SIGHT WORDS, VOCABULARY, AND ETYMOLOGY

Kindergarten through Grade 2

First Name: _____ Last Name: _____

Date: _____ Class: _____

HOW DO SOUNDS, MEANINGS, AND WORD HISTORIES HELP US LEARN WORDS?

Five days of word study. Say, listen, blend, read, draw, and explain. An adult may read the shared texts. Word reading is practiced separately.

Grade-specific alignment: NJSLS K: L.RF.K.3, L.VL.K.2, RI.CR.K.1; Grade 1: L.RF.1.3, L.VL.1.2, RI.CR.1.1; Grade 2: L.RF.2.3, L.VL.2.2, RI.CR.2.1. CCLS/CCSS: RF.K.3c, RF.1.3g, RF.2.3f; L.K.4, L.1.4, L.2.4; RI.K.1, RI.1.1, RI.2.1.

WIDA connections: Standard 1, Language for Social and Instructional Purposes; Standard 2, Language for Language Arts. Speak, listen, read, and write with visual and language supports.

Social studies inquiry connection: languages and words across time. Mathematics: letters, words, and quantities. Science practice: a fair comparison and its limits. Home languages are learning resources.

A sight word is any word you recognize automatically. Common words can have regular or unusual spelling parts. Learn the sounds and parts, not just a word’s outline.

Day 1 | Compare, justify, and transfer

R1 | One spelling, two meanings

Text A: I can lift the empty box. Text B: The can is on the table. In A, can tells what someone is able to do. In B, can names a container. The same spelling can have different meanings.

Kindergarten challenge

Say can and tap its sounds. Which text names a thing? Point to the words that helped.

Grade 1 challenge

Explain how lift and on the table help you choose a meaning for can. Use both meanings in speech or writing.

Grade 2 challenge

A child says can always names a container. Use a detail from each text to correct the claim. Make a new sentence in which can tells ability.

Use your grade’s challenge. Show the clue in the text. Explain through speech, drawing, labels, writing, or your approved communication mode.