



## Welcome to *Perfect Poems* for Teaching Sight Words!

**S**ight words and poetry are a winning combination! Sight words—words that are recognized at a glance, without decoding—are key to reading success, and the rhythm and rhyme of poetry is a natural invitation into reading. This book brings the two together into one valuable resource.

The poems within this book feature words from the Dolch list, a widely recognized list of sight words (see page 10). The Dolch list is comprised of the 220 most frequently encountered words in books that children read. The Dolch list of the 95 most commonly encountered nouns (see page 12) expands the scope of the first list.

Not only does each poem provide an authentic context for children’s experiences with sight words, the poems and companion activities also present an opportunity to introduce children to specific elements of language such as parts of speech, word families, and more. This gives children an opportunity to learn the words in a meaningful context as well as examine them in isolation. (Though each lesson indicates a particular element of language you may not be labeling yet for children, such as antonyms, children will be exploring the language concept at their own developmental level and using it as an organizing principle. For instance, even if you do use the term antonyms, children will still be developing their understanding of opposites.) In addition, many of the activities use the sight words from the poems as springboards to vocabulary building, introducing new words which are not sight words but fit into the target category.

### Use the poems and lessons to:

- 1 **Introduce** beginning readers to new sight words.
- 2 **Reinforce** previously learned sight words and provide children with reading practice.
- 3 **Assess** children’s retention of sight words. Ask individual children to read selected poems to you, and make note of any words that require additional practice.
- 4 **Present** language skills as they arise within the language arts curriculum (such as synonyms, antonyms, and parts of speech).
- 5 **Enrich** learning in other curriculum areas. For example, you might integrate the poem “Counting Circus” into a math unit, or use it to activate prior knowledge before reading a story about the circus.

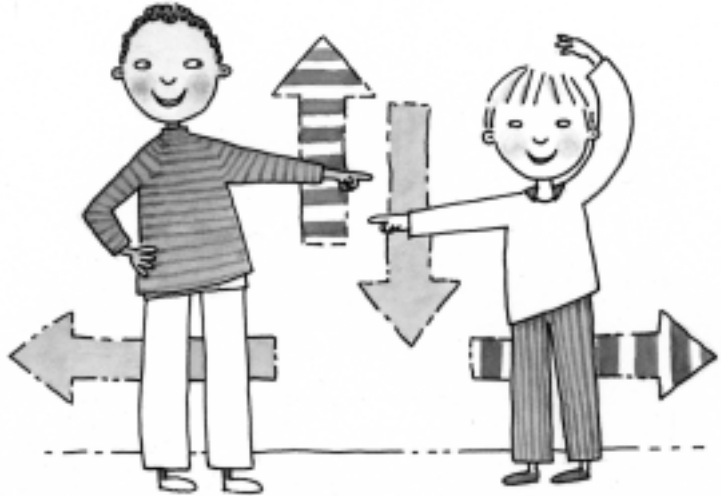
# We Are Opposites

We are opposites,  
And I'll tell you more!  
I say **after**,  
And you say **before**.

I look **up**,  
And you look **down**.  
I like to **walk**,  
You **run** to town.

I say **stop**,  
And you say **go**.  
We are opposites—  
I told you so!

I think it's **hot**,  
You think it's **cold**.  
I say it's **new**,  
You say it's **old**.



I come **in**,  
And you go **out**.  
We are opposites,  
Let's give a shout!

I am **small**,  
As **small** as can be.  
You are **big**,  
Much bigger than me.

We are opposites,  
It's like I said before.  
Think of your own,  
If you want any more!

# Using the Poem

Begin by writing the poem “We Are Opposites” on chart paper, writing the pairs of opposites in a different colored marker. After reading the poem (see pages 8–9 for step-by-step instructions on how to share the poems), draw children’s attention to the highlighted words and discuss the concept of antonyms, or opposites. Have children share other examples of opposites.

## Activity 1

# Ollie’s Opposites

### Objectives

- to understand the concept of opposites
- to use or guess sight words that are opposites correctly in a pantomime

### Setup

- Draw a simple outline of an octopus onto posterboard and cut out. Tape to the chalkboard or wall and write “Ollie” on the head. Copy page 16 for each child.
- Write the following words on separate index cards so that you have 16 cards total: *after/before, up/down, hot/cold, walk/run, new/old, stop/go, small/big, and out/in.*

### Directions

- 1 Read each index card aloud with the class. Distribute the cards (one per child, 16 children can play at once).
- 2 Distribute copies of page 16. Tell children they will record word pairs during the game they are about to play.
- 3 Invite one child to pantomime his or her word, using gestures only. The group guesses the word. The child holding that word’s opposite comes up and joins the first child. They both show their cards to the group.
- 4 The pair clips their cards onto one octopus arm. On their sheets, children record the words on one octopus leg. Continue until Ollie has “collected” eight pairs of opposites.

### Sight Word Focus

Antonyms

### MATERIALS

- copies of octopus pattern (page 16), one per child
- posterboard
- 8 large paper clips or clothespins
- 16 3- by 5-inch index cards
- scissors
- marker

# Using the Poem

Begin by writing the poem “Color With Me” on chart paper. Write the color words in a corresponding colored marker. Ask several children to name a favorite color. While reading the poem, pause and ask children to identify the colors suggested in each stanza of the poem. In addition, have them identify classroom objects that are the color mentioned. See pages 8–9 for ideas on sharing the poem.

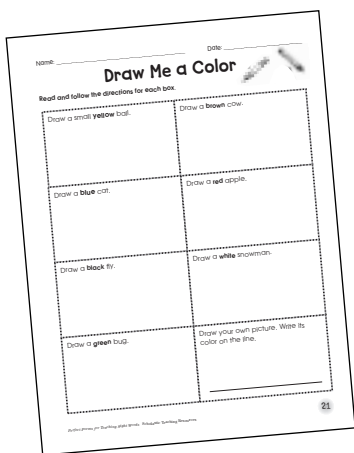
(NOTE: Before beginning any work with colors, determine whether any children in the class are color blind.)

## Sight Word Focus

### Color Words

#### MATERIALS

- copies of page 21 (one per child)
- crayons or markers



## Activity 1

# Draw Me a Color

### Objectives

- ✦ to select and use the correct color to draw a picture
- ✦ to recognize sight words for colors

### Setup

Copy and distribute the Draw Me a Color reproducible to children.

### Directions

- 1 Ask children to read and follow the directions. Have them use crayons or markers to complete the page. Together, you might brainstorm things in each color group.
- 2 Then invite each child to draw his or her own picture in the last box and write its color on the line. Have children share their drawings when complete.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Draw Me a Color



Read and follow the directions for each box.

Draw a small **yellow** ball.

Draw a **brown** cow.

Draw a **blue** cat.

Draw a **red** apple.

Draw a **black** fly.

Draw a **white** snowman.

Draw a **green** bug.

Draw your own picture. Write its color on the line.  
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