

# Sight Words & Comprehension Activities

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## Instructions for literacy games: Sight Words

### Concentration

Place 6 pairs of letter or word cards face down on floor or table in a grid pattern (e.g. 4 across and 3 down). Player 1 takes a turn. They turn up 2 cards. If the 2 cards are a match, they get to keep the cards until the end of the game. Player 2 does the same and so on. Whoever has the most cards at the end of the game is the winner.

### Bingo

*This game is ideal for 2 to 4 players*

Make two sets of word cards – at least 16 pairs of words.

One set remains in a pile in the middle, face down.

The other cards are shared out between the players. (All players must have the same number of cards. It doesn't matter if you don't use up all the cards).

Players set their cards out, face up, in front of them.

Each player takes turns of taking the top card from the pile and reading it. If he/she has the same card in front of them, that card gets removed from their set of cards.

The first person to have no cards left is the winner – “Bingo”.

### Tic Tac Toe

Set out a number of word cards out on the table. Use a pointer to touch the words (in random order) while saying ...

*Tic Tac Toe, here I go*

*Where I land I do not know.*

The student must say the word that the pointer lands on.

### Throw the word

Take 5 pairs of Sight Word Cards. You have five and the student has the same five. Hold the 5 cards in your hand like a fan, words facing you. The student does the same. You choose a word and throw it on the table while reading the word out loud. The student finds the same word in his/her collection and throws it on the table, saying the word. Keep going until all five words have been thrown on the table. Then play again. This time the student starts by throwing a word and you copy.

### Throw the box

Use the cube template to make a box. With removable sticky tape or blue tack, stick a sight word on each of the six surfaces. The student throws the box and has to say the word on the top surface when it lands.

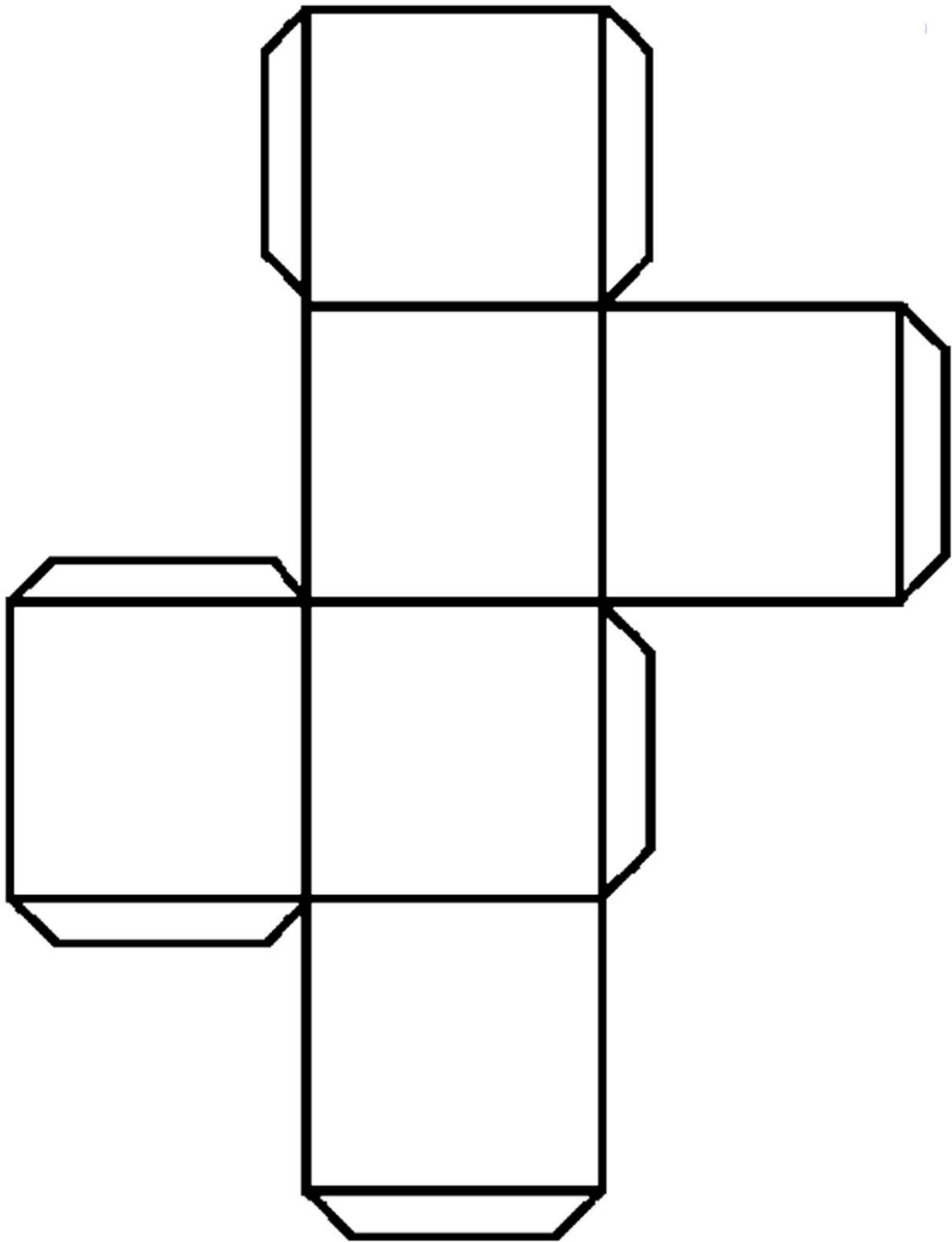
**Sentence starters Set A: Noun endings** – Cut out every rectangle, then mix and match first part of the sentence with any ending, so that it makes sense.

I like	cats
I can see a	cat
Come and look at the	dogs
Do you like the	dog
Come and play with the	pets
I can make a	duck
Let's go to see the	pig
Look at the	pig
We have a	hen
We like	hens
I like to help	Mum
We will help	Dad

**Sentence starters Set B: Verb endings** – Cut out every rectangle, then mix and match first part of the sentence with any ending, so that it makes sense.

<i>I like to</i>	<i>run</i>
<i>I can</i>	<i>sit</i>
<i>My dog can</i>	<i>walk</i>
<i>We will</i>	<i>jump</i>
<i>Mum can</i>	<i>hop</i>
<i>Dad can</i>	<i>swim</i>
<i>Mum and Dad can</i>	<i>dig</i>
<i>I want to</i>	<i>help</i>
<i>I will</i>	<i>go</i>
<i>Come and</i>	<i>play</i>
<i>Let's</i>	<i>ride</i>
<i>Can you</i>	<i>skip</i>

# The cube



## Dolch Words: Student record list

### Set 1

here	is	I	can
see	go	the	a
this	and	am	like
my	come	to	me

### Set 2

look	with	made	are
help	some	make	want
yes	no	run	walk
sit	jump	play	that

### Set 3

not	went	said	will
do	big	little	small
came	our	for	want
makes	them	too	us

### Set 4

get	do	does	goes
you	put	under	after
eat	give	off	these
where	was	into	across

### Set 5

blue	black	green	yellow
white	orange	one	two
three	four	five	six
seven	eight	nine	ten

**Set 6**

be	by	his	her
he	she	we	going
of	there	saw	have
they	any	done	every

**Set 7**

could	couldn't	find	good
would	wouldn't	how	today
too	your	or	don't
through	over	around	fast

**Set 8**

kind	little	live	long
many	much	buy	read
say	so	thank	from
very	high	low	together

**Set 9**

must	were	over	away
draw	drink	fast	gave
which	why	when	what
who	behind	sometimes	always

**Set 10**

myself	old	new	all
were	their	fly	happy
please	been	only	sing
because	first	second	third

Set 1 Dolch Words 1-16

here	I
see	the
this	am
my	to
is	can
go	a
and	like
come	me



look	are
help	want
yes	that
no	walk
with	run
some	jump
made	sit
make	play

not	said
do	little
came	for
makes	too
went	will
big	small
our	want
them	us

get	does
you	under
eat	off
where	into
do	goes
put	after
give	these
was	across

blue	three
black	four
green	five
yellow	six
white	seven
orange	eight
one	nine
two	ten

be	of
by	there
his	saw
her	have
he	they
she	any
we	done
going	every

could	too
couldn't	your
find	or
good	don't
would	through
wouldn't	over
how	around
today	fast

kind	so
many	thank
say	from
very	high
little	low
live	read
long	buy
much	together

must	which
were	why
over	when
away	what
draw	who
drink	behind
fast	always
gave	sometimes



myself	please
old	been
new	only
all	sing
were	because
their	first
fly	second
happy	third

## Dolch Words in Sentences (for practice when all Dolch words are known)

Here is the man who went to the shop.

---

Look what I have made!

---

I would like to go there again.

---

I always sit on the small chair.

---

I would like to buy a better book.

---

I don't like this very much.

---

He hurt his leg going down the slide.

---

Do you know how far it is to the moon?

---

My mother made me some lunch.

You may walk over there.

---

We will sing the other song now.

---

They always go to the shops together.

---

They put their food on plates.

---

It is kind of you to let me use your pen.

---

He came in a red car.

---

Come and sit beside me.

---

Do you own this pencil?

---

Why did you give it to him?

---

The little black dog sat under the table.

I will try to ride my new bike.

---

I can make the cake by myself.

---

Which one of these is better?

---

Where does she keep her new game?

---

It is much too cold to play outside.

---

How well can you read this book?

---

Look at that funny pink pig.

---

No one can open the lid.

---

She will help him if he falls.

---

There are about four of those white ones left.

She said she saw seven small birds.

---

We ran after the brown ball.

---

I like to play with new toys.

---

Can you help me pull out this big weed?

---

I always like to read a good book.

---

You must never eat these again.

---

This is my best work.

---

I wish I could read this story.

---

Go along to the shops and buy some milk.

---

Can you tell us all about it?

The dog cut its foot on a stone.

---

If you live a long time, then you will be old.

---

You must stop when you see a red light.

---

Do you have some things to show us?

---

You must go up the steps to get over the wall.

---

I can jump as far as you can.

---

I could not do up my shoes when I was little.

---

Do you want to wash in warm water?

---

He is going to take both kittens.

---

Please take four of our boys with you.

The man let us take two yellow flowers.

---

I don't think I would like a green drink.

---

Did you see the big fish that got away?

---

Dad gave me those pens to keep.

---

I would like to draw that again.

---

Did you ask Mum for some food?

---

Open your book to the right place.

---

I think it is about time to start.

---

I ate all of my food.

---

I only have a blue and white hat.

Bring your own drink because it is hot today.

---

Please write your name on this paper.

---

I don't think I could eat eight apples.

---

Don't laugh at my work!

---

I am going to buy myself a new toy.

---

Please hold this for me.

---

I know a boy who likes to sleep all day.

---

Do you know how to use a fork?

---

I wish I could go all the way around the world.

---

Where is your house?



Would you say yes or no?

---

I have never been down there.

---

This is too much for me to eat.

---

Try to keep your clothes clean, or I will have to wash them.

---

Thank you for going with me today.

---

Call me when you have done all your work.

---

I would like to fly over the moon.

---

Just put it on the top.

---

How many cakes do you have now?

---

**Black**  
For bad points

What went wrong  
in the story?  
What could have  
gone wrong?

**Blue**  
For values

What can we  
learn from this  
story?  
Think about the  
actions of the  
characters.

**Red**  
For feelings

How did you feel  
when ....?  
How do you think  
someone in the story  
felt when ...?

**Green**  
For new ideas

What else could have  
been done?  
What else could have  
happened?  
Can you think of a  
different ending?

**White**  
For information

Who was ....?  
What was ....?  
When?  
Where ....?  
How many ....?

**Yellow**  
For good points

What were the good  
points in the story?  
What were the happy  
parts of the story?

## Comprehension and writing activities for Beacon Media levelled stories

<b>Level 1</b>
<b>At the beach</b> <b>Sentence:</b> What can you see at the beach? Help the student write their response as a sentence.
<b>At night</b> <b>Comprehension:</b> Which animals are awake at night? <b>Sentence:</b> Ask the student to make up a sentence about their favourite animal that they might see at night.
<b>At the bus stop</b> <b>Comprehension:</b> Have you ever waited at a bus stop? What did you see? (or what might you see if you did?) <b>Sentence:</b> Ask the student to say what they might see at the bus stop. They start their sentence with "I can see a ..... "
<b>At the market</b> <b>Comprehension:</b> What can you buy at the market? "At the market I can buy ..... "
<b>Baby Kangaroo</b> <b>Comprehension:</b> What kind of animal is a kangaroo? Where does Baby kangaroo like to be? <b>Sentence:</b> Finish the sentence: "Baby kangaroo likes to be ... (with his Mum.)
<b>I am</b> <b>Comprehension:</b> What do you like doing best? <b>Sentence:</b> Students can write the sentence about themselves: "I am (name). I like ..... (They can choose an activity that they like to do to finish the sentence, e.g. 'fishing'.)
<b>I can</b> <b>Comprehension:</b> "Show me the girl that is jumping/skipping"; "Show me the boy who is hopping/running/digging"; What did the children make with the scissors? <b>Sentence:</b> Ask the student to finish the sentence with something they like to do: "I can ...." (They make up the ending and write it.)
<b>I like to</b> <b>Comprehension:</b> "What does a fish like to do?" "What does a frog like to do?" etc. <b>Sentence:</b> What do you like to do?
<b>I like animals</b> <b>Comprehension:</b> "Why are animals very special?" <b>Sentence:</b> Put an ending on this sentence: "I like ...." (The student can think of anything they like, and write it.)
<b>I like farm animals</b> <b>Comprehension:</b> Have you ever seen farm animals? Which ones? What do cows give us? What do chickens give us? <b>Sentence:</b> Which farm animal do you like?

### **Level 1 (continued)**

#### **Let's go to Africa/Antarctica/Australia/England/India/North America**

Note that the purpose of these stories is to expand the student's knowledge of the world. They do not have to learn to read the names of all the animals.

**Comprehension:** "What is your favourite animal from this place?"

**Sentence:** Ask the student to make up a sentence about a favourite African animal.

#### **My family**

**Comprehension:** "What do you like to do with your Mum / Dad / brother / sister?"

**Sentence:** Ask the student to make up a sentence about a family member.

#### **Under the sea**

**Comprehension:**

1. What are some of the animals that live under the sea? (Ask the student to name and point to pictures of some of the animals)
2. How many legs does a crab have? 3. How many legs does an octopus have?

## Level 2

### Animal homes

**Comprehension:** Ask the student to ask *you* some questions about where animals live. You have to provide the answer. E.g. the student asks, "Where does a spider live? You say, "A spider lives in a web."

### At my house

**Sentence:** What do you do to help at home? "I help ..... to ....." "

### Baby Jesus is born

**Sentence:** Who came to see Baby Jesus?

### Fish alive

Use this story to teach number words, one to ten. Draw a number of objects. How many? e.g. The student writes, "Here are eight dogs."

### Follow that star

Find the word 'that' in the story.

**Sentence:** Asks the student to finish the sentence: "I like that ...."

**Legs** Use this to teach number words: two, four, six, eight, ten. How many legs does x have? e.g. A fish has no legs.

### Look what I made

**Sentence:** Ask the student what they like to make and ask them to write a sentence about this, e.g. *I like to make cakes.*

**One me** Use this story to teach number words one and two. What else comes in ones or twos? e.g. I have two shoes.

### The lost coin

Find the words 'look' and 'help' in the story.

**Sentence:** When do you need help to look for something?

Mum/Dad can help me look for my ....

### The lost sheep

Find the word 'no' in the story. To teach the word 'no, help the student write the following:

**Sentence:** Ask the student to tell you a food that they do not like. Now write a question about a food they do not like. e.g. write on paper, "Do you like lemons?" Ask the student to write, "no".

Then the student can write a question for you to answer.

### The shepherds

Find the word 'look' in the story.

**Sentence:** Finish the sentence: "Look at the ...."

### Who does Jesus love?

**Sentence:**

Write the sentence '*Jesus loves ....*'

Ask the student to finish the sentence.

### Who lives here?

Ask the student to draw a home, (animal home or their own home), and help them to write a sentence about it: ..... lives here.

**Level 3**

**Incy Wincy Spider**

**Comprehension:** What is a water spout?

**Sentence:**

Why did the spider go up the spout again?  
(The spider went up the spout because .... )

**Let's have fun**

Discuss the meaning of the apostrophe.

**Sentence:**

What will Dan Duck do? (Dan Duck will ... )

**Noah**

**Comprehension:** How did God save the animals?

**Sentence:**

Who went in the boat? (Noah, his family and the animals went in the boat.)

**What did God make?**

God made ..... and ..... and ..... and .....

**I hear music**

**Sentence:**

What can you hear?  
(I can hear .... )

**Let's get fit**

**Comprehension:** What does it mean to 'get fit'?

**Sentence:**

What do you like to do to get fit?

**My dog**

**Comprehension:** What can this dog do?

**Sentence:** How would you care for a dog? (If I had a dog I would ..... )

## Level 4

### Go crab go

**Comprehension:** Where will the crab hide? Why does it need to hide?

**Sentence:**

What do big sea birds like to eat? "Big sea birds like to eat ....." "

### Jump frog jump

**Comprehension and Sentence:** What do snakes like to eat?

### Look at me

Ask the student to sound out as many words as possible: log, hop, up, in, dig, red, hen, sit, pug, dog, snap, swim

**Sentence:** Ask the student to choose an animal from the story. What can that animal do?

### My 5 senses

**Sentence:**

Ask the student to choose one of the senses and make up a sentence starting with:

"I like to ... " (see/hear/feel/taste/smell .... ) and they add an ending, e.g. "I like to smell flowers."

### Who can help?

Ask the student to sound out as many words as possible in the story.

**Comprehension:** What is a possum? What can it do? (climb trees). Why could Peter Possum help to get Kitty Cat down from the tree?

**Sentence:**

Ask the student to choose an animal from the story. Ask them to tell you something about that animal. Turn their answer into a sentence.

### Who will help?

Point out some words in the story that may not be familiar: *hurt, first, second, third, good*

**Sentence:**

Use the Thinking Hats.

**Black:** What bad thing happened in the story?

**Yellow:** What good thing happened in the story? Write about one of these.

## Level 5

### Butterflies

Ask the student, "What colours can butterflies be?"

Write the question in the exercise book or on paper:

"Have you seen any butterflies?"

Get the student to read the question, then answer.

Student writes the answer: "Yes, I have seen a (colour) one." (e.g a blue one.)

### Counting ants

Find the rhyming words in 'Counting Ants'.

**Sentence:**

Ask the student to choose a place where they might see ants.

Finish the sentence: "I see ants ..... "

### God made the light

Why did God make the light?

(God made the light for us so that we could .....)

Because of the light we can see colour. Ask the student to choose a colour and write about something that is of that colour, e.g. The sun is yellow. The sun is hot.

### Hide the Baby

**Comprehension:** The mother put her baby in a basket on the river because she did not want the bad king to get the baby. Who watched the baby to make sure he was safe? Who found the baby? What did the kind princess do?

**Sentence:** Who keeps you safe?

### I can hear

Point out all the words that have 'ing' at the end.

Also ask student to listen for the rhyming words.

**Sentence:** Ask the student what they can hear at this moment. Write a sentence about it.

### I can help

**Sentence:** What can you do to help?

### I went for a walk

What can you see when you go for a walk?

*When I go for a walk I can see .....*

### Swim duck swim

How does a mother duck look after her babies?

*A mother duck .....*

### The shepherd boy

**Comprehension:** What does a shepherd boy do?

**Sentence:** Finish the sentence: "A shepherd boy ....."



## Level 6

### A sick man

#### Comprehension:

Use the red Thinking Hat for emotions.

Ask,

1. "How did the friends feel when they saw that there were too many people to get the sick man into the house to see Jesus?"
2. "How did the people in the house feel when they saw the man coming down through the roof on the little stretcher bed?"
3. "How did the sick man feel when Jesus made him better?"

#### Sentence:

Help the student write the answer to number 3 in a sentence.

### Ants

#### Sentence:

Use the blue Thinking Hat.

What can we learn from the life of ants?

### Daniel

Sentence: Use the red Thinking Hat for emotions.

Ask,

1. How did the bad king feel when Daniel said he would not stop praying to God?
2. How did Daniel feel in the den of lions?
3. How did the King's servants feel when they went to the lion's den the next morning and found that Daniel had not been hurt by the lions?

#### Sentence:

Help the student to write the answer to one of these questions in a full sentence.

### Fruit salad

#### Sentence:

Help the student to write the recipe in 4 steps. This is a longer activity so continue next lesson.

This is how you make fruit salad.

Step 1: Get .....

Step 2: Chop .....

Step 3: Put .....

Step 4: Mix .....



## Level 8

### Baby Chicks

How does a chick get out of its shell?

### Frogs

#### Comprehension:

Who lays the frogs eggs? Where might you find them? What is a tadpole? What is a froglet? What can grown-up frogs do? What do they eat? What colours can they be? What patterns can they have? Why are they sometimes hard to see?

#### Sentence:

Ask the student to make up a sentence about frogs.

### Henny Penny

Use the **black Thinking Hat**.

What bad thing happened to the hen, the rooster, the duck and the turkey?

### Lucky Frog

#### Comprehension and Sentence:

Use the **green Thinking Hat** for a different ending.

Lucky Frog was asleep on his log. What could have happened if the fly did not go by and wake Lucky Frog?

**Level 9**

**Four little ducks**

Why do you think the ducks went away?

**Lily and the eggs**

Use the **yellow Thinking Hat**. What good thing happened in the story?

**Rizzy Rat**

Use the **white Thinking Hat**, (for facts).

What did Sam grow in his garden?

**The boy who cried wolf**

**Comprehension:** Use the **blue Thinking Hat**. What can we learn from this story?

**Sentence:**

Use the **black Thinking Hat**.

What bad thing happened in the story?

**Level 10****Let's play football**

**Sentence:** Do you like football? What do you like or not like about the game?

**Lions**

**Comprehension:** What are baby lions called? What does the male lion look like?

**Sentence:**

Use the **white Thinking Hat** for facts.

How do lions get their food?

**Rikki Tikki Tavi**

**Comprehension:**

How did Rikki help the family?

How did the birds help Rikki?

**Sentence:**

Use the **yellow Thinking Hat**. What good thing happened in the story?

**The Tea Party**

**Sentence:** What would you serve your friends if you held a tea party?

## Level 11

### Let's look for dinosaur bones

This is an exercise in sounding out unfamiliar words, using known sounds.

**Sentence:**

When did God make dinosaurs?

### The Three Bears

**Comprehension:**

Where did the Three bears go?

Who came to the house?

What did she do?

**Sentence:**

Use the **red Thinking Hat**. How did the Three bears feel when they got home?

When the three bears got home they felt ..... because.....

### The Three Pigs

**Comprehension:** Use the **white thinking hat** for facts. What did the first little pig use to make his house? The second? The third?

Use the **green thinking hat**. What would have happened if the second little pig did not let the first little pig into his house?

**Sentence:**

Use the **blue Thinking Hat**.

What can we learn from the story of the Three Little Pigs? We should ..... (e.g. "We should always build a strong house."; "We should help a person when they are in trouble.")