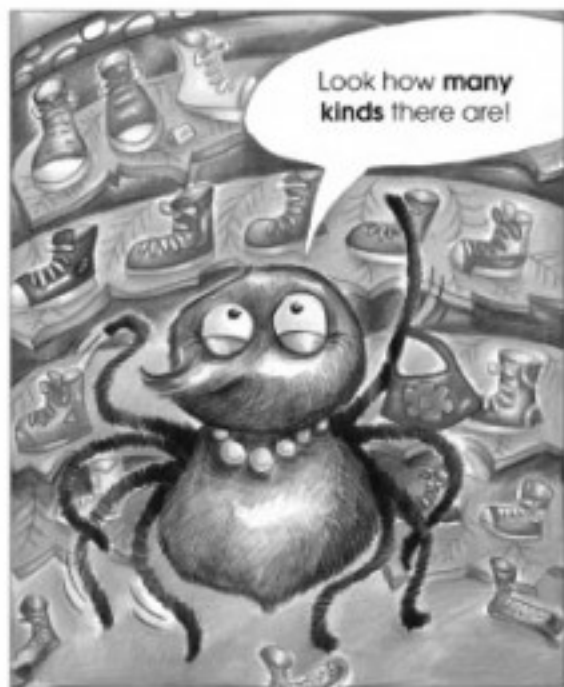
Will she **buy** the **kind** to dance ballet?

6



So **many** different **kinds** of shoes!  
Which **kind** of shoes will Spider choose?

11



So **many** different **kinds** of shoes!  
Which **kind** of shoes will Spider choose?

8



Will she **buy** the **kind** with noisy taps?

9

Celebrate the new sight words you learned by saying these four short cheers.



W-h-a! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Who, who, who!

W-o-u-l-d! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
Would, would, would!

T-h-e-s-e! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
These, these, these!

F-u-n-n-y! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
Funny, funny, funny!

# Who Would Buy These Clothes?

by Catherine Bitner  
illustrated by Richard Torrey

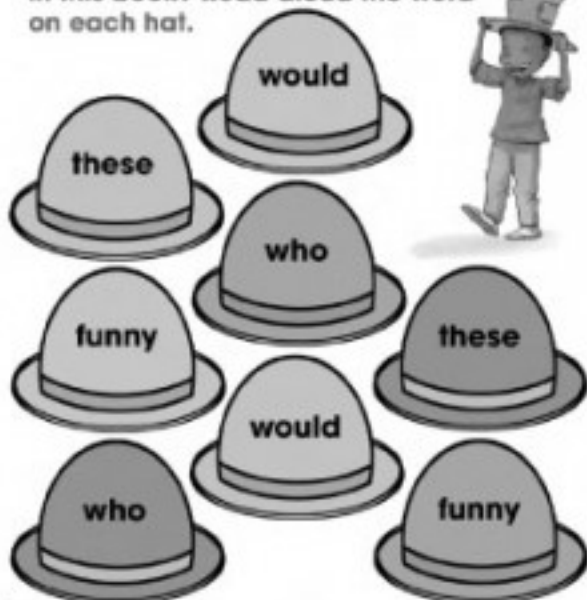


SCHOLASTIC

## Sight Word Review

who would  
these funny

Do you know the four sight words in this book? Read aloud the word on each hat.



Who would buy these funny pants?

## Sight Word Fill-ins

who would  
these funny

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box **who would these funny**

- We read a \_\_\_\_\_ book.
- I think \_\_\_\_\_ flowers smell good.
- Do you know \_\_\_\_\_ drew this picture?
- They \_\_\_\_\_ not go home.
- That joke was very \_\_\_\_\_.
- Where should I put \_\_\_\_\_?
- Guess \_\_\_\_\_ won the prize!
- She \_\_\_\_\_ like to come with us.



© Scholastic Teaching Resources

15



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **who**, **would**, **these**, and **funny**. Look for them in the text. Check the pictures, too!

Look at **these**! Look at **those**!  
**Who** would buy **these** funny clothes?

2



**Who** would buy **these** funny shirts?

4



clowns!

13



Oh! That's **who** would buy **these funny** clothes...

12



Who would buy **these funny** ties?

5



Who would buy **these funny** wigs?

10



Who would buy **these funny** shoes?  
Who would buy **these funny** boots?

7



Who would buy these funny skirts?

6



Who would buy these funny gowns?

11



Who would buy these funny hats?

8



Who would buy these funny suits?

9

## Sight Word Cheers

try again  
fall down

Celebrate the new sight words you learned by saying these four short cheers.



T-r-y! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Try, try, try!

A-g-a-i-n! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
Again, again, again!

F-a-l-l! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Fall, fall, fall!

D-o-w-n! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Down, down, down!

16

## Sight Word Tales

try again  
fall down

# Try Again, Hen!

by Jane Quinn  
illustrated by Françoise



SCHOLASTIC

## Sight Word Review

try again  
fall down

Do you know the four sight words in this book? Read aloud the word on each skateboard.



again

try

fall

down

try

again

down

fall

14



"I hope I don't **fall**," says Hen.  
She hops on and rolls **down** the road.



3

## Sight Word Fill-ins

try again  
fall down

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box    try    again    fall    down

- I will \_\_\_\_\_ to hit the ball. 
- May we go to the museum \_\_\_\_\_?
- The leaves \_\_\_\_\_ off the trees in autumn.
- They rode their bikes \_\_\_\_\_ the hill.
- She will \_\_\_\_\_ to spell the word. 
- The cat climbed \_\_\_\_\_ the stairs.
- I want to see that movie \_\_\_\_\_!
- We watched snow \_\_\_\_\_ from the sky.

© Scholastic Teaching Resources

15



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **try**, **again**, **fall**, and **down**. Look for them in the text. Check the pictures, too!

Hen has a new skateboard. She wants to **try** to ride it.

2

A



SLOP! Hen **falls** in the mud.  
"Try **again**, Hen!" says Pig.

4

B



"Of course you may **try**," says Hen.  
And they do—**again** and **again** and **again**!

13



"May we **try** to ride your skateboard?"  
Pig, Sheep, and Duck ask Hen.

12



Hen rolls **down** the road **again**.

5



Hen does not **fall** in the mud. She does not  
**fall** in the hay. She does not **fall** in the pond.

10



Hen rolls **down** the road **again**.

7





FLOP! Hen **falls** in the hay.  
"Try again, Hen!" says Sheep.

6



Hen does not **fall** at all!  
"Hooray for Hen!" the animals shout.

11



PLOPI! Hen **falls** in the pond.  
"Try again, Hen!" says Duck.

8



Hen rolls **down** the road again. **Down, down, down** she rolls.

9

## Sight Word Cheers

take together  
then around

Celebrate the new sight words you learned by saying these four short cheers.



T-a-k-e! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Take, take, take!

T-o-g-e-t-h-e-r! Give a yell!  
What do these eight letters spell?  
A sight word that we all know well —  
Together, together, together!

T-h-e-n! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Then, then, then!

A-r-o-u-n-d! Give a yell!  
What do these six letters spell?  
A sight word that we all know well —  
Around, around, around!

16

## Sight Word Review

take together  
then around

Do you know the four sight words in this book? Read aloud the word on each bowl.



14

## Sight Word Tales

take together  
then around

# Let's Make Soup Together

by Mickey Daniels  
illustrated by Mike Gordon



SCHOLASTIC



Together, we'll make silly soup.  
Take a look at how it's done.

3



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with five sight words: **take**, **together**, **then**, **and**, **around**. Look for them in the text. Check the pictures, too!

Gather **around**, one and all.  
Let's cook up some fun.

2

A

## Sight Word Fill-ins

take together  
then around

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box **take together then around**

- Put on your socks, \_\_\_\_\_ put on your shoes.
- Let's play a game \_\_\_\_\_.
- Will you \_\_\_\_\_ me to the park?
- He skated \_\_\_\_\_ the rink.
- She put a puzzle \_\_\_\_\_.
- I brushed my teeth, \_\_\_\_\_ went to bed.
- The squirrel ran \_\_\_\_\_ the tree.
- We can \_\_\_\_\_ turns on the swing.



© Scholastic Teaching Resources

15



**Take** soda pop.  
**Take** one pork chop.  
**Take** pickles — quite a lot.

4

B



Silly soup is soup-er fun —  
until you have to eat it!

13



For silly fun **together**,  
no soup **around** can beat it.

12



Mix them all **together**,  
**then skip around** the pot.

5



**Take** jellybeans.  
**Take** tangerines.  
**Take** mustard — quite a lot.

10



Mix them all **together**,  
**then march around** the pot.

7



**Take** squishy peas.  
**Take** stinky cheese.  
**Take** oatmeal — quite a lot.

6



Mix them all **together**,  
**then** it's time to heat the pot.

11



**Take** macaroni.  
**Take** old baloney.  
**Take** jelly — quite a lot.

8



Mix them all **together**,  
**then** dance **around** the pot.

9

## Sight Word Cheers

please if  
stop must

Celebrate the new sight words you learned by saying these four short cheers.



P-I-e-a-s-e! Give a yell!  
What do these six letters spell?  
A sight word that we all know well —  
Please, please, please!

S-t-o-p! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Stop, stop, stop!

I-f! Give a yell!  
What do these two letters spell?  
A sight word that we all know well —  
If, if, if!

M-u-s-t! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Must, must, must!

16

## Sight Word Tales

please if  
stop must

# Please Stop Monkeying Around!

by Maria Fleming  
Illustrated by Kelly Kennedy



## Sight Word Review

please if  
stop must

Do you know the four sight words in this book? Read aloud the word on each hat.



14



But **if** you stay, you **must** behave.  
**Please**, Monkey, do your best.

3



**Sight Words**

Sight words are words that you can learn to recognize when you read. This book is filled with the sight words **please**, **stop**, **if**, and **must** look for them in the text. Check the pictures, too!

Welcome, Monkey! **Please** come in.  
 We're glad that you're our guest.

**Sight Word Fill-ins**

please if  
 stop must

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box **please stop if must**

- 1 He \_\_\_\_\_ be very tired.
- 2 Ask your mom \_\_\_\_\_ you can come.
- 3 You \_\_\_\_\_ finish your work.
- 4 They will \_\_\_\_\_ by to visit.
- 5 Will you \_\_\_\_\_ talk quietly!
- 6 I can watch TV \_\_\_\_\_ I clean my room.
- 7 She had to \_\_\_\_\_ playing and go home.
- 8 May I \_\_\_\_\_ stay up late?



**Please stop** hanging upside down.  
**Please stop** swinging to and fro.



**Please** don't visit us again.  
 We would rather visit you!



If you **must** monkey around,  
you **must** do so at the zoo.

12



**Please stop** monkeying around!  
If you don't, then you **must** go.

5



**Please stop** snacking on bananas.  
**Please stop** breaking every rule.

10



**Please stop** monkeying around!  
If you don't, then you **must** go.

7





**Please stop** writing on the wall.  
**Please stop** playing tic-tac-toe.

6



**Please** start packing up your things.  
You **must** go. **Please** leave our school!

11



**Please stop** dancing on the desk.  
**Please stop** putting on a show.

8



**Please stop** monkeying around!  
If you don't, then you **must** go.

9

## Sight Word Cheers

little has  
find found

Celebrate the new sight words you learned by saying these four short cheers.



L-i-t-t-l-e! Give a yell!  
What do these six letters spell?  
A sight word that we all know well —  
Little, little, little!

H-a-s! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Has, has, has!

F-i-n-d! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Find, find, find!

F-o-u-n-d! Give a yell!  
What do these five letters spell?  
A sight word that we all know well —  
Found, found, found!

16

## Sight Word Tales

little has  
find found

# Little Bo-Peep's Lost-and-Found Sheep

by Jane Quinn  
illustrated by Kelly Kennedy



## Sight Word Review

little has  
find found

Do you know the four sight words in this book? Read aloud the word on each sheep.



14



She **finds** one with a spoon on the run.

3

# Sight Word Fill-ins

little has  
find found

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box    little    has    find    found

- 1 My sister \_\_\_\_\_ not come home yet.
- 2 Ladybugs are very \_\_\_\_\_.
- 3 They cannot \_\_\_\_\_ their mittens.
- 4 He \_\_\_\_\_ five dollars on the ground.
- 5 May I have a \_\_\_\_\_ more milk?
- 6 She \_\_\_\_\_ blue eyes.
- 7 Last week, we \_\_\_\_\_ a frog in the woods.
- 8 Where did you \_\_\_\_\_ that book?



## Sight Words

Sight words are words that you see again and again when you read. The box is filled with the sight words **little**, **has**, **find**, and **found**. Look for them in the text. Check the pictures, too!

**Little** Bo-Peep **has** lost 15 sheep.  
Poor **little** lass! She must **find** them all fast!

2



She **finds** two in a very big shoe.

4



Now all of the sheep  
must **find** **Little** Bo-Peep!

15

13



The **little** lass sneaks away to hide in some hay.

12



**Little Bo-Peep** has found three of her sheep! But the **little** lass must find the rest fast.

5



She **finds** three more doing a chore.

10



**Little Bo-Peep** has found nine of her sheep! But the **little** lass must find the rest fast.

7



She **finds** six on a wall made of bricks.

6



**Little Bo-Peep has found** all 15 sheep!  
She **has found** every one!  
Time for a **little** fun.

11



She **finds** three in a tub on the sea.

8



**Little Bo-Peep has found** 12 of her sheep!  
But the **little** lass must **find** the rest fast.

9

## Sight Word Cheers

once upon  
far away

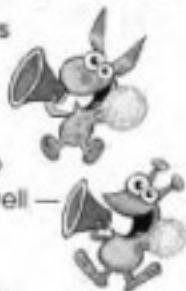
Celebrate the new sight words you learned by saying these four short cheers.

O-n-c-e! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Once, once, once!

U-p-o-n! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Upon, upon, upon!

F-a-r! Give a yell!  
What do these three letters spell?  
A sight word that we all know well —  
Far, far, far!

A-w-a-y! Give a yell!  
What do these four letters spell?  
A sight word that we all know well —  
Away, away, away!



16

## Sight Word Tales

once upon  
far away

# Once Upon a Planet

by Mickey Daniels  
Illustrated by Doug Jones



SCHOLASTIC

## Sight Word Review

once upon  
far away

Do you know the four sight words in this book? Read aloud the word on each star.



14



At least **once** a week, he flew **far away** hoping to come **upon** a friend one day.

3

## Sight Word Fill-ins

once upon  
far away

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box    **once**    **upon**    **far**    **away**

- 1 The frog sat \_\_\_\_\_ the lily pod.
- 2 Please put \_\_\_\_\_ your crayons.
- 3 How \_\_\_\_\_ can you run?
- 4 The cat climbed \_\_\_\_\_ my lap.
- 5 Please come here at \_\_\_\_\_!
- 6 We rode our bikes very \_\_\_\_\_ today.
- 7 He threw \_\_\_\_\_ his broken toys.
- 8 They all yelled "Surprise!" at \_\_\_\_\_.



### Sight Words

Sight words are words that you see again and again when you read. This book is filled with the sight words **once**, **upon**, **far**, and **away**. Look for them in the text. Check the pictures, too!

**Once upon** a planet, near the galaxy's end, one lonely alien longed for a friend.

2



**Once upon** a planet, **far, far away**, another alien played alone every day.

4



two lonely aliens each found a friend!

13



Once upon a planet, near the galaxy's end,

12



At least **once** a week, he flew **far away** hoping to come **upon** a friend one day.

5



And **upon** that planet, **far away** from the sun,

10



They both wished for a friend, who wanted to play **upon** planets near and **far, far away**.

7





Once upon two planets, away so far,  
the two wished upon the very same star.

6

c



those aliens met and had tons of fun!

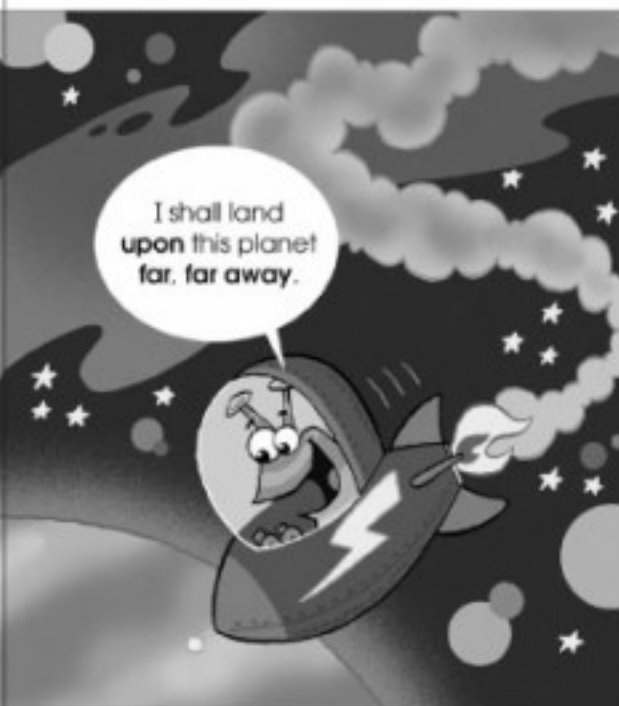
11



Then, once upon a planet, far, far away,

8

d



both aliens landed the very same day.

9