

SIGHT WORD SENTENCES

- SIGHT WORD RAINBOW -

WHAT IS THE SIGHT WORD RAINBOW?

We took the 100 most common words in the English language and divided them into six groups based on the difficulty in spelling. The RED group contains one and two letter words. The ORANGE group contains two letter and CVC words. The YELLOW level has slightly more difficult three letter words. The GREEN level contains three and four letter words, some non-phonetic and others with the long vowel sounds. Levels BLUE and PURPLE are made up of the more difficult words. Within each group, the words are ordered from most phonetic (spelled the way they sound) to most challenging.

Students learn a new sight word each day while reviewing all previously-learned words. Our program consists of flip books, worksheets, cut & paste activities, homework review and much more. A major component of the Sight Word Rainbow program is a daily dictation in which the students write

four sentences that contain the Word of the Day.

SIGHT WORD SENTENCES

Before beginning this daily sentence dictation portion of the program, the students should already know all (or most) of the letter sounds and should be able to read and write CVC words. These skills are taught in the first components of the Sight Word Rainbow program.

These 400 sentences have been carefully crafted to allow students to increase their reading and spelling abilities in a systematic manner. Each sentence uses only words that the students have already been exposed to. The sentences each contain that day's word, previously learned words and/or CVC words that can be sounded out. The constant repetition of the same words allows the students to internalize the correct spelling, giving them a sense of accomplishment and boosting their self esteem.

For some of the first

words, making a sentence using just the previously-learned sight words and CVC words is just not possible. In those cases we simply have a short phrase, such as "if I hop" or "in a box." For the words "a" and "an" we just use CVC words or VC words to show that we use "an" when the next word begins with a vowel.

ACCOMODATIONS AND MODIFICATIONS

Teachers can change how the material is presented and even the content of the sentences. If the sentences are not challenging enough for your students, you can add extra words, such as adjectives (colors, size, etc.), adverbs (fast, slowly, etc.) or change the noun to something more difficult. You can have variations of a sentence for different ability levels:

- **Did he use my bat?**
- **Did he use my big red bat?**
- **Why did he use my big red **bat** that I keep under my bed?**

On the other hand, if some of the students are not able to write independently, you may choose to have them work with you in a small group. Instead of dictating the entire sentence at once, dictate only one word at a time, allowing them a moment to write each word. As the students become accustomed to the new routine, you can have them write two words at a time, and then add a third.

Once you see that the students are able to easily write each of the four sentences, you might want to have them come up with their own fifth sentence using the Word of the Day. Begin by having the students brainstorm some examples. Especially in the first few days, students may say a sentence that does not actually contain the "Word of the Day." Remind them that they need to include that word and then restate their sentence, inserting that day's word in an appropriate place. Once they have given a few examples, the students write their own sentence. Depending on the time of the year, and the amount of time available, you can either go around the room reading each sentence out loud or have the students each read their sentence to the class. Invented spelling is perfectly fine, except if it is one of the words that has already been taught. In that case, have them correct the spelling of

that word.

DAILY ROUTINE

In my own classroom, our typical daily routine begins with the presentation of the "Word of the Day." I ask the students to spell the word and I write it on the board. Many of my students wear each day's word on their clothing. Those that have it come to the front of the classroom for our daily "Fashion Show!" Next, we look at the word and talk about anything we notice about the spelling; silent letters, letters that have a different sound than normal, double letters, etc. I ask the students what the rhyming word family is for that day's sight word. Then we brainstorm for rhyming words. We write as many as we can think of. As the year progresses, I introduce blends and digraphs so that the students can come up with even more examples from each rhyming word family.

Finally, I choose a few students to come up to the dry erase board in the front of the classroom and write the Word of the Day. As they do, I erase it and call up more students so that everyone has an opportunity to write the new word. From the board they walk back to their seat, and take out a pencil and their dictation book.

Once all of the students are back in their seats, I have them number that

day's page and write the Word of the Day at the top. They then write a number one on the first line and wait. When everyone is ready, I dictate the sentence. I say the whole sentence and then I repeat it one word at a time. As they write, I walk around the classroom checking their work and repeating the sentence.

The first few days of our new routine I write the words or sentences on the overhead to demonstrate how I make nice letters, leave space between the words and underline the Word of the Day. However, after a few days, I choose a student to come to the classroom overhead to write the sentence. After the student is finished, the other students must check their sentence to make sure they fix any mistakes. They also check to make sure that they began with a capital letter, left space between words and used ending punctuation (they can choose to use a period, exclamation point or question mark, except when the sentence is a question. In that case, of course, they can only use a question mark). They also check for any spelling errors and fix them. I walk around to make sure that they are checking, and correcting, their work.

The students adjust quickly to these new routines and actually look forward each day to writing dictation and then creating sentences on their own!

RED LEVEL**I**

1. I run.
2. I ran.
3. I sit.
4. I sat.

A

1. a cat*
 2. a bat*
 3. a rat*
 4. a hat*
- * not a sentence

AT

1. I run at ten.
2. I sit at six.
3. I hop at ten.
2. I jog at six.

UP

1. I am up.
2. I run up.
3. I hop up.
4. I sit up.

AN

1. an ad*
 2. an ax*
 3. an ox*
 4. an ant*
- * not a sentence

IF

1. if I run*
 2. if I hop*
 3. if I sit*
 4. if I jog*
- * not a sentence

IN

1. in bed*
 2. in a box*
 3. in a bag*
 4. in a tub*
- * not a sentence

IS

1. Is a cat big?
2. Is a dog red?
3. A bed is big.
4. Is a pig wet?

IT

1. It is a cat!
2. It is up!
3. It is a dog!
4. It is in bed!

ON

1. I am on it.
2. I am on a log.
3. I am on a bus.
4. I am on a bed.

BE

1. Be a cat!
2. Be a dog!
3. Be a pig!
4. Be up on it!

HE

1. He is up.
2. He is on it.
3. He is on top.
4. He is on a log.

WE

1. We hop!
2. We run!
3. We can!
4. We hop up on it!

GO

1. Go up!
2. Go in it!
3. Go on it.
4. We go in.

NO

1. No mud!
2. No gum!
3. No dog!
4. It is a no no.

SO

1. He is so bad.
2. I am so sad.
3. It is so big!
4. It is so fun!

ORANGE LEVEL**DO**

1. Do we go?
2. Do I go in?
3. Do I go up?
4. Do we go on it?

TO

1. Go to bed.
2. We go to it.
3. I go to a van.
4. We go to a vet.

BY

1. I go by.
2. Sit by me.
3. It is by me.
4. He ran by me.

MY

1. My cat is up!
2. My hat is on.
3. He is my dog.
4. I am on my bed.

OR

1. Is it on or up?
2. Is it Mom or Dad?
3. Is he sad or mad?
4. Is it a cat or a dog?

OF

1. Let go of it!
2. Let go of me!
3. Let go of my leg!
4. Let go of my wig!

AS

1. I am as fat as he.
2. He is as big as me.
3. I am as red as a fox.
4. He is as wet as a mop.

CAN

1. Can I go?
2. We can go up.
3. My cat can run.
4. Can my mom go in?

HAD

1. He had it.
2. I had my bug.
3. We had to go.
4. We had a pig.

HAS

1. He has it.
2. He has a cat.
3. A rat has a can.
4. My dog has a bed.

HIM

1. Go to him.
2. He hit him.
3. Is it him?
4. He is on him.

HIS

1. It is his.
2. His dad can go.
3. His dog can run.
4. Is it his gum?

DID

1. We did it!
2. Did he go?
3. Did I do it?
4. Did a cat go up?

NOT

1. Do not go!
2. He did not go.
3. It is not my cat.
4. We did not do it.

GET

1. Go get it!
2. Did he get it?
3. He did not get it.
4. We did not get him.

BUT

1. I am but he is not.
2. We can go but not him.
3. I go up but he can not.
4. He had it but we did not.

YELLOW LEVEL**AND**

1. Go and see.
2. He and I hop.
3. She and I can run.
4. Get him and my mom.

SEE

1. I see you.
2. Let me see it.
3. See if I can go.
4. We all see a big hen.

HOW

1. How is it?
2. How can I?
3. How do we go?
4. I see how to do it.

NOW

1. Do it now!
2. Get it now!
3. Now I can go.
4. Now we can see him.

HER

1. Her cat ran.
2. Go get her.
3. We can see her.
4. I see her big dog.

FOR

1. It is for me!
2. Is it for her?
3. The bib is for him.
4. Is the ham for us?

DAY

1. It is my day.
2. It is a hot day.
3. I can go for a day.
4. He had a bad day.

MAY

1. May I go?
2. She may see it.
3. The fox may run.
4. We may get it now.

YOU

1. You can go.
2. You may see her.
3. Did you go out?
4. Do you see it now?

OUT

1. Get out now!
2. Can I go out?
3. Is he in or out?
4. How did she get out?

ITS

1. I see its top.
2. It is in its den.
3. Its leg is red.
4. Its web is on him.

ALL

1. We all see!
2. I am all wet.
3. All of us can go.
4. Is it all for me?

THE

1. The cat ran.
2. Let the dog out!
3. Do you see the fox?
4. How did he get the bug?

SHE

1. Is she in?
2. She is my mom.
3. She can not do it.
4. Did she see how to go?

ARE

1. How are you?
2. Are you my mom?
3. Are we in or out?
4. We are out of it.

USE

1. Can I use it?
2. We all use it now.
3. Did he use my bat?
4. How do you use the fan?

GREEN LEVEL**WAS**

1. How was she?
2. He was not sad.
3. It was in the bag.
4. He was out all day.

WHO

1. Who ran?
2. Who are you?
3. I see who it is.
4. Who is in the room?

ONE

1. Get one!
2. No one can see.
3. Can I use one?
4. One of us can go.

WILL

1. Will she go?
2. No one will see it.
3. We will let him out.
4. He will not go to bed.

LOOK

1. Look at me!
2. You look so sad.
3. Do not look in the box!
4. Can you look for my pen?

LIKE

1. I like you!
2. Do you like me?
3. You look like a cat!
4. We all like the red one.

THEM

1. I like them.
2. Let them go up.
3. Did you see them?
4. Do I look like them?

THEN

1. I had it then.
2. Then he was mad!
3. Then I go to bed.
4. I will see him then.

MADE

1. I made it.
2. She made it for him.
3. I like the one you made.
4. Did you see how he made it?

MAKE

1. Make me one!
2. You can make it now.
3. Will you make all of them?
4. I did not get to make one.

MORE

1. I see more.
2. Can we make more?
3. I can do more of them.
4. If I like it can I get more?

TIME

1. It is time.
2. I did it one time.
3. He had no time at all.
4. We do it all of the time.

THAN

1. I see more than you.
2. I do more than them.
3. I am older than you.
4. Are you faster than us?

JUST

1. Just go now!
2. Who was just in it?
3. I look just like my dad.
4. Just do it one more time.

WITH

1. Hop with me!
2. I was with my mom.
3. I like to run with my dad.
4. I will go with you one time.

THIS

1. This is it!
2. Can we go this time?
3. This is just for you.
4. This is how I like it!

BLUE LEVEL**EACH**

1. I see each one.
2. Each man had a hat.
3. I like each of them.
4. Each of you can look.

DOWN

1. Get down!
2. Do not go down!
3. He made me get down.
4. Can I go down just one more time?

VERY

1. I am very sad.
2. She is not very big.
3. It was very hot out.
4. He was very bad to her.

LONG

1. It is long.
2. How long was it?
3. All of them are so long.
4. He was down for a very long time.

INTO

1. He got into bed.
2. He ran into a mop.
3. I will look into it.
4. Do not go into my room!

YOUR

1. Get your dog.
2. Is this your rug?
3. Did you let your dog out?
4. Your rat is not in the box.

WHAT

1. What day is it?
2. What time is it now?
3. I see what you did.
4. What is in this bag?

WHEN

1. When was it?
2. When did you go?
3. I will go when I can.
4. When did you make this?

COME

1. Come see me.
2. When can you come?
3. Come into my room.
4. Come out for a day.

SOME

1. Get me some.
2. I made some more.
3. Each of you get some.
4. When can I make some?

FIND

1. Go find it!
2. Did he find one?
3. Find out if we can go.
4. You can find some in the box.

MOST

1. Most are red.
2. Can you find the most?
3. Most of them are very long.
4. We just go out most of the time.

ONLY

1. Only I can go.
2. Only he had a dog.
3. We only like the red one.
4. You can only get one more.

OVER

1. Go over now.
2. The fun is all over.
3. You hop up and over.
4. What time can you come over?

HAVE

1. I have one.
2. I have some of them.
3. We have more than you.
4. Will we have time to come over?

BEEN

1. I have been.
2. It has been a long time.
3. Have you been on a bus?
4. He had been in bed all day.

PURPLE LEVEL**MANY**

1. I see many pigs.
2. I do not have many.
3. How many did you make?
4. Many of them will not go.

SAID

1. My mom said yes.
2. I said to get down!
3. She said we can go now.
4. Dad said you may have some.

WERE

1. Were we on time?
2. Were you the one?
3. We were all very sad.
4. All of them were on the log.

THEY

1. They were bad.
2. Were they in or out?
3. They do not have my pen.
4. Do they look like your mom?

FROM

1. It is from me.
2. I got this from her.
3. He ran from the dog.
4. From now on I will go with you.

CALL

1. Call me!
2. When did you call her?
3. Can you call all of them?
4. It was a call from my mom.

AFTER

1. Go after him!
2. We will go after her.
3. I ran after my dog.
4. I will get them after you go.

FIRST

1. I am first!
2. Are you the first one?
3. Many said they were first.
4. Let me go first and then you can go after.

THERE

1. There it is!
2. There was only a box.
3. We made it over there.
4. I was the first one there.

THEIR

1. He is their dog.
2. I like their van.
3. They are all in their bed.
4. When did you find their cat?

THESE

1. These are big.
2. These can not go out.
3. Do you like these?
4. Can you find these in your room?

WHERE

1. Where were you?
2. Where are you from?
3. Did you see where it was?
4. She said where to find them.

WHICH

1. Which one is it?
2. Which is your bag?
3. Which one do you have?
4. Which pen do you like more?

WORDS

1. I see so many words.
2. Which words do I use?
3. These words are so long.
4. Your words make me sad.

OTHER

1. I see the other one.
2. They like each other.
3. We met the other day.
4. I have them all in the other box.

LITTLE

1. She is little.
2. Did you get a little one?
3. I only have a little bit of it.
4. There is very little we can do now.

KNOW

1. I know you.
2. Do you know him?
3. We know other words.
4. I know where they are from.

ABOUT

1. I know about it.
2. It is about time to go.
3. I was about to come over.
4. My mom said she was about to call me.

WOULD

1. Would you like one?
2. Would we get to see all of them?
3. We would go if we had a bus.
4. Where would you go if you had more time?

COULD

1. Could I go?
2. Could you see it?
3. We would go if we could.
4. Could I be the first one?

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Print (book) versions are available: On Amazon.com, BarnesandNoble.com, and many other sites

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