

# Sight Word Treasure Hunt

## A Fun Vocabulary & Word Recognition Activity

### Objective:

To help early readers recognize and recall sight words while engaging in a fun, interactive treasure hunt.

### Materials Needed:

- **Sight word flashcards** (age-appropriate and remedial-based)
- Small treasure box or bag
- Sticky notes or index cards with sight words written on them

**A small reward (stickers, stamps, or certificates)**

### How to Play:

1. **Set Up the Treasure Hunt:** Hide sight word flashcards around the room or outdoor area.
  2. **Introduce the Sight Words:** Show students a list of words they will be searching for.
  3. **Hunt for the Words:** Students search for the hidden sight words.
  4. **Read & Decode:** When a student finds a word, they must:
    - Read it aloud.
    - Use phonemic awareness to break down any decodable parts.
    - Use the word in a sentence to show understanding.
- **Treasure Box Reward:** After collecting a certain number of words, students can exchange them for a small prize or sticker.

# Sight Words for the Activity Session:

## Ages 4-7 (Emergent to Early Readers)

- **Dolch Sight Words:** *the, and, you, said, look, come, where, my, here, away, little, jump*
- **Decodable Sight Words:** *can, sit, run, got, red, big, top, sun, pet, yes*

## Ages 7-9 (Developing Readers)

- **Dolch Sight Words:** *again, know, right, which, light, enough, always, together, should, their, today*
- **Fry Sight Words:** *about, because, could, different, another, between, important, before, during, other*

## Students with Reading Delays (Remedial-Based Approach)

- **High-Frequency Words with Orthographic Mapping:** *said, was, come, does, goes, have, give, live, love, been*
- **Decodable Words Reinforced with Phonics:** *cat, hop, fin, ship, best, hand, milk, swim, trust*

# Blends for the Activity Session:

To integrate phonics reinforcement into sight word instruction, incorporate words with the following blends: (*Available for purchase*)

- **L-Blends:** *bl, cl, fl, gl, pl, sl*
- **R-Blends:** *br, cr, dr, fr, gr, pr, tr*
- **S-Blends:** *sc, sk, sm, sn, sp, st, sw*

## Adaptations for Students with Reading Delays:

- Provide visual aids (picture-word association).
- Use tactile learning (e.g., tracing words in sand or shaving cream).
- Reinforce decoding strategies before introducing the whole word.
- Pair with a buddy for peer-assisted learning.

# Ages 4-7 (Emergent to Early Readers)

## Dolch Sight Words

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little

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# Ages 4-7 (Emergent to Early Readers)

## Decodable Sight Words

can

sit

run

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# Ages 7-9 (Developing Readers)

## Dolch Sight Words

again

know

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always

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their

today

together

# Ages 7-9 (Developing Readers)

## Fry Sight Words

about

could

other

important

because

different

another

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before

# Students with Reading Delays (Remedial-Based Approach)

## High-Frequency Words with Orthographic Mapping

**said**

**was**

**come**

**does**

**goes**

**have**

**give**

**live**

**love**

**been**

# Students with Reading Delays (Remedial-Based Approach)

Decodable Words Reinforced with Phonics

cat

hop

fin

ship

best

hand

milk

swim

trust

# Decodable Sentences

Ages 5-7 (Beginning Readers)

1. The cat sat on a big mat.
2. Jim and Pam hop up and down.
3. Dan can dig in the sand.
4. The sun is hot and red.
5. I see a bug on the top of the log.

# Decodable Sentences

Ages 7-9 (Developing Readers)

1. The rocket can zoom past the big hill.
2. Tim and Jack went to the market to get milk.
3. The dog is resting under the shady tree.
4. Sam did not slip on the wet steps.
5. The farmer plants seeds in the fresh brown soil.

# Decodable Sentences

## Students with Reading Delays (Remedial-Based Approach)

1. The *cat* ran fast in the *yard* and hid behind a *big* tree.
2. *Jack* had a *dog* that liked to play with a red ball.
3. The *sun* will set soon, and the *stars* will shine bright.
4. Mom will cook a hot meal for dad and me.
5. *Sam* saw a *bird* fly by the *window* this morning.

*Students practice controlled decodable words (cat, dog, sun) and high-frequency sight words (the, will, and). Orthographic mapping helps connect sounds to letters, which encourages automatic word recognition for improved fluency.*