

Islamic Sight Word Stories

for Beginning Readers

Part One

- *Islamic ideals & values**
- *Islamic vocabulary**
- *Repetition of sight words**
- *Reading/writing connection**

“When it comes to acquiring a sea of knowledge, the sky’s the limit.” Rasheedah Abdul-Hakeem

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Table of Contents

Parent/Teacher Guide

Story 1:	I See	2
Story 2:	Little and Big	14
Story 3:	The Boys and Girls	28
Story 4:	Brothers and Sisters	38
Story 5:	The Cousins	51
Story 6:	They Like	65
Story 7:	The Zoo	80
Resource pages		94

Parent/Teacher Guide

Purpose

Islamic Sight Word Stories is designed for the beginning reader who is entering first grade or for ESL students in elementary school. It contains a total of 99 sight words (there are three volumes and a total of 20 stories), which are repeated frequently to enable the student to make a smooth transition from pre-primer level to first grade level. Each story introduces six to eleven new words.

In addition to teaching sight words, *Islamic Sight Word Stories* also teaches Islamic vocabulary and Islamic ideals. Students are introduced to two Muslim families who possess strong Islamic values. All the family members love Allah and His Prophet Muhammad (Salla Allahu alayhe was sallam) and strive to do good to please Allah Subhanahu wa ta Ala.

Suggested Use

It is recommended that this book be used for students at the beginning of the academic year. Alternatively, it can be used at the kindergarten level at the end of the year. Seven stories are included in part one; twenty stories included in all. It is suggested that the teacher or parent introduce one or two stories per week.

Before reading, it is suggested that the teacher or parent engage the child in a discussion related to the story. For example, in the story *I See*, the teacher might ask, “What do you see at

school?” or “What do you see at home?” Students can copy the story and cut out and assemble their own book prior to reading or following the reading.

During the reading, the teacher can also engage the child in a discussion relating the story to a personal experience. The Islamic vocabulary can also be explained during (or before) the reading.

Initially, the teacher may want to echo-read the story (i.e. read a sentence and have the student repeat, sentence by sentence). Choral reading (i.e. reading together) is another alternative. Guided reading* is also recommended.

Also, for a beginning reader, it’s important to make sure that the child is reading one word at a time. By having the child point to each word, the teacher will be sure that the child is identifying the correct word.

After each story, there are activities designed to integrate reading and writing, thus helping the child to attain fluency in reading. Flashcards can be made by copying and cutting out the words and pasting them to a blank index card. They can be used to help the child memorize and later identify the words in subsequent stories. Studies show that a child needs to see a word thirty-five times in order for it to be imprinted in his memory. The flashcards can also be used for sentence-making. There are also cloze exercises which reinforce the child’s reading skills. Opportunities for story writing are also provided as reading helps improve writing and writing helps improve reading. The child is asked to write about a picture from the story. Additionally, he/she

is given a chance to draw and write his/her own story, thus making connections between the story and his own life. A spelling log has been included so that a child's misspelled words can be recorded and studied at a later time. To avoid damaging the child's self-confidence, it is not recommended to red-pencil or draw a circle around the student's misspelled words. Additional activities have also been included (e.g. Word Unscrambles, Word Find, Handwriting practice, etc.)

Other suggestions following the reading are:

1. Have the child retell the story in his/her own words.
2. Tape the child's reading and have him/her listen and then reread and follow along.
3. Read the story yourself and record it on tape and have the student follow along.

STORY 1

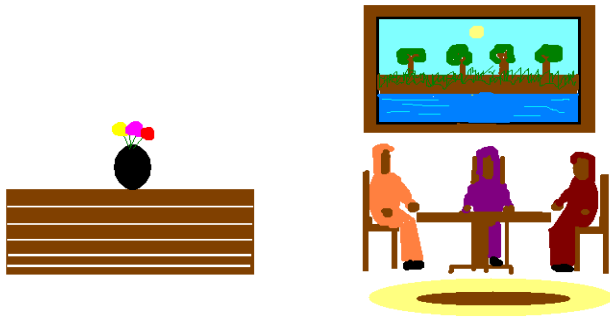
I see



I see the baby.



I see the boys.



I see the girls.

New Words (6)

baby

boys

girls

I

see

the

FLASHCARDS FOR STORY 1

baby

boys

girls

I

see

the

ACTIVITY FOR STORY 1: Cloze Exercise

Read the sentence. Circle the correct word. Then write it on the blank line.

**1. I _____ the boys.
(see, girls)**

**2. I see _____ girls.
(boys, the)**

**3. _____ see the baby.
(I, see)**

ACTIVITY FOR STORY 1: WRITING

Look at the pictures below and write about them, using the new words.