Come to the Zany Zoo

by Jane Quinn
illustrated by Jim Paillot
Welcome to the
Zany Zoo
Come on in!

Sight Words
Sight words are words that you see again and again when you read. This book is filled with the sight words come, to, the, and see. Look for them in the text. Check the pictures, too!

Come to the zany zoo!
Come see the polka-dot kangaroo!
Come to the zany zoo!  
Come see the hippo in a tutu!

It is fun to twirl!
I see I need to tie my shoe.

Come to the zany zoo!
Come see the flamingo in one pink shoe!
The boat is going to sink!

Come to the zany zoo!
Come see the elephant in a canoe!
Come to the zany zoo!
Come see the panda play peek-a-boo!
Come to the zany zoo!
Come see the leopard play a kazoo!
See my picture!

Come to the zany zoo!
Come see the bear make things with glue!
The answer is four.

Come to the zany zoo!
Come see the alligator add two plus two!
Come to the zany zoo!
Come see the tiger who only says, “Moo!”
I love to celebrate the 4th of July!

Come to the zany zoo!
Come see the zebra who is red, white, and blue!
Come to the zany zoo!
Come see the lion with a fancy hairdo!
Come to the zany zoo!
Come see the animals.
They want to see you!
Do you know the four sight words in this book? Read aloud the word on each shoe.
Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: come to the see

1. Can I _______ with you?
2. He will _______ his aunt next week.
3. The teacher told us not _______ run.
4. She cannot _______ over today.
5. I will be a fairy in _______ play.
6. Did you _______ that big bug?
7. We love _______ have picnics.
8. Let’s go on _______ swings.

Answers: 1. come 2. come 3. to 4. come 5. to 6. see 7. to 8. the
Celebrate the new sight words you learned by saying these four short cheers.

C-o-m-e! Give a yell!
What do these four letters spell?
A sight word that we all know well —
Come, come, come!

T-o! Give a yell!
What do these two letters spell?
A sight word that we all know well —
To, to, to!

T-h-e! Give a yell!
What do these three letters spell?
A sight word that we all know well —
The, the, the!

S-e-e! Give a yell!
What do these three letters spell?
A sight word that we all know well —
See, see, see!
Teaching Guide

Easy Lessons, Practice Pages, and Reproducible Versions of All 25 Storybooks
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Using the Program</td>
<td>5</td>
</tr>
<tr>
<td>Using the Storybooks</td>
<td>6</td>
</tr>
<tr>
<td>Using the Mini-Books</td>
<td>8</td>
</tr>
<tr>
<td>Assessment</td>
<td>10</td>
</tr>
<tr>
<td>Sight Word Games and Activities</td>
<td>13</td>
</tr>
<tr>
<td>Book-by-Book Practice Pages</td>
<td>19</td>
</tr>
</tbody>
</table>

### The Mini-Books

<table>
<thead>
<tr>
<th>Mini-Book</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can We Get a Pet? (can, we, get, no)</td>
<td>45</td>
</tr>
<tr>
<td>Come to the Zany Zoo (come, to, the, see)</td>
<td>49</td>
</tr>
<tr>
<td>A House for Mouse (this, is, too, for)</td>
<td>53</td>
</tr>
<tr>
<td>Look at That Cat! (look, at, that, go)</td>
<td>57</td>
</tr>
<tr>
<td>My Dragon and I (my, and, I, like)</td>
<td>61</td>
</tr>
<tr>
<td>Oodles of Noodles (he, put, on, of)</td>
<td>65</td>
</tr>
<tr>
<td>The Fix-It-Up Fairy (she, will, it, up)</td>
<td>69</td>
</tr>
<tr>
<td>A Book With a Pig (was, not, a, with)</td>
<td>73</td>
</tr>
<tr>
<td>Don’t Be Afraid, Monster (don’t, be, there, under)</td>
<td>77</td>
</tr>
<tr>
<td>Does Polly Want a Cracker? (does, want, yes, say)</td>
<td>81</td>
</tr>
<tr>
<td>One by One (in, one, by, jump)</td>
<td>85</td>
</tr>
<tr>
<td>How Do You Make a Giraffe Laugh? (how, do, make, laugh)</td>
<td>89</td>
</tr>
<tr>
<td>What Shall I Bring the King? (shall, bring, him, or)</td>
<td>93</td>
</tr>
<tr>
<td>The Penguins Are Going on Vacation (are, going, they, play)</td>
<td>97</td>
</tr>
<tr>
<td>Some Dogs Are Very Good (some, very, good, but)</td>
<td>101</td>
</tr>
<tr>
<td>Have You Seen Jellybean? (have, you, ask, her)</td>
<td>105</td>
</tr>
<tr>
<td>All Puffins Just Love Muffins (help, them, all, just)</td>
<td>109</td>
</tr>
<tr>
<td>Today Is So Boring (today, so, as, well)</td>
<td>113</td>
</tr>
<tr>
<td>So Many Kinds of Shoes (many, which, kind, buy)</td>
<td>117</td>
</tr>
<tr>
<td>Who Would Buy These Clothes? (who, would, these, funny)</td>
<td>121</td>
</tr>
<tr>
<td>Try Again, Hen! (try, again, fall, down)</td>
<td>125</td>
</tr>
<tr>
<td>Let’s Make Soup Together (take, together, then, around)</td>
<td>129</td>
</tr>
<tr>
<td>Please Stop Monkeying Around! (please, stop, if, must)</td>
<td>133</td>
</tr>
<tr>
<td>Little Bo-Peep’s Lost-and-Found Sheep (little, has, find, found)</td>
<td>137</td>
</tr>
<tr>
<td>Once Upon a Planet (once, upon, far, away)</td>
<td>141</td>
</tr>
</tbody>
</table>
Introduction

Welcome to *Sight Word Tales*—the fun, motivating way to learn sight words! These delightful stories teach the top 100 Dolch words—long recognized as the most important words to learn in order to form a basis for reading success—all in an appealing, engaging context.

What are sight words? Reading research shows that 50 to 75 percent of text is made up of common, repeated words. Knowing these words by sight—that is, being able to recognize them immediately and without thought—greatly increases reading fluency and comprehension. The *Sight Word Tales* program includes the 100 most frequently repeated words children are likely to encounter in their reading material.

So why teach sight words? Take a look at these sentences:

*We like to read. Some books are very good.*

It’s likely that you were able to take in the meaning of each sentence as a whole, simply because words such as *we, like, to, some, are, very,* and *good* are so familiar that they barely require a glance to convey meaning. As mature readers, we may take this lightning-fast process for granted. But to a child who is just beginning to read, these sentences look quite different. Children who need to analyze each letter in order to sound out the words *we, like,* and *to* may have already forgotten their meaning by the time they get to the word *read.* In order to comprehend the sentence, they would then need to go back to the beginning and read it a second time. Now imagine going on to the next sentence and going through the same process all over again. How likely is it that you would remember the first sentence once you’d deciphered the second?

It’s clear that learning sight words—also called high-frequency words—is essential to reading success. The ability to recognize a word immediately is called *automaticity,* and it is particularly important in English because many of the most commonly repeated words do not follow regular phonetic rules. Of course, phonics is an indispensable part of any balanced literacy program, but words such as *come, would,* and *what* cannot be reliably decoded and therefore require memorization.

Research has shown that merely relying on context and exposure to language, hoping children will simply “pick up” sight words at their own pace, is a losing strategy. Sight words must be taught directly. On the other hand, studying and memorizing lists of words is unlikely to engage children. That’s where *Sight Word Tales* comes in! With this program, you get the best of both worlds—an opportunity to provide direct, targeted instruction while addressing meaning, context, and children’s need for fun, all at the same time. So open up a *Sight Word Tale* and open the door to reading success!
Using the Program

With the storybooks and this easy-to-use teaching guide, you’ve got all the tools you need to implement the *Sight Word Tales* program in your classroom.

**Storybooks**

In the handy storage box, you’ll find 25 bright, full-color storybooks perfect for read-alouds as well as interactive reading. Each Sight Word Tale introduces four sight words; you’ll find the target words printed on the front cover for easy access. What’s more, these target words fit naturally into each and every tale. There are no forced or awkward plot lines; just fun, engaging stories that children will want to read again and again! From a little girl’s desire for a pet in *Can We Get a Pet?* to a monkey’s classroom visit in *Please Stop Monkeying Around!*, the storybooks are sure to hold children’s interest as they build essential early reading skills. For tips on how to use the books, see pages 6 to 7 of this guide.

**Mini-Books**

This teaching guide contains a reproducible version of all 25 storybooks, so it’s easy for every child to have a complete set of his or her own. The mini-books are great for independent reading, center work, and home-school connections. For more mini-book tips, see pages 8 to 9.

**Book-by-Book Reproducibles**

Research shows that children retain word knowledge far better when they work with a word in a variety of ways. In order to internalize a word, children need to hear the sounds in the spoken word, use manipulatives to build the word, and write the word. On pages 19 to 43, you’ll find reproducible activity sheets that provide children with each of these important experiences. Each storybook has a corresponding reproducible that teaches the same four featured words, inviting children to say each word aloud to hear the sounds, write the word, and build the word using cut-out letters.

**Activities and Games**

In addition to reading and writing, children need to play with words in order to make them a permanent part of their vocabulary. On pages 13 to 16 of this guide, you’ll find lots of suggestions for quick and easy activities designed to reinforce sight-word knowledge.

**Assessment**

As children add to their sight vocabularies through the storybooks, mini-books, reproducibles, and activities, you’ll want to keep tabs on their progress. On pages 10 to 11 you’ll find assessment tips and easy-to-use assessment sheets to help you track the development of every child in your class.
Using the Storybooks

The Sight Word Tales storybooks introduce sight vocabulary in such an engaging way that they’re sure to become a favorite part of your classroom’s read-aloud library. Here are a few tips for helping children get the most out of each book:

**Before Reading**

- Display the cover and read the title of the book aloud. Invite children to use the title and cover illustration to make predictions about the story. For instance, when introducing *Come to the Zany Zoo*, you might ask: What is unusual about the animal on the cover? What other kinds of animals do you think you might see at a zany zoo? If you like, make a quick list of children’s predictions on the board or chart paper. Then return to your list after reading the story to see how many of the children’s predictions were correct.

- Introduce the four sight words shown on the cover of the book. Read each word aloud as you point to it. Explain to children that these are sight words—words they can learn to recognize just by looking at them, without having to sound them out. Tell children that in this story, they will see these four words again and again.

- Next, turn the book over and read aloud the blurb on the back cover. Ask children if they see any of the words they read on the front cover. Point out the words in bold type, and explain that these four words are printed in bold throughout the story, too. Skim through the book, having children point out a few of the bold words. Read the words aloud, inviting children to echo-read after you.

**During Reading**

- On your first reading of the storybook, read straight through just for pleasure. Invite children to look at the illustrations as they become engaged in the story and language.

- The next time you read the story, encourage children to be on the lookout for the four words printed on the cover—the words in bold type. Read the words aloud before you begin reading the story, and invite children to signal whenever they hear or see one of the words. Children might participate by raising their hands or giving a “thumbs-up” each time one of the words appears.

- On a subsequent reading, pause to read aloud the blurb that appears on the first page of the story. Point out that children have already practiced looking for the words in the text—their new job is to find them in the pictures. Encourage children to spot the sight words in the speech bubbles as well as within the illustrations. For instance, on page 3 of *Let’s Make Soup Together*, children will see the sight word *take* printed on a poster on the wall. On page 4 of *All Puffins Just Love Muffins*, children can find the sight word *just* on the cover of a cookbook.
Once you’ve read the book several times, invite children to read along on words they know, particularly the targeted sight words. When you come to a target word, take a pause as you point to it, giving children time to chime in.

As children become more and more familiar with the storybook, they’ll be excited to take on increasing amounts of text. You can invite children to participate in a whole-class choral reading, have volunteers each read one page at a time, or even have pairs do a partner reading for the group.

**After Reading**

- Invite children to make comments and ask questions related to the story. You can spark ideas with questions such as: What was your favorite illustration? What part of the story surprised you? Who was your favorite character? and so on.

- Use the review on page 14 to gauge children’s grasp of the four sight words. Point to each word at random, inviting children to read it aloud. Ask children who recognize the word what clues they used. For children who are having trouble, provide hints that can help them remember the word, such as the shape of the letters, the beginning or ending sound, and so on.

- The sentence fill-ins on page 15 help children use each of the sight words in context. Read aloud the words in the word box, and then read aloud each sentence, asking children to choose the word that fits best in the blank. When children become more familiar with this activity, you can ask them to make up their own cloze sentences. Try creating fill-ins as a group. For instance, for the sight word *can*, ask children to name something they can do. Then construct a sentence around their responses, for example: We _____ tie our shoes. Write the cloze sentence on chart paper and invite a volunteer to fill in the missing word.

- To celebrate children’s learning, have fun with the cheers on page 16. Before you begin, help children practice spelling each sight word. Point to each letter in the words in the upper right corner, asking children to call out the letter’s name. Once you’ve spelled out each word a few times, invite children to join in chanting each cheer.

- You can delve even deeper into each sight word by playing quick games that focus on word construction. For instance, when learning the word *well*, invite children to name words that rhyme (*bell, tell, fell*). When learning the word *stop*, encourage children to come up with words that begin with the same blend (*stick, stamp, stay*). You can do similar activities to focus on final consonants and vowel sounds.
Using the Mini-Books

With the reproducible mini-books, each child can assemble a personal library of Sight Word Tales. The mini-books not only strengthen children's reading and word recognition skills but also provide a great tool for forging home-school connections. Follow these tips to get the most out of the Sight Word Tales mini-books both inside and outside the classroom.

- **Read along with the storybook.** After reading a Sight Word Tale aloud a few times, give children copies of the mini-book pages and help them assemble their own copy of the book. As you read the storybook again, invite children to follow along in their own copies, tracking the print as they go. You can also ask children to participate with mini challenges, for instance: Point to the word *go* each time it appears on this page; hold up your fingers to show how many times the word *see* appears on this page; and so on.

- **Set up a learning center.** As you teach each group of sight words, you can create a center for independent work in which children can get additional practice with the words. Make multiple copies of the mini-book you are working with, and place them in the center along with copies of the book's practice pages (see pages 19 to 43). After reading the book and completing the activity sheet, encourage children to work with and build the words in additional creative ways by providing magnetic letters, letter tiles, letter stencils, and so on.

- **Build a personal library.** Gather a clean, empty shoebox for each child (you might ask families to bring them in from home). Provide children with construction paper, glue, stickers, gift wrap, crayons, and markers, and invite children to decorate the outside of their boxes. You can have children write their name on a cut sentence strip and attach it to the box as a label. Then let children use the boxes to store their collection of Sight Word Tales mini-books.

- **Create a listening center.** Make recordings of yourself reading the stories aloud, and place the mini-books in the center so that children can follow along with your reading. To add a professional touch to the recordings, you might even ring a bell to signal that it’s time for children to turn the page.

- **Involve family members.** After working with the storybooks at school, use the mini-books to involve family members in their children’s learning. The more children have exposure to, and repetition with, the targeted words, the more quickly they will become part of children’s automatic sight vocabulary. Make a copy of the mini-book for children to bring home, and create a badge with the pattern at right. This creates a warm invitation for parents and caregivers to share the book with their child. You can also suggest that family members engage in additional activities, such as hunting for the target words in newspapers, magazines, labels, and environmental print.
Cut out the letters. Use them to build each word.

Come
Come
to
See
the
to
See
Come to the zany zoo!
Come see the hippo in a tutu!
Sight Word Tales Teaching Guide • 50

Come to the zany zoo!
Come see the polka-dot kangaroo!

Come to the zany zoo!
Come see the flamingo in one pink shoe!

Come to the zany zoo!
Come see the animals. They want to see you!

Sight Words
Sight words are words that you see again and again when you read. This book is filled with the sight words come, to, the, and see. Look for them in the text. Check the pictures, too!

I see I need to tie my shoe.

Glad you could come.

Hi! Nice to see you.

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Sight Word Fill-ins

Listen to the sentences. Then choose a sight word from the box to fill in each blank.

Word Box: come to the see

1. Can I _____ with you?
2. He will _____ his aunt next week.
3. The teacher told us not _____ run.
4. She cannot _____ over today.
5. I will be a fairy in _____ play.
6. Did you _____ that big bug?
7. We love _____ have picnics.
8. Let’s go on _____ swings.

© Scholastic Teaching Resources
Come to the zany zoo!
Come see the **lion** with a fancy hairdo!

Come to the zany zoo!
Come see the **elephant** in a canoe!

Come to the zany zoo!
Come see the **tiger** who only says, "Moo!"

Come to the zany zoo!
Come see the **leopard** play a kazoo!
Come to the zany zoo!
Come see the panda play peek-a-boo!

Come to the zany zoo!
Come see the zebra who is red, white, and blue!

See my picture!

Come to the zany zoo!
Come see the bear make things with glue!

The answer is four.

Come to the zany zoo!
Come see the alligator add two plus two!