

Sight Word Workbook Instructions

Dyslexia
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Sight Word Workbook Instructions

Dyslexia Connects *Sight Word Workbook* utilizes a personalized memory system for a student with dyslexia to store and retrieve sight words.

Many students with dyslexia struggle to store sight words in memory. Thus, they stumble to recall them while reading. This delay reduces the student's fluency. Sight words compose between 60% to 85% of most literature.

Sight Word Workbook offers a pathway for a student with dyslexia to memorize sight words. To maximize results, the instructions must be carefully read and faithfully followed, while making appropriate adjustments to meet the student's individual needs.



Sight Words Defined:

<https://sightwords.com/sight-words/>

<https://www.understood.org/en/articles/what-are-sight-words>

<https://www.weareteachers.com/what-are-sight-words/>

Items Needed:

- ◆ Dyslexia Connects Sight Word Workbook
- ◆ Dyslexia Connects Version of Fry's Sight Word List
 - Condensed List: The First 200 words
 - Complete List: All 1,000 words
- ◆ Colored highlighters
- ◆ Sandwich baggies
- ◆ Notecards

Use the items listed above, the proctor (parent/teacher) helps the student as follows:

Selecting Sight Word:

The goal is for the student to read each word within 3 seconds of seeing it.

A sight word should be read with the same amount of time and processing in which it takes a student to read their own name. It is helpful to practice this by uncovering the student's own name for them, let them actualize how quickly they are able to read familiar words.



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- ◆ Download and print the age-appropriate Dyslexia Connects Adjusted Fry's Sight Word List.
- ◆ Using a blank sheet of paper to cover all but one word, reveal one word at a time.
- ◆ As the student attempts/reads each word, the proctor will check one of two boxes next to the word, or circle a word when it has either not been read accurately or not within 3 seconds.
- ◆ If the revealed word is read correctly, and within 3 seconds check both boxes and continue revealing words on Fry's List until one is selected to practice.
- ◆ If the revealed word is not read correctly, stop, circle the word and move to step 2.
- ◆ If the revealed word is read correctly, but not within 3 seconds only check the first box and then circle the word and move to step 2.



After working with the word for a few days, the student should select another word from the sight word list with the Proctor. *The student is never to have more than one new word at a time.*

(There may be some exceptions to pace, make appropriate adjustments to how many words a student may select in a week)

Selecting Highlighter:

Offer several highlighter colors for the student to select from by asking:

2

"What color do you see for your sight words?"

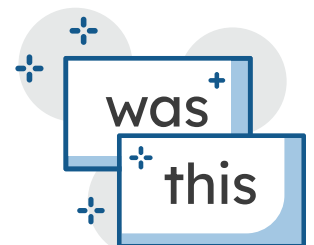
Explain to the student that the highlighter will be used to establish a color mental pathway for sight words and will be the only color used in this process. For example, If the student selects a blue highlighter, remove the other colors, and only offer a blue highlighter for the remaining steps.



Preparing Notecards:

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Provide 3X5 notecards for the student to write the selected word. Place the completed notecards in a baggie. Do not bind the cards (such as rings), since many students memorize the order of the cards. Notecards must be shuffled each time they are used for practice.



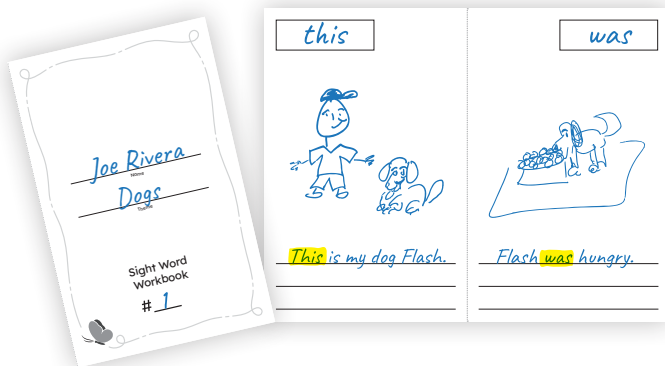
Preparing Sight Word Workbook:

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Download the Dyslexia Connects *Sight Word Workbook*. The student will select a theme, such as a certain interest, hobby, sport, game, or object which the student has an existing emotional, physical, or social connection.



A theme can be food, soccer, video game, pet etc. Once a theme is selected write it in the title section of the book and the inside page as a reminder that all the sight words must be related to this theme. The proctor will brainstorm with the student to decide on the theme. Example: "What interests you? Do you have a favorite pet or activity that you enjoy sharing?"



Instruct the student to write the selected word in the box at the upper corner at the top of the page. The student collaborates with the proctor to construct a sentence using the sight word (combined with the theme). The student highlights the selected sight word in the sentence using their chosen highlighter color. If the selected sight word is "this" or "was" the theme is dogs and the highlighter is yellow.

Developing Practice Skills:

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The proctor should explain that students with dyslexia read with more confidence if they are familiar with more words on the page. Much like an athlete warms up their muscles before a game, or a vocalist before a concert, this warmup prepares the student before reading. The student must shuffle and read each notecard before they are about to read from a book. At least once a day, the student should read their *Sight Word Book*.



When the student can read a word with consistency in isolation and in other books, that word can be removed from the notecards. When a *Sight Word Workbook* also consists of words they have mastered, that *Sight Word Workbook* may be removed. Most students should be going through 40 words with the notecards and reading one or two *Sight Word Workbooks* before reading other books. The pace of adding and retiring sight words is on an individual pace. If students are consistent with practicing the words before reading the proctor can expect an increase in word mastery.

Please visit dyslexiaconnects.com for additional resources and instruction.

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