

Ultimate Literacy

Teach My Child to Read: Sight Words

First 200

Garth Schindel - SLPatHome

Table of Contents

<i>About the Author</i>	3
<i>Disclaimer</i>	3
<i>Introduction</i>	3
<i>Sound Cue Builder</i>	4
<i>Printing</i>	5
<i>Speech Sound Cues</i>	6
<i>Teaching Principles</i>	7
<i>Add in Phonological Awareness</i>	8
<i>Games and Activities</i>	9
<i>Word List for the First 100</i>	12
<i>Word List for the Second 100</i>	13
<i>First 100 Images</i>	14
<i>Second 100 Images</i>	<i>Error! Bookmark not defined.</i>

About the Author

I have been helping children and their parents for over 33 years as a licensed speech-language pathologist. I have worked in many settings with many different parents and children. I have found that the best way to help children is to give parents the tools and strategies that they need. Parents are always their child's best teacher.

More information on speech and language therapy and all of my programs can be found on my website: Speech-TherapyAtHome.com

I would love to hear from you if you have any questions or comments. I can be reached at SLP@Speech-TherapyAtHome.com

Garth Schindel, SLPatHome

Disclaimer

While I am a certified speech-language pathologist and all the ideas in this book are ones that I use with the parents who come to see me, this program does not replace an assessment or treatment with a speech-language pathologist or any other professional. I sincerely hope that you find my ideas and information helpful but if you have continued concerns about your child's development, please seek professional help.

Introduction

Sight words are an important part of being a good reader. These are words that we recognize instantly and read automatically. This is crucial for reading fluency and flow.

Fry's 1000 Sight Words are the most common words used in English. They make up 90% of what children read. This resource divides the 1000 words into 5 different volumes. Each volume has 2 of the 100 word groups. The words cover grade levels from pre-kindergarten to grade 5 and become harder as they go.

Children often learn sight words by simply memorizing them. This isn't easy for everyone. To make sight words more meaningful I have combined them with my Ultimate Sound Cues.

Sound Cues are a set of Visual Images, Labels and Hand Gestures that represent each of the speech sounds in English. English is confusing, Sound Cues help. The visuals help children learn what sounds make up each word. The labels help give meaning to the letter names and the hand gestures provide a physical way to show each sound. All together they make learning easier because they provide a fuller more meaningful experience.

Each sight word is paired with a fun colorful image representing it's meaning. These images provide an anchor for each word. They make each word meaningful.

The word cards can be printed back-to-back so one side has the Word, Image and Sound Cues. The other side will have only the word.

The Visual Image for each Sound Cue is provided as part of this program. The Labels, Hand Gestures and more information can be downloaded for free from my website: www.Speech-TherapyAtHome.com. They are in the free book [Ultimate Articulation: Sound Cue Tools](#).

Learning Sight Words by understanding the sounds that make up each, combines the traditional way of memorizing words with phonics or phonological awareness. This is the most powerful way to teach and understand sight words.

The American Speech-Language-Hearing Association, ASHA, recognizes the importance of phonemic skills for both speech sound development and early literacy. Speech Therapists are able to work on phonemic awareness in unique ways.

Sound Cue Builder

My Sound Cue Builder app helps children hear and see the sounds in words. It works very well with sight words. You can enter a word and see each sound in the word represented by my Sound Cues. You can listen to each sound in the word and to the whole word. It is free to download for both Apple and Android devices.

Sound Cue Builder

Layout v19

Type a word or build your own to create a sound cue sequence.

[More Information](#)

Read

Show Cues ☆ CMU: read -> R IY1 D (125074 words)

Option 2 ▾

Recent

Read Reading

Play R Play Long E Play D

Say Word Record Speed 100%

Edit Word Create Word Print Cue Strip

I hope you find this resource helpful.
Please let me know if you have any questions.

Printing

The images are intended to be printed back-to-back so the Sound Cues and picture representing the words are on one side and the word by itself is on the back. You can of course print them on separate sheets of paper if this works better for you.

Laminating the pages will protect them and make it easier to play games.

Each program includes both a Full Colour and a printer friendly Black and White version.

Speech Sound Cues

These are the Picture Symbols and the sound that each one represents. The full Speech Sound Cues Program, including a Printer Friendly Format for all of the Picture Symbols is available for free on my website: www.Speech-TherapyAtHome.com



B as in "Boy"



P as in "Pop"



C/K as in "Can"



G as in "Go"



T as in "Top"



D as in "Drum"



F as in "Fun"



V as in "Van"



H as in "Happy"



J as in "Jam"



L as in Laugh



M as in "Mom"



N as in "No"



Qw as in "Queen"



R as in "Run"



IR as in "Bird"



S as in "See"



Z as in "Zoo"



W as in "We"



Y as in "Yes"



Ch as in "Chip"



Sh as in "Shoe"



Zh as in "Treasure"



Th as in "Think"



Th as in "There"



Ng as in "Ing"



Short A as in "Cat"



Short E as in "Pet"



Short I as in "It"



Short O as in "Off"



Short U as in "Up"



υ as in "Book"



Long A as in "Ape"



Long E as in "Eat"



Long I as in "Pie"



Long O as in "Toe"



Long U "Oops"



Oi as in "Oil"



Ow as in "Cow"



Ew as in "Few"

Teaching Principles

Anytime I work with children, I try to follow a set of basic learning guidelines.

- Practice Success. This is my golden rule for any interaction with children. You want to provide all of the support that is needed so they can get whatever you are doing with them right 80-90% of the time. Every time a child responds to you; it changes the wiring in their brain. You want to build the right neural pathways.
- Make it easier by providing additional support:
 - Slow Down. Say the sounds and words slower, give children time to process what they are hearing.
 - Use all of the Sound Cue components. Use the Hand Gesture, Sound Labels and Picture Symbols.
 - Both you and the child use the Hand Gesture. Watching you do the gesture helps but when your child uses the gesture themselves it adds much more power. Physical movement really helps with learning.
 - Model skills. You do the task first and then have your child copy you.
 - Use the Images on the cards. The images representing the meaning of the word makes it easier to know what the word is.
- As skills improve gradually take away the support to make your child as independent as possible. Work towards them “reading” the words independently without the images or Sound Cues.
- Try breaking the words into groups. Focus on 10 or so for a few days to a week and then move on to the next set. After you have gone through all the words in one set of 100 see which ones still need to be worked on.
- Start with the easier materials and move to the harder ones as skills improve.
- Make practice fun but not so fun that your child isn’t focused.
- Practice regularly, 3-4 times a week. Short frequent practice is much better than occasional long practice.
- Make practice meaningful. Try to use words that have meaning to your child in their daily life.

Add in Phonological Awareness

Phonemic Awareness, also called Phonological Awareness or Phonics is a crucial foundational skill for early reading and spelling skills. Children need to be able to recognize and manipulate sounds to be successful at reading and spelling.

Combining Sight Words with Phonological Awareness provides a powerful way to give children the tools they need for reading and spelling both familiar words and new ones that they are just learning.

There are Seven Essential Skills for Phonemic Awareness:

- Recognize and Produce Rhymes
- Blend Sounds Together
- Break Words Apart into Syllables and Sounds
- Deletion – Take Syllables/Sounds Out of Words
- Recognize Sounds in Different Positions of Words
- Manipulate Sounds in Words to Change One Word to Another
- Sound Letter Correspondence – Knowing what Sounds Letters Make

Try:

- Helping your child to come up with Rhymes for the different sight words and to know if two words Rhyme or not.
- Saying each sound in the word with a space in between them. Gradually reduce the space until your child can tell what the word is.
- Having your child say each individual sound that makes up the word. Remember you are working on sounds, not letters.
- Saying a word with at least two sounds. Help your child to take one of the sounds out and then say back what is left. For example, “Say Make, now say it again without the M”.
- Helping your child to know what is the first, middle and last sound of the words.
- Saying a word and then change one of the sounds in the word to make a new one. For example, “Say Be, now say it again but change the B to a P”.
- Pointing out what sounds each of the English letters can represent. Remember, English is tricky, do what you can to make it easier.

If you need more help with phonological awareness my Building Phonemic Awareness programs provide 3 sets of tools: Rhyming Sets / Word Families, Puzzle Words and Minimal Pairs. These are fun and effective tools to work on phonics skills and early literacy.

They are available on my website: Speech-TherapyAtHome.com, on Amazon and in my Teachers Pay Teachers Store.

Games and Activities

Making learning fun is important. The more children are engaged and interested in what they are doing the more they will learn. These are ways to use the word/picture cards in fun ways. Be creative, make the activities your own, find games and themes that your child is interested in.

Printing the images on card stock or laminating them will make them easier to manipulate and last longer.

Matching

Make two copies of the word sets you want to work on. Cut one set apart. Simply help your child to match the cut-up words to the complete set. This is a good way to introduce the words. You can match picture to picture, word to picture or word to word.

Bingo

Cut up two different sets and use these to play a bingo game. Use the whole sets as the bingo cards.

Do a variation by having the letters or the Sound Cues cut up. Take turns picking a letter or Sound Cue to fill in the ones you need on your bingo card.

Word Race

Set out some cards in a race track pattern with a start and a finish. Use game pieces and a dice or spinner to move your pieces around the track. To stay where you landed, you need to say what the word is.

Riddles

Set out some different cards. Pick one in your head and then say a few sentences that describe it. Say what it has, what color it is, what it is made of, what it is used for, where you find it, what it rhymes with, what letters it has in it, what Sound Cues it has, etc. Keep describing until your child knows what it is.

Make this harder by putting a few cards in a bag. Pick one and don't let your child see what you picked. Keep describing until they guess.

Help your child to take a turn by helping them to describe the word and give a rhyme for it.

A fun variation is to set out about 12 cards and hide a small piece of paper under one of them. Have your child ask questions to eliminate the cards until there is only one card left or they know where the paper is. For example, "Is it alive?" – you would answer and then your child would take away the cards that couldn't be the right one.

Fishing

Put paperclips on some cut up cards. Put them on the floor or in a wash basin. Use a magnet on a string to catch the cards. Say what you catch.

Swat / Flip it.

Set you some cards and swat them with your hand, a rolled-up paper, a fly swatter, etc. Or flip them over with a spatula. Say what you swat / flip.

Flashlight

Set out some cut up cards on the table or tape them to a wall. Dim the lights and find words the different words by shining your flashlight on them. Given them a specific word to look for or just say what you find.

Instead of a flashlight find words by looking through a paper towel tube.

Try setting out a single word. Use the flashlight to light up each Sound Cue or Letter in the word. Say each as you light it up and then put them together to make the whole word.

Silly Sentences

Make up silly sentences or stories that use the words. You read the words you have written and your child says the Sight Words.

Make a Book

Make mini personal books that have a different sight word on each page. You can simply write the words in or tape/glue the cards onto the pages. Help your child to read their very own book.

Make them Loud

Put the cards onto pots, pans, anything that makes noise. As you say the words, hit them to make a noise. Make up rhythms by hitting them in fun patterns.

Spell / Sound Out to Rhythm

Say the letters or the sounds of the words to a familiar rhythm such as the song B-I-N-G-O. For example, "N O W, N O W, N O W spells Now".

Fussy Word Monsters

Make a fun monster puppet or put a monster face on a cereal box that has a slit for its mouth. The fussy monster will only eat the words that it asks for.

Target Practice.

Pick out a few different words. Play a game where you drop bean bags on them, knock them over with a ball (put them under bowling pins) or put them in plastic cups and shoot them with a dart gun. To get a "point" you need to say what the word is. Try setting out pairs of cards and see who can get the most matches.

Sorting

Help your child to sort the cards out by how many sounds are in each word or by what letter/sound they start/end with.

Hide and Seek

Hide cards around the house and send your child on a mission to find the one you want. Make it easier by giving your child the word to match to the card they are looking for. Make it harder by giving them two or more words to find.

Brag Charts / Books

Set up a chart or note book to keep track of the words that your child has mastered. Mastered would be being able to easily identify the word 2 or 3 days in a row.

Simply seeing the list of words grow can be motivating. To add extra incentive set up a contract with your child, for every certain number of words added to the book they get a reward.

Earn a Turn

Play any game that your child enjoys where you can take turns. Such as Pop-up Pirate, Don't Break the Ice, Kerplunk, etc. To get a turn at the game you need to say a word on one of the cards.

Card Games

The images are slightly smaller than standard playing cards. Taping or gluing them to regular playing cards makes it easy to play fun games such as memory, go fish and war.

Snap

One card game that works well is Snap. Using a set of duplicate cards. Deal all the cards out to you and your child. Keep the cards face down in front of you. At the same time, you both turn over your top card. If they are the same, the first person to say "Snap" keeps the pair.

Kaboom

Put the word "Kaboom" on a card. Put this card and others into a bag. Take turns pulling out a card. If you can read it you get to keep it. If you can't read it put it back. If you pull out the Kaboom card you have to put all your cards back in the bag.

Word List for the First 100

This is a list of the First 100 words.

A	It	Up
About	Its	Use
All	Like	Was
Am	Long	Water
An	Look	Way
And	Made	We
Are	Make	Were
As	Many	What
At	May	When
Be	More	Which
Been	My	Who
But	No	Will
By	Not	With
Called	Now	Word
Can	Number	Would
Come	Of	Write
Could	On	You
Day	One	Your
Did	Or	
Do	Other	
Down	Out	
Each	Part	
Find	People	
First	Said	
For	See	
From	She	
Get	So	
Go	Some	
Had	Than	
Has	That	
Have	The	
He	Their	
Her	Them	
Him	Then	
His	There	
How	These	
I	They	
If	This	
In	Time	
Into	To	
Is	Two	

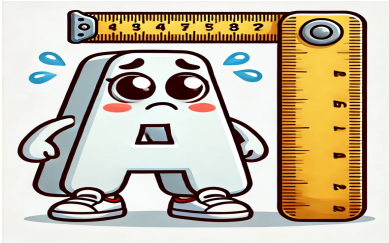
Word List for the Second 100

After	Just	Right
Again	Kind	Same
Air	Know	Say
Also	Land	Sentence
American	Large	Set
Animal	Learn	Should
Another	Letter	Show
Answer	Line	Small
Any	Little	Sound
Around	*Live	Spell
Ask	Man	Still
Away	Me	Study
Back	Mean	Such
Because	Men	Take
Before	Most	Tell
Big	Mother	Thing
Boy	Move	Think
Came	Much	Three
Change	Must	Through
Different	Name	Too
Does	Need	Try
End	New	Turn
Even	Off	Us
Follow	Old	Very
Form	Only	Want
Found	Our	Well
Give	Over	Went
Good	Page	Where
Great	Picture	Why
Hand	Place	Work
Help	Play	World
Here	Point	Year
Home	Put	
House	Read	

*Both meanings/pronunciations of Live are shown.

First 100 Images

Following are the images for the first 100 words.



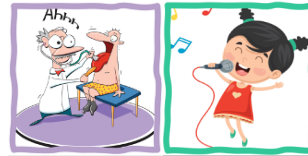
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am



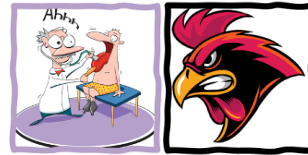
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