

Sight Words You Can See Sample Cards

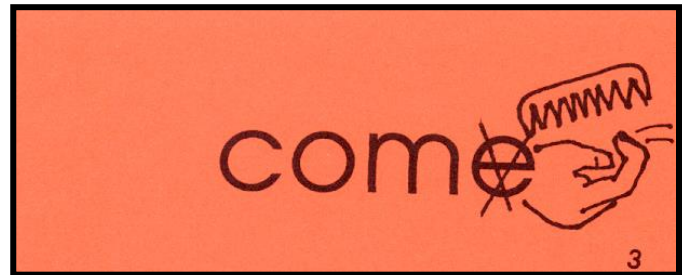
Here are a few samples of the Sight Words You Can See program, created by Penny Castagnozzi.

Print this page, cut out the cards, and try them out on a student who has already developed a strong phonics base, but needs to quickly learn the sight words that don't follow the rules of phonics. You'll notice that the mnemonic (memory) cues link the irregular or infrequent spelling pattern to the way the word is pronounced, and also ties in the meaning of the word. These are actual dialogue boxes from the instruction manual that is included with the personal-sized or classroom-sized sets of Sight Words You Can See. Show the student the card as you simply read the corresponding story.

who – “This word looks like it should say ‘whoa.’ (open syllable rule already taught) Do you see that owl? He’s awake all night in the forest, and when he hears a scary sound, he says, ‘**Whoa! Whoooooo** is that?’”



come – “If the final ‘e’ rule worked here, this word would sound like the word ‘comb’. It doesn’t work here, though. This word is ‘come’. In the cue, the finger is calling the child, saying, ‘**Come**, so I can **comb** your hair.’”



early – “This word has the word ‘ear’ in it. Now I’m going to walk out of this room, and when I open this door again, I want you to notice which comes into the room first – my ear or my nose. (Do so, taking care to have your ear enter first.) What was first? Right, my **ear** was **early!**”



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