

Magnetic Sight Words Set 1

This Really Good Stuff® product includes:

- 50 Sight Word Magnets
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of the Really Good Stuff® **Magnetic Sight Words Set 1**, a hands-on tool that you can use to help students master reading and writing sight words.

Meeting the Standards

This Really Good Stuff® **Magnetic Sight Words Set 1** aligns with the following Common Core State Standards for English Language Arts below. For alignment with other state standards, please refer to our website's Standards Match.

Phonics and Word Recognition

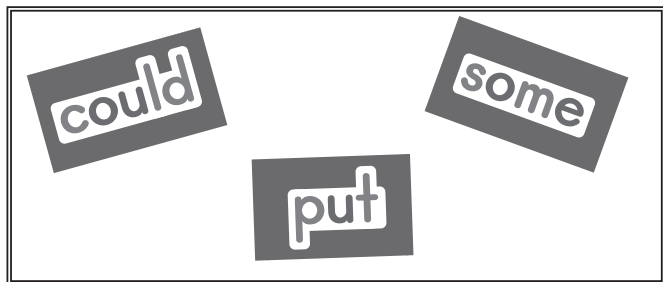
RF.K.3c Read common high-frequency words by sight.

Managing the Magnetic Sight Words Set 1

- Visit our website, www.reallygoodstuff.com, to download Really Good Stuff® Instructional Guides.
- Store the magnetic words on a magnetic receptive surface in alphabetical order.
- Use the *Teacher Record Sheet* to track your students' progress.

Introducing the Magnetic Sight Words Set 1

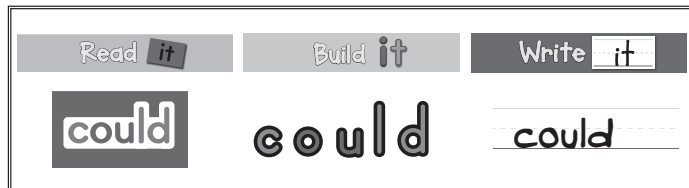
The **Magnetic Sight Words Set 1** features 50 of the trickiest first sight words students must learn to read and write. For added support, each word is printed in a white box allowing the word shapes to stand out on the magnets, all consonants are blue, and all vowels are red. Because most of these words cannot be learned through the use of pictures, practicing them in isolation in a variety of ways helps students narrow their focus and recognize the words with automaticity.



Model the Activity

First, set aside words that the students cannot read with automaticity. Make a copy of the *Teacher Record Sheet*, one for each student. Highlight the words to be studied. Also make a copy of the *Student Record Sheet* for each child to self-monitor progress. Begin by drawing and labeling three columns on a magnet receptive surface—*Read It*, *Build It*, *Write It*. Select a sight word magnet, place it in the first column, and read it aloud with students. Have students name the letters in the word and use magnetic letters to build the word in the second column. Next, model how to write the word

in the third column using a dry erase marker and saying each letter as you form it. Be sure to read the entire word after spelling it aloud and writing it. Point to and read each of the three versions of the word, carefully tracking. Optionally, use the *Magnetic Read, Build, and Write Board* (#308114) to practice reading, building, and writing each word.



Determine your criteria for students to check off words in the student box on their sheet, either reading them with automaticity or spelling them without seeing them. Keep track of your students' progress by checking off the mastered words in the teacher box on the *Teacher Record Sheet*.

This repeated, predictable, and systematic exposure to these early sight words benefits all readers, including those learning English as a second language or struggling with word recognition. Use this tool with individual students and small groups as a direct instruction tool or in a literacy center.

Tips for Teaching Sight Words

- Practice only a few words each week.
- Post the words in the classroom and review them daily.
- Provide lots of exposure to these words: Include them in class writing and spelling lists.
- Use mnemonic devices: Have students draw a picture or make up a silly rhyme or phrase related to each word.
- Have students spell words aloud in a rhythmic pattern or “write” them in the air.
- Have students “rainbow write” the word. They write the target word in a chosen crayon color, saying each letter as it is formed. They read it aloud, tracking, then they write over that word using different colors, repeating the process.

Variations

- Challenge students to use each word correctly in a sentence after writing it.
- Cover the first two columns and have students write the word in the third column.

Post these instructions at your word study center:

Instructions

1. Choose the top sight word magnet.
2. Say the word.
3. Build the word with magnetic letters.
4. Write the word.
5. Track and read the word in each column. Mark the word off of your *Record Sheet*.
6. Put the magnetic word on the bottom of the pile and put away the magnetic letters.
7. Wipe off the whiteboard or work mat.

All instructional guides can be found online.

Student Record Sheet

#	Word	✓	#	Word	✓
1	about	<input type="checkbox"/>	26	right	<input type="checkbox"/>
2	any	<input type="checkbox"/>	27	said	<input type="checkbox"/>
3	been	<input type="checkbox"/>	28	see	<input type="checkbox"/>
4	come	<input type="checkbox"/>	29	some	<input type="checkbox"/>
5	could	<input type="checkbox"/>	30	take	<input type="checkbox"/>
6	down	<input type="checkbox"/>	31	than	<input type="checkbox"/>
7	each	<input type="checkbox"/>	32	their	<input type="checkbox"/>
8	first	<input type="checkbox"/>	33	them	<input type="checkbox"/>
9	get	<input type="checkbox"/>	34	then	<input type="checkbox"/>
10	has	<input type="checkbox"/>	35	there	<input type="checkbox"/>
11	have	<input type="checkbox"/>	36	these	<input type="checkbox"/>
12	how	<input type="checkbox"/>	37	they	<input type="checkbox"/>
13	know	<input type="checkbox"/>	38	two	<input type="checkbox"/>
14	like	<input type="checkbox"/>	39	very	<input type="checkbox"/>
15	little	<input type="checkbox"/>	40	want	<input type="checkbox"/>
16	long	<input type="checkbox"/>	41	was	<input type="checkbox"/>
17	look	<input type="checkbox"/>	42	way	<input type="checkbox"/>
18	make	<input type="checkbox"/>	43	were	<input type="checkbox"/>
19	many	<input type="checkbox"/>	44	what	<input type="checkbox"/>
20	more	<input type="checkbox"/>	45	when	<input type="checkbox"/>
21	my	<input type="checkbox"/>	46	where	<input type="checkbox"/>
22	now	<input type="checkbox"/>	47	which	<input type="checkbox"/>
23	other	<input type="checkbox"/>	48	who	<input type="checkbox"/>
24	over	<input type="checkbox"/>	49	would	<input type="checkbox"/>
25	put	<input type="checkbox"/>	50	your	<input type="checkbox"/>

Teacher Record Sheet

#	Word	✓	#	Word	✓
1	about	<input type="checkbox"/>	26	right	<input type="checkbox"/>
2	any	<input type="checkbox"/>	27	said	<input type="checkbox"/>
3	been	<input type="checkbox"/>	28	see	<input type="checkbox"/>
4	come	<input type="checkbox"/>	29	some	<input type="checkbox"/>
5	could	<input type="checkbox"/>	30	take	<input type="checkbox"/>
6	down	<input type="checkbox"/>	31	than	<input type="checkbox"/>
7	each	<input type="checkbox"/>	32	their	<input type="checkbox"/>
8	first	<input type="checkbox"/>	33	them	<input type="checkbox"/>
9	get	<input type="checkbox"/>	34	then	<input type="checkbox"/>
10	has	<input type="checkbox"/>	35	there	<input type="checkbox"/>
11	have	<input type="checkbox"/>	36	these	<input type="checkbox"/>
12	how	<input type="checkbox"/>	37	they	<input type="checkbox"/>
13	know	<input type="checkbox"/>	38	two	<input type="checkbox"/>
14	like	<input type="checkbox"/>	39	very	<input type="checkbox"/>
15	little	<input type="checkbox"/>	40	want	<input type="checkbox"/>
16	long	<input type="checkbox"/>	41	was	<input type="checkbox"/>
17	look	<input type="checkbox"/>	42	way	<input type="checkbox"/>
18	make	<input type="checkbox"/>	43	were	<input type="checkbox"/>
19	many	<input type="checkbox"/>	44	what	<input type="checkbox"/>
20	more	<input type="checkbox"/>	45	when	<input type="checkbox"/>
21	my	<input type="checkbox"/>	46	where	<input type="checkbox"/>
22	now	<input type="checkbox"/>	47	which	<input type="checkbox"/>
23	other	<input type="checkbox"/>	48	who	<input type="checkbox"/>
24	over	<input type="checkbox"/>	49	would	<input type="checkbox"/>
25	put	<input type="checkbox"/>	50	your	<input type="checkbox"/>