

Lakeshore®

Sight-Word Readers - Level 2

Emergent readers who have mastered the 32 most common sight-words are going to love these engaging, colorfully illustrated stories that have been written just for them! Each book builds on the sight-word knowledge children acquired from our *Level 1 Readers (TT235, sold separately)*, and introduces five to nine new, slightly higher-level sight-words. Because the text consists entirely of sight-words and rebus-style pictures, these 8-page books are super-easy to read, helping students build confidence and improve fluency. When students have mastered the twenty books in this set, they'll be able to recognize and read 64 of the most commonly encountered words in the English language!

In this guide, you'll find some tips on how to use these books to help children become successful, confident readers. On the back cover is a reference list of the words used in each book, so you can quickly find just the right books to reinforce the words your students are learning.

The new sight-words introduced in this set are:

be	down	has	little	now	then	up	when
come	from	him	look	out	they	we	who
day	get	how	make	some	time	were	will
do	give	know	no	them	two	what	work

Getting Started

Select a book to share with a student. Show her the cover and read the title aloud, pointing to each word as you say it. Encourage the child to repeat the title with you as you read it again. Then, discuss the illustration on the cover. What people or animals are shown? Where are they? What are they doing? Ask the child to predict what she thinks the book will be about.

Open the book to the first page. Point out that the title page of a book shows the title, as well as the author and illustrator. Explain that the author of a book is the person who wrote the story, and the illustrator is the person who created the pictures. Sometimes, the same person is both the author and illustrator of a book.

Turn the pages of the book, stopping to enjoy some of the pictures. Ask questions about the pictures to help develop oral language skills. Then, turn back to the inside front cover, where you'll find a list of the sight-words that are used in the book. Have the student read the review words to you to make sure she has mastered them. Then, point to each new word and read it aloud; have the student repeat the words with you. Explain that now that she can read these words, she'll be able to read the entire book!

Encourage the student to read the book aloud to you. Prompt her to point to each word as she reads. If she struggles with any words, prompt her with the beginning sound, or suggest that she look at the picture for clues.

After reading the book, discuss the story. Did the student like it? Did the ending, or any other part, surprise her? Did it remind her of any events from her own life?

Place the books in your reading center or in a bookstand where children can access them. Encourage your students to read the books on their own, as often as they like.

Additional Activities

Try some of these activities to reinforce children's sight-word reading skills.

- Expand your word wall. Write each of the 32 new sight-words on an index card and post the cards on a word wall or bulletin board as students learn them.
- Choose a "sight-word of the day" and write it on the board. Challenge children to raise their hands each time they see the word in text during the day. Next to the word, write the initials of each child who spots it.
- Write each of the sight-words on an index card and place the cards in a paper bag. Invite students to take turns pulling one card from the bag and reading the word aloud. If the reader identifies the word correctly, he may keep the card. If not, he places it back in the bag, and another student takes a turn. The player who collects the most cards wins the game.
- Place a few of the sight-word index cards on the floor or a table where a small group of children can see them. Then, make one letter card for each of the letters in the words you have selected. (Or use plastic or foam letters if you have them.) Scramble the letters for one of the words on display, such as "i t l t e l." Who can be the first to unscramble the letters and find the matching word card ("little")?
- Have a sight-word scavenger hunt! Hide several of the cards in various places around the classroom. Name one of the words and see who can be the first to find it. Or, assign each child a different sight-word to find.
- Make a second set of sight-word cards (for a total of 64 cards) and invite children to use them to play a memory game. Select several pairs of words, depending on your students' skill level. Place the cards facedown in rows in random order. Then, have the first player turn two of the cards faceup and read the words aloud. If the words match, she may keep them. If not, she turns the cards facedown in their same places and another player takes a turn. When all of the cards have been matched, the player with the most pairs is declared the winner.

Reference List

Following is a list of the titles in this set, including the new sight-words that are used in each book:

<i>Ants</i>	do, down, get, out, some, they, up, what
<i>At the Beach</i>	do, get, some, we, what
<i>Bananas & Milk</i>	do, get, give, some, we
<i>The Boy in the Tree</i>	come, down, from, now, will
<i>Get On the Bus!</i>	down, get, out, some, they
<i>Going to School</i>	do, get, him, how, know, some, we, will
<i>Making Our Pizza</i>	do, get, how, know, make, some, then, we
<i>Monkeys in the Jungle</i>	down, get, how, they, two, up
<i>My Baseball</i>	has, look, out, time, what, who
<i>My Dog Has Fleas</i>	do, give, has, him, they, two, what, will
<i>My Frog</i>	be, come, get, has, little, then, two, what, will
<i>The Rain</i>	get, out, some, we, will
<i>The Seed</i>	do, give, make, what, will
<i>The Tree House</i>	come, down, make, up, we, work
<i>Up in the Tree</i>	has, little, no, two, up, what
<i>What Time Is It?</i>	get, know, now, time, up, what
<i>What Will You Do?</i>	do, make, out, what, who, will, work
<i>Wheels</i>	get, has, no, some, we, will
<i>When I Was Little</i>	be, day, little, now, when, will
<i>Where Are the Shoes?</i>	do, has, no, now, them, we, were, who