

Grade

1



SPECTRUM[®]

Sight Words

***Excellent Tool for
Beginning Readers!***

- Based on Fry's Instant Sight Words
- Fluency, Reading, and Writing Practice
- Cloze Activities
- Sight Word Scrambled Sentences
- Sight Word Flash Cards
- Answer Key





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- Activities that introduce, reinforce, and review instant recognition of the 300 most-used words in the English language.
- Sight word sentence strips and scrambled sentences to develop sentence sense.
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- A complete answer key.

For parents, *Spectrum® Sight Words* offers:

- A proven method for learning to read high-frequency words "by sight."
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SPECTRUM®

Sight Words

Grade 1

Spectrum®

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Notes to Parents and Teachers

Whenever a young child reads, 50 to 75% of the words he or she comes across are from the Fry Instant Sight Word List. This is a highly respected, research-based list of the 300 most frequently used words in the English language. Typically, these high-frequency words do not follow regular phonics patterns or spelling rules, making them very difficult for young children to sound out or decode. Consequently, learning to recognize these words immediately “by sight” is a critical first step to successful, confident, fluent reading.

Spectrum Sight Words for First Grade, and its companion, *Spectrum Sight Words for Kindergarten*, introduce, practice, and review all of the words on this list to help children develop sight word mastery, confidence, and fluency as they encounter these words in both reading and writing. *Spectrum Sight Words* are intended for use in school programs or at home with 5-, 6-, and 7-year-olds. The contents are also suitable for older children needing more practice, or for younger children developing early reading skills.

Follow these helpful steps when using this book:

- Follow the exact sequence of the book’s exercises, as each sight word is introduced—and then reviewed—in its specific order on the Fry Instant Sight Word List, beginning with the most frequently appearing words.
- Encourage your child to work at his or her own pace, and offer support and praise as he or she completes the exercises.
- Use the sight word flash card pages at the back of the book to create a set of flash cards for practice in reading and writing the sight words.
- Take advantage of the blank flash cards to personalize your child’s flash card set.
- Review and evaluate sight word memory by having your child use the sight words in context, using the cloze sentence activities.
- Help your child develop and demonstrate sentence sense by using the scrambled sentence activities to reorganize sight words in correct sentence order.

As teachers and parents, it is our goal to support and foster the learning of all of our children. Activities and materials in *Spectrum Sight Words for First Grade* help meet those needs by promoting the appropriate pacing and challenge that allows each child to master reading success.

Target words: am, big, box

Directions: Write the words below. Say them as you write them.

<div>am</div>	
<div>big</div>	
<div>box</div>	

Directions: Write the missing word in each sentence.

1. I _____ good at playing with my dog.

2. My dog is _____.

3. He is in a _____.



Now, write a sentence with these words in it: **big box**

Target words: ran, let, got

Directions: Write the words below. Say them as you write them.

ran	
let	
got	

Directions: Write the missing word in each sentence.

1. I _____ a dog.

2. He _____ in the yard.

3. I _____ him lick me.



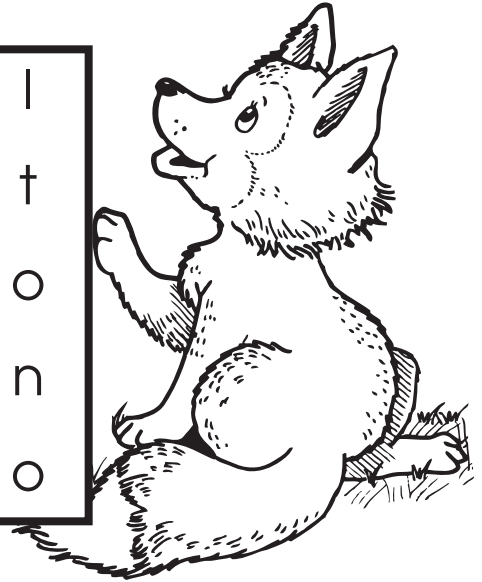
Now, write a sentence with these words in it: **dog got**

Target words: am, big, box, ran, let, got




Directions: Find and circle the words from the box. Words can go → or ↓.

am
big
box
ran
let
got

b	o	x	s	l
i	r	u	n	t
g	a	m	g	o
t	n	r	o	n
e	l	e	t	o

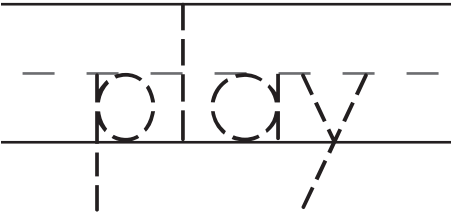
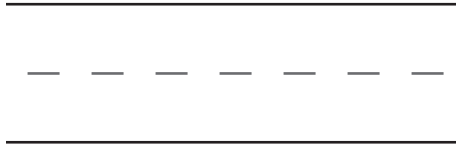






Directions: Draw a line to connect the words that rhyme.

ran	hot	
box	fox	
got	can	

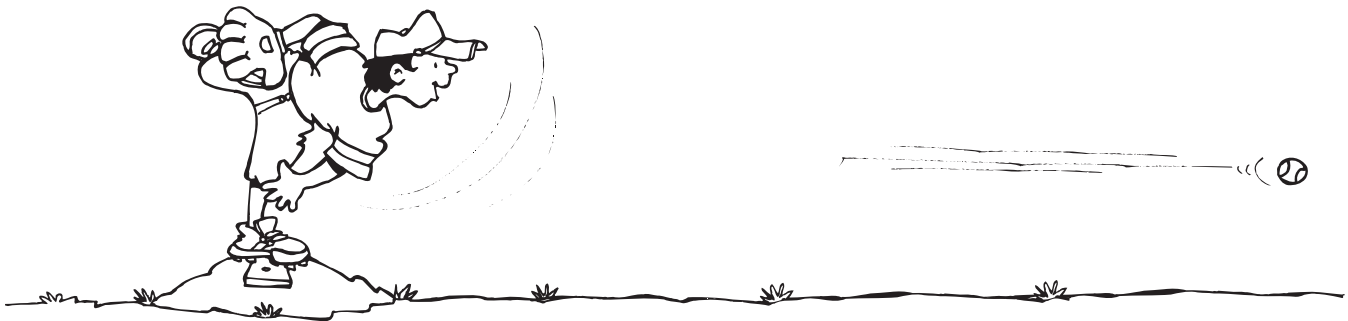
Target words: play, ball, hat

Directions: Write the words below. Say them as you write them.

Directions: Circle the word that rhymes with the underlined word in each sentence.

1. The boy can play. day dog pup
2. He has a ball. bat tall bug
3. He has a hat. hot bat ball



Target words: call, jump, sat

Directions: Write the words below. Say them as you write them.

call	
jump	
sat	

Directions: Write the missing word in each sentence.

1. The frog can _____.

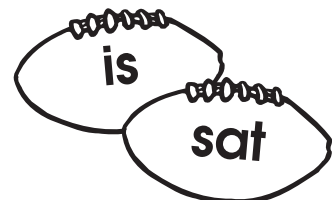
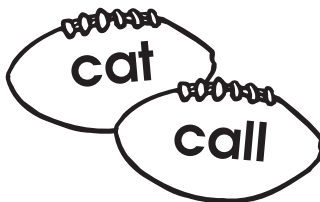
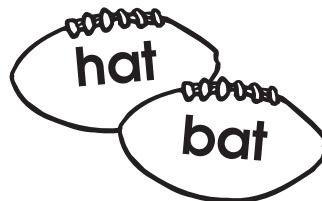
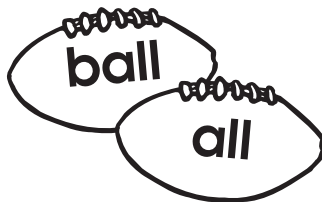
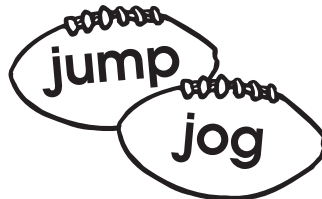
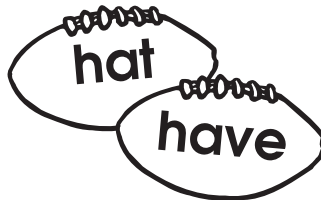
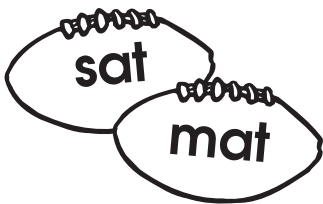
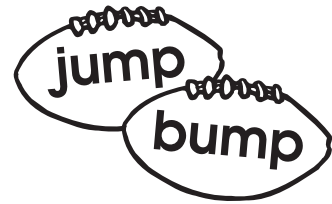
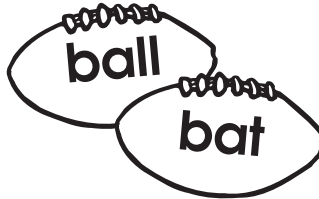
2. He _____ by the pond.

3. I will not _____ to him.

4. _____ rhymes with **ball**.

Target words: play, ball, hat, call, jump, sat

Directions: Circle each set of footballs that have rhyming words on them.



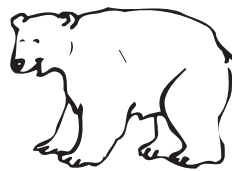
Target words: red, black, yellow, green

Directions: Write the words below. Say them as you write them.

red	
black	
yellow	
green	

Directions: Write the missing word in each sentence.

1. A bear is _____.



2. An apple is _____.



Target words: white, blue, brown, color

Directions: Write the words below. Say them as you write them.

white	
blue	
brown	
color	

Directions: Write the missing word in each sentence.

white blue brown color

1. I can color the bear _____.



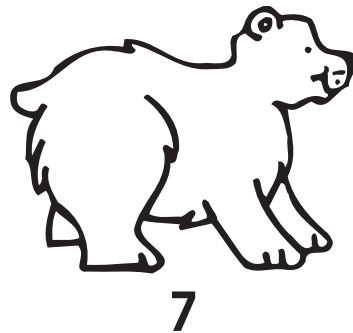
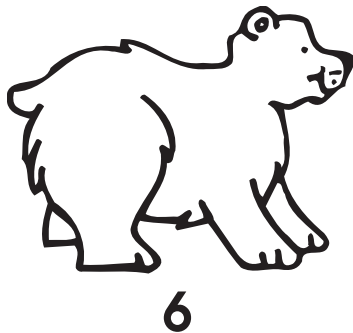
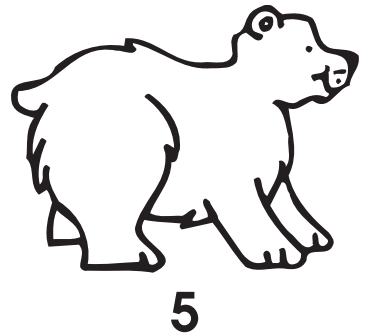
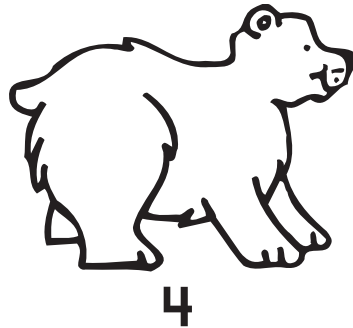
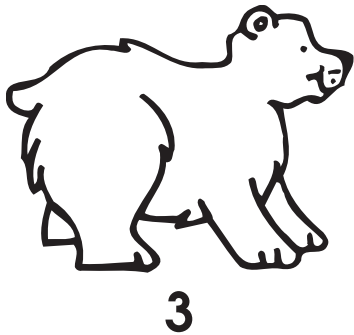
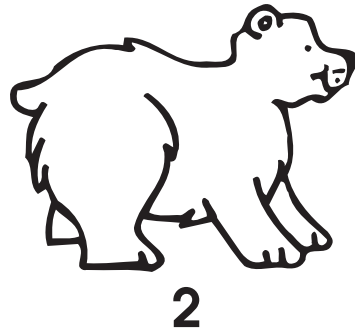
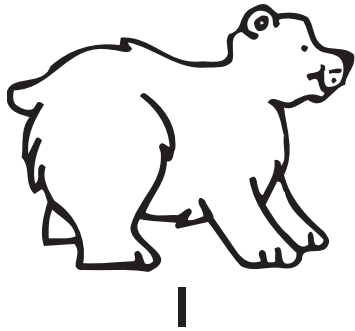
2. The snowman is _____.



Target words: red, black, yellow, green, white, blue, brown, color

Directions:

1. Color bear number 1 blue.
2. Color bear number 2 green.
3. Color bear number 3 brown.
4. Color bear number 4 yellow.
5. Color bear number 5 white.
6. Color bear number 6 black.
7. Color bear number 7 red.



Target words: say, ask, friend

Directions: Write the words below. Say them as you write them.

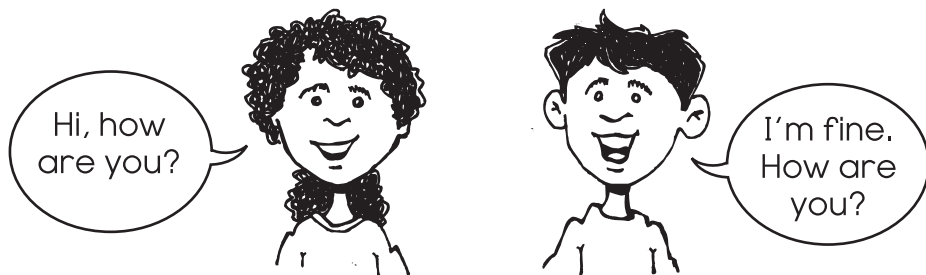
say	
ask	
friend	

Directions: The words **say**, **ask**, and **friend** are hiding in the lines below. Find and circle them. Now, color the boxes.

a	s	a	y	a	s	a	y	s	a	a	s	a	y	s	y
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

s	a	k	s	a	s	k	a	s	s	a	s	k	a	s	k
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

r	e	i	n	d	f	r	i	e	n	d	f	r	e	n	d
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



Target words: way, may, today

Directions: Write the words below. Say them as you write them.

way	
may	
today	

Directions: Write the missing word in each sentence. Now, circle the words in each sentence that rhyme.

1. This is the _____ I want to play.

2. _____ I say this?

3. _____ is Monday.

Directions: Write 3 more words that rhyme with **way** and **may**.

Target words: say, ask, friend, way, may, today

Directions: The letters in the words are mixed up. Unscramble them to write each word correctly. Use the words from the box to help you.

today way ask say friend

1.



2.



3.



4.



5.



Directions: Unscramble the words in this sentence. Now, write the sentence.

I play with my drfeni.



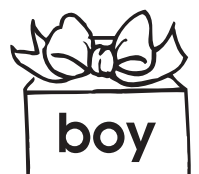
Target words: girl, look, find

Directions: Write the words below. Say them as you write them.

girl	
look	
find	

Directions:

1. Circle the box that says **look**.
2. Color the box that says **find**.
3. Put an **X** on the box that says **girl**.



Directions: Circle the two words in each row that are the same.

love	look	like	look
find	four	five	find
girl	girl	got	goat

Target words: dog, run, sit, yes

Directions: Write the words below. Say them as you write them.

dog	
run	
sit	
yes	

Directions: Find and circle the dog bones with the words from the box on them.



dog run sit yes



How many did you circle? _____

Target words: girl, look, find, dog, run, sit, yes

Directions: Use the words from the box to write the missing word in each sentence.

girl look find dog run sit yes

1. A _____ had a dog.

2. He liked to _____ fast.

3. One day she lost her _____.

4. She could not _____ him.

5. She had to _____ for him. Did she find him?

6. _____, she did.

7. Now she wants him to _____.



Target words: four, five, six, seven, eight

Directions: Write the words below. Say them as you write them.

four	
five	
six	
seven	
eight	

Directions: Draw a line to the number that matches the word.

six	4
four	8
five	6
seven	5
eight	7

Target words: nine, ten, money, buy

Directions: Write the words below. Say them as you write them.

<div style="text-align: center;"> <div>_____</div> <div>— nine —</div> <div>_____</div> </div>	<div style="text-align: center;"> <div>_____</div> <div>— — — — —</div> <div>_____</div> </div>
<div style="text-align: center;"> <div>_____</div> <div>— ten —</div> <div>_____</div> </div>	<div style="text-align: center;"> <div>_____</div> <div>— — — — —</div> <div>_____</div> </div>
<div style="text-align: center;"> <div>_____</div> <div>money</div> <div>_____</div> </div>	<div style="text-align: center;"> <div>_____</div> <div>— — — — —</div> <div>_____</div> </div>
<div style="text-align: center;"> <div>_____</div> <div>— buy —</div> <div>_____</div> </div>	<div style="text-align: center;"> <div>_____</div> <div>— — — — —</div> <div>_____</div> </div>

Directions: Write the missing word in each sentence. Then, write the answers.

1. Can she _____ a pencil?

2. How much _____ does she have?

Target words: four, five, six, seven, eight, nine, ten, money, buy

Directions: Draw a line from each box to the word that tells how many coins there are.



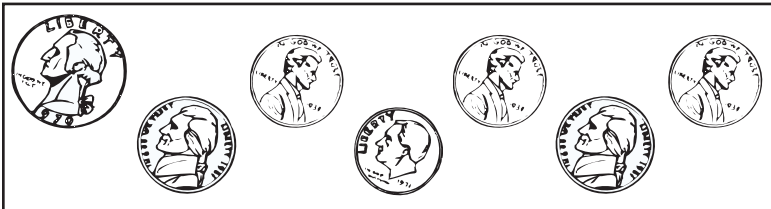
nine



five



seven



four



eight



ten



six

Target words: under, upon, next, near

Directions: Write the words below. Say them as you write them.

under	
upon	
next	
near	

Directions: Write the missing word in each sentence.

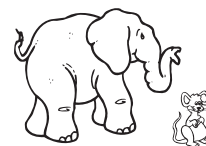
1. The rock is _____ a tree.



2. The frog sits _____ a lily pad.



3. The mouse is _____ to the elephant.



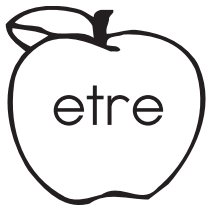
Target words: high, tree, found

Directions: Write the words below. Say them as you write them.

high	
tree	
found	

Directions: Unscramble the letters to make the words from the box. Now, write the correct word next to each apple.







Target words: under, upon, next, near, high, tree, found

Directions: Read each sentence. Now, write it on the line.



The boy ran next to his dog.

They sat upon a bench.

A rock is under the tree.

He threw it high up.

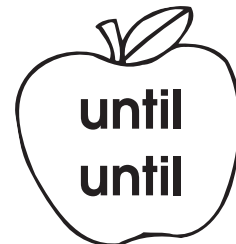
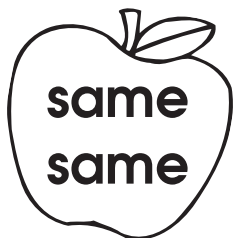
He found it near the tree.

Target words: until, into, same

Directions: Write the words below. Say them as you write them.

until	
into	
same	

Directions: Color the apples that have the same words on them.



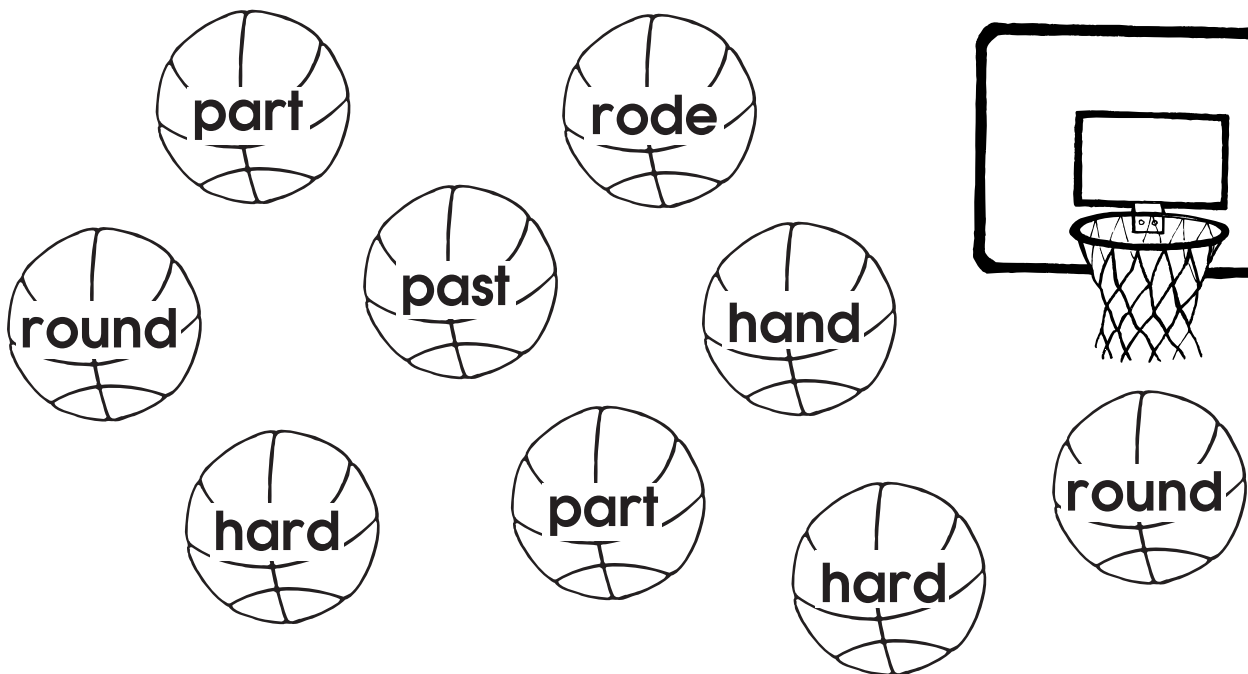
Target words: hard, part, round

Directions: Write the words below. Say them as you write them.

hard	
part	
round	

Directions: Draw a line to connect the bouncing balls to get to the basket. Use the words from the box.

round hard
part

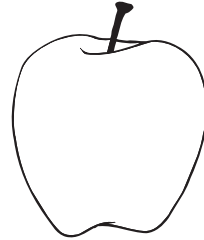


Target words: until, into, same, hard, part, round

Directions: Write the missing word in each sentence.

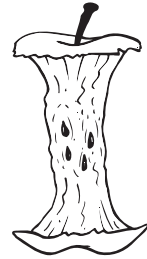
until into same hard round

1. An apple is _____.



2. It is _____.

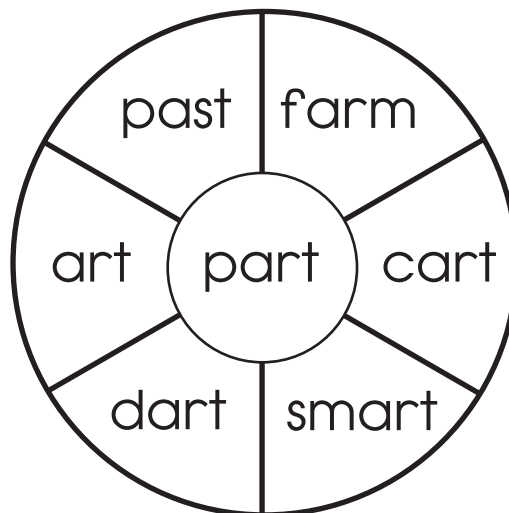
3. You can bite _____ it.



4. Eat it all _____ it is gone.

5. The two parts are the _____.

Directions: Color the spaces that have words that rhyme with the word in the middle.






Target words: fat, funny, might

Directions: Write the words below. Say them as you write them.

fat	
funny	
might	

Directions: Draw a line to connect the words that rhyme.

fat	night 
funny	bunny 
might	cat 

Now, draw a
fat, funny mouse.



Target words: saw, only, such, never

Directions: Write the words below. Say them as you write them.

saw	
only	
such	
never	

Directions: The words **saw**, **only**, **such**, and **never** are hiding in the boxes below. Find them and color the boxes that have these words in them.

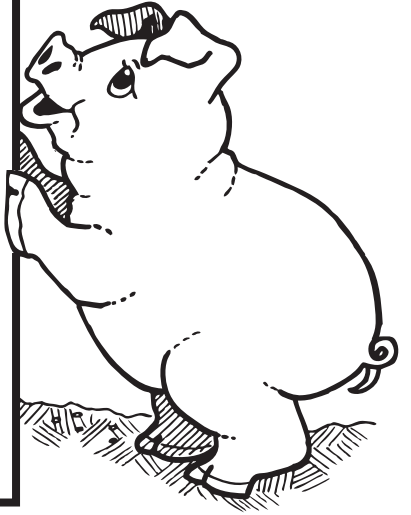
one	only	on	only
saw	was	sun	saw
much	such	such	more
never	ever	never	even

Target words: fat, funny, might, saw, only, such, never

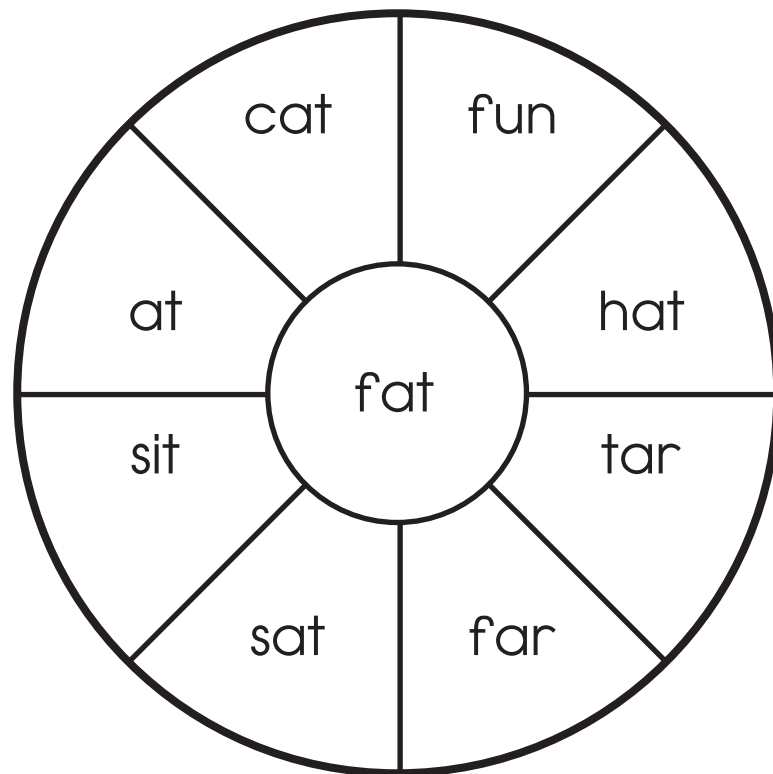
Directions: Find and circle the words from the box. Words can go → or ↓.

fat
funny
might
saw
only
such
never

f	a	t	n	m	n
u	t	i	g	i	e
n	h	v	e	g	v
n	s	u	c	h	e
y	a	n	g	t	r
l	w	o	n	l	y



Directions: Color the spaces that have words that rhyme with the word in the middle of the circle.



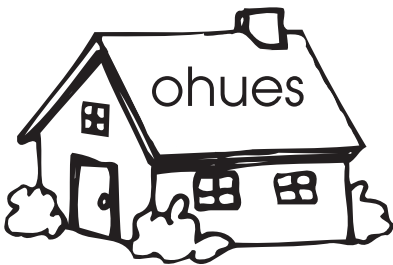
Target words: live, house, home

Directions: Write the words below. Say them as you write them.

live	
house	
home	

Directions: The letters on the houses are mixed up. Unscramble them to write each word. Use the words from the box to help you.

live	house
home	



Target words: mother, sister, brother

Directions: Write the words below. Say them as you write them.

mother

sister

brother

Directions: Select the word from the box that answers these riddles.

mother

sister

brother

I am a girl.

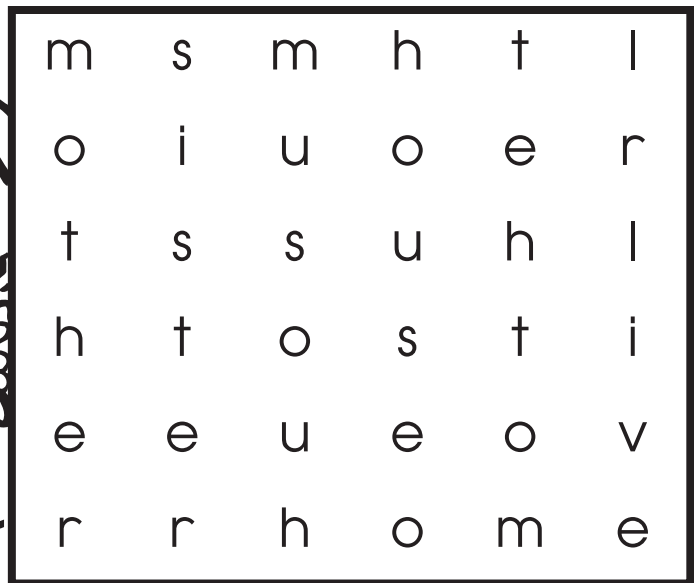
I am a boy.

I am a woman.

Now, draw a picture of yourself.

Target words: live, house, home, mother, sister

Directions: Find and circle the words from the box. Words can go → or ↓.



Directions: Draw a picture of where you live.

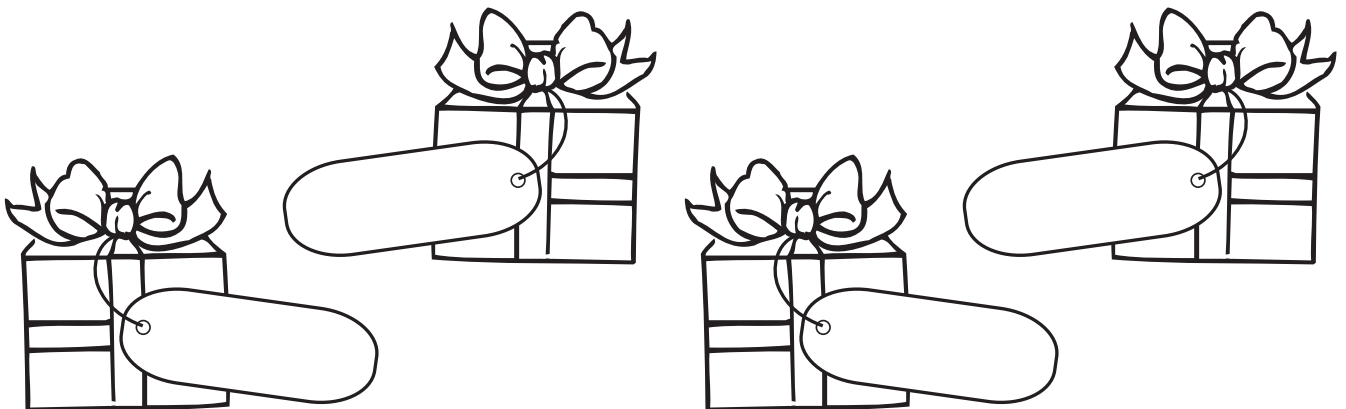
Target words: each, own, name

Directions: Write the words below. Say them as you write them.

each	
own	
name	


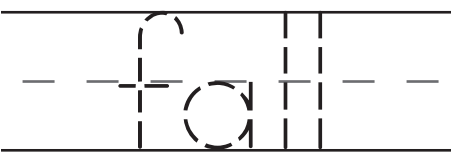
Directions: Read the sentences below and follow the directions.

1. Write your own name on each tag.
2. Color each present blue.
3. What do you think is in the boxes?



Target words: year, also, fall

Directions: Write the words below. Say them as you write them.

Directions: Read these sentences and draw a picture of them.

Every year the leaves fall.

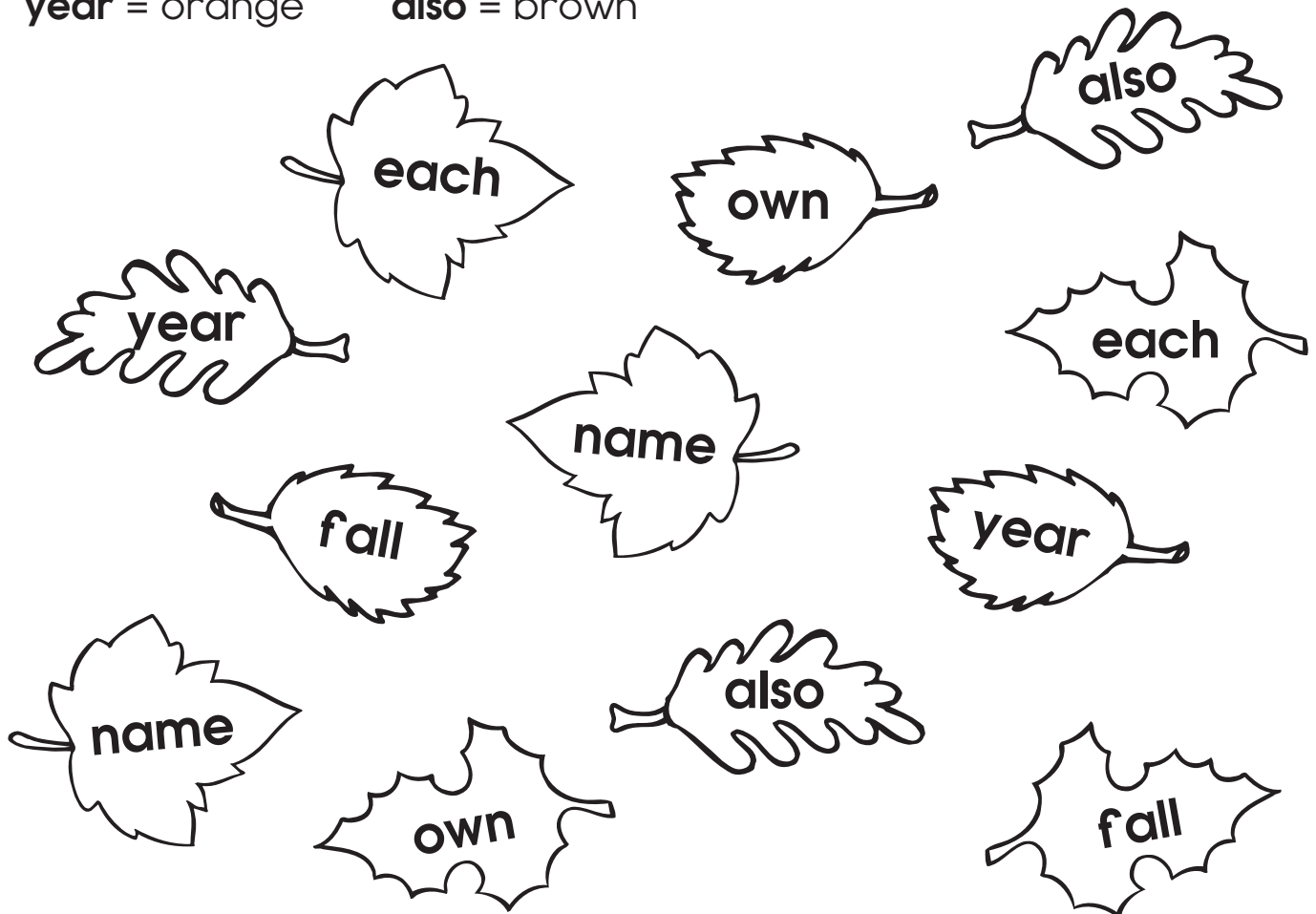
I like to rake the leaves.

And I also like to jump in them.



Target words: each, own, name, year, also, fall**each****own****name****year****also****fall**

Directions: Find the leaves that have the words from the box on them. Color them these colors:

each = red**own** = green**name** = yellow**year** = orange**also** = brown

FALL

Target words: sleep, morning, night, bed

Directions: Write the words below. Say them as you write them.

sleep	
morning	
night	
bed	

Directions: Write this sentence.

Do you sleep in a bed?

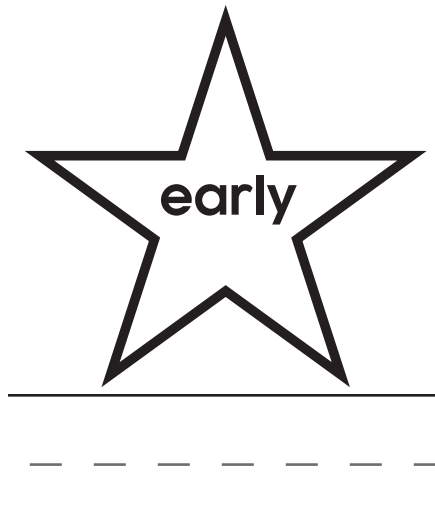
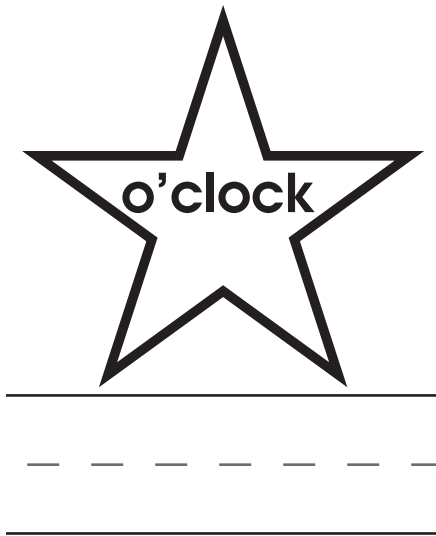
Target words: o'clock, early, school

Directions: Write the words below. Say them as you write them.

o'clock	
early	
school	

Directions: Read the sentences and follow the directions.

1. Write **one** under the star with the word **o'clock** on it.
2. Write **two** under the star with the word **school** on it.
3. Write **three** under the star with the word **early** on it.



Target words: sleep, morning, night, bed, o'clock, early, school

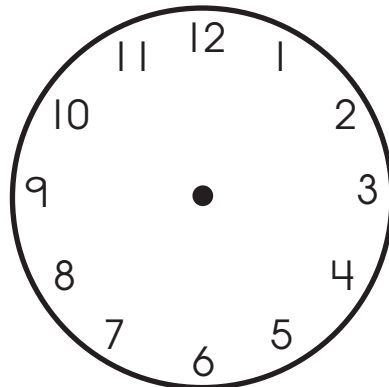
Directions: Read the story. Now, find and circle the words that are in the box.

sleep morning night bed
o'clock early school

I have to go to bed at eight
o'clock at night. I do not like to go
to sleep too early. In the morning,
I have to get up. When I get up,
my dog is there. He wants to go
on a walk. So I walk with him
before I go to school.

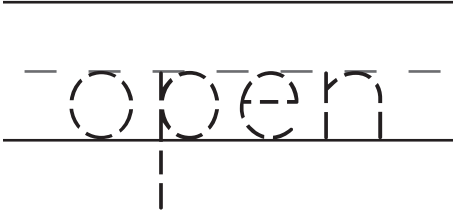




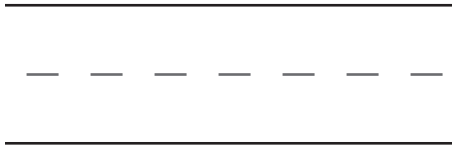


What time do you go to bed? Show it on the clock and write the time on the line.



Target words: open, close, leave

Directions: Write the words below. Say them as you write them.

Directions: Draw a picture of each sentence.



I open the book.



I close the book.

I will leave the book on my bed.



Target words: off, door, don't

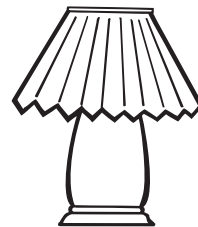
Directions: Write the words below. Say them as you write them.

off	
door	
don't	

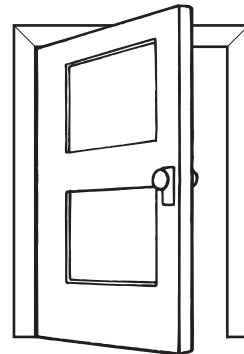
Directions: Write the missing word in each sentence. Use the words from the box to help you.

off door don't

1. I will turn _____ the light.



2. _____ close the door.



3. The _____ is open.

Target words: open, close, leave, off, door, don't

Directions: Read the story.
Now, find and circle the words from the box.

open
off

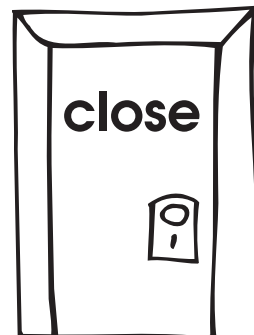
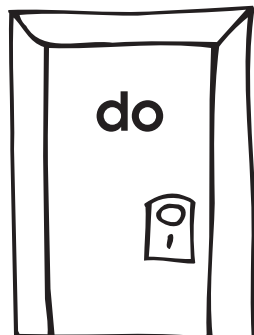
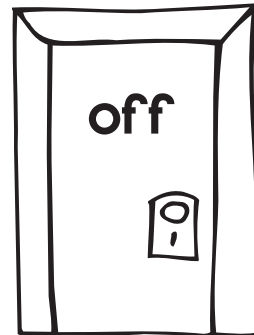
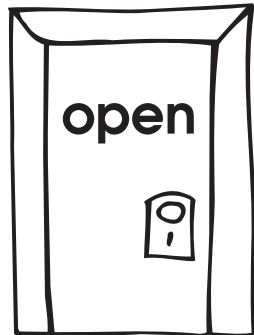
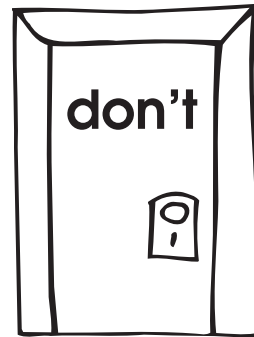
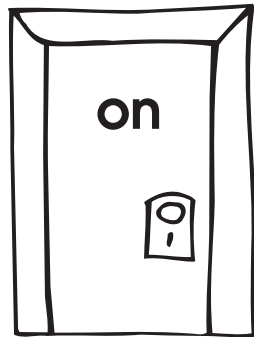
close
door

leave
don't

One night I had to leave the door open. I do not like the dark, so I said, "Mom, don't close the door." Then I said, "Don't turn the light off." Then I went to sleep.



Directions: Draw a line to connect words that are opposites.



Target words: read, book, over

Directions: Write the words below. Say them as you write them.

read	
book	
over	

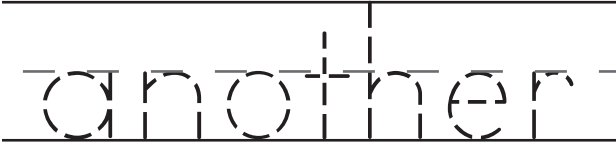


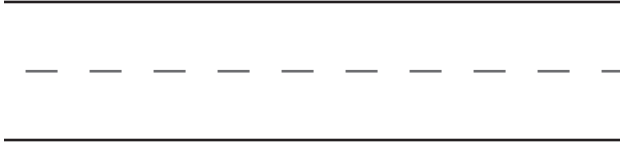
Directions: Several words below are mixed up. Unscramble the letters and write all the words on the lines. Use the words from the box.

book over read and can I a

I	nac	daer	a	kobo
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
voer	dna	voer.		
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Target words: another, because

Directions: Write the words below. Say them as you write them.

Directions: Draw a picture for each sentence.



I want another dog.



I am hot because the sun is out.



Let's get another pumpkin.



I am cold because I lost my shoes.

Target words: read, book, over, another, because

Directions: Use the words from the box to complete the story.

read	book	over
another	because	

The girl is sitting in a chair. She likes to _____

her _____ here. She will even

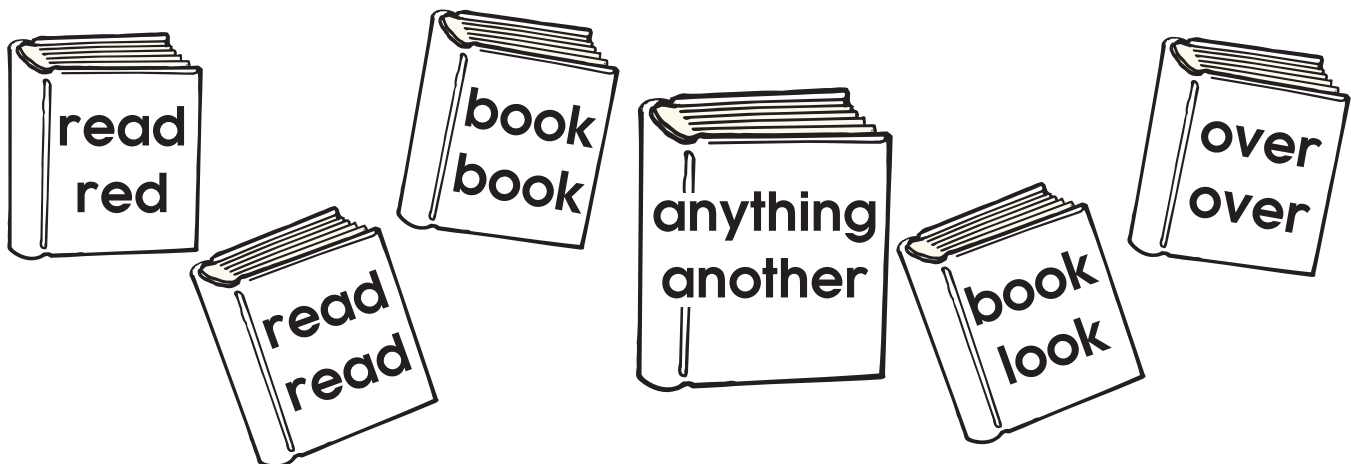
read _____ book, too. She has lots of books

_____ she likes to read. She will read her

books _____ again.



Directions: Circle the books with the same words on them.

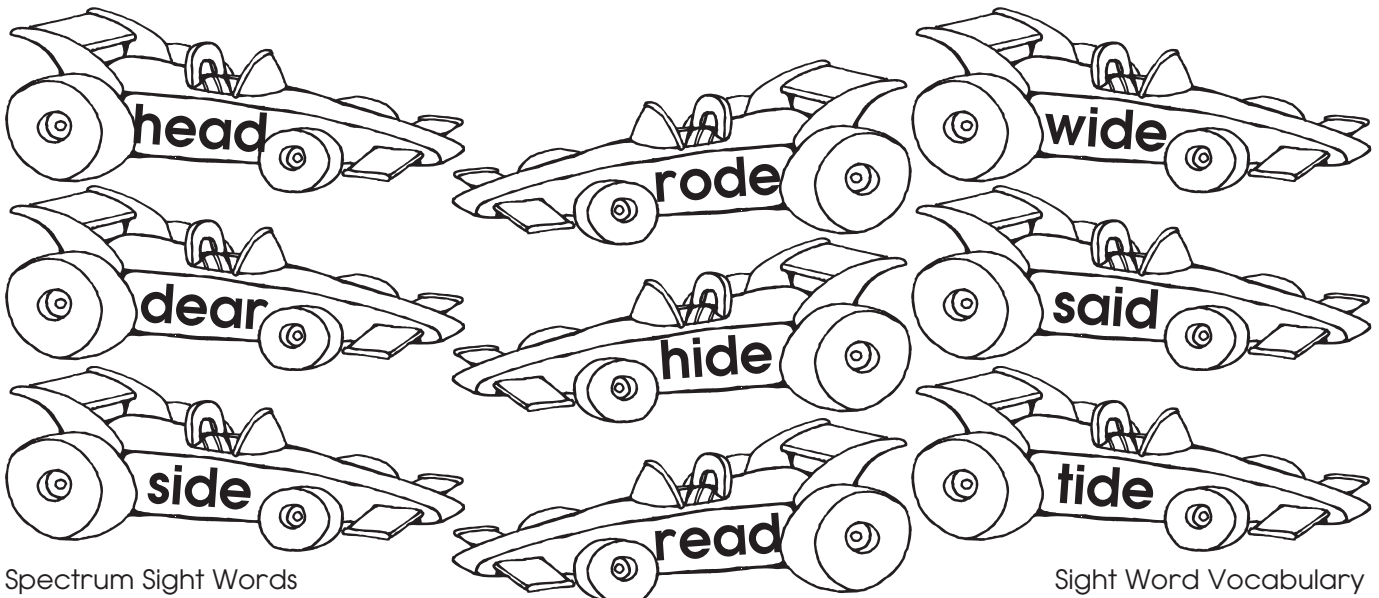


Target words: car, far, ride, around

Directions: Write the words below. Say them as you write them.

car	
far	
ride	
around	

Directions: Color the cars that have words that rhyme with **ride**.



Target words: back, away, town, took

Directions: Write the words below. Say them as you write them.

back	
away	
town	
took	

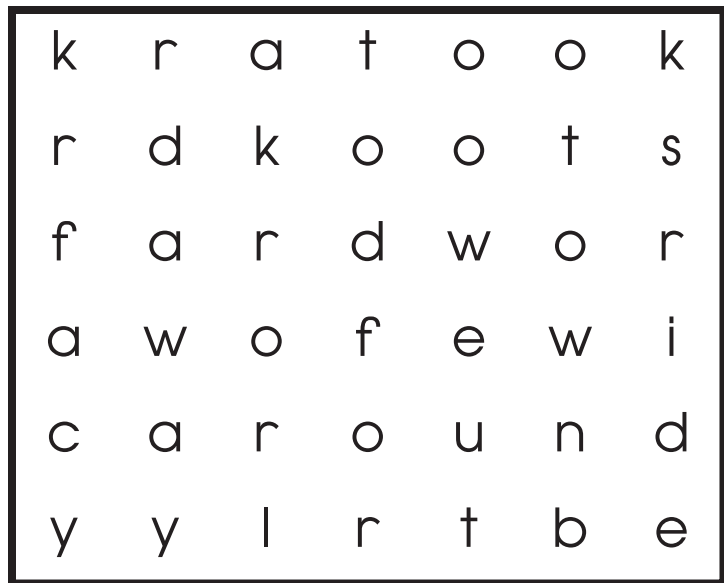
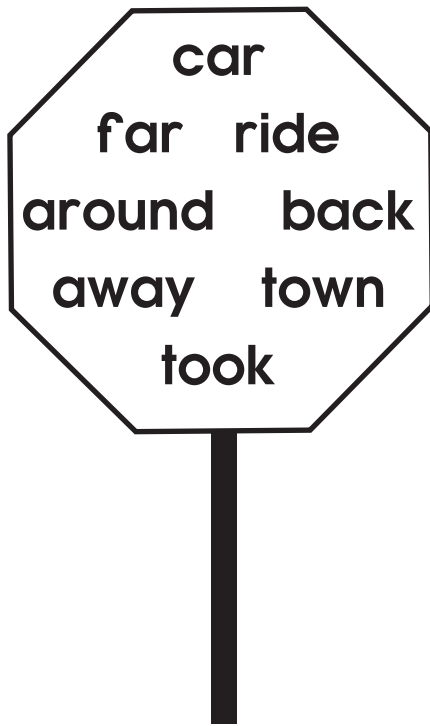
Directions: Read each sentence. Circle the word that rhymes with the underlined word.



- | | | | |
|--|-----|------|------|
| 1. The car went <u>back</u> home. | bag | sack | come |
| 2. Will the bug go <u>away</u> ? | rug | till | stay |
| 3. We went all over <u>town</u> . | too | down | ball |
| 4. It took a <u>long</u> time to get home. | lot | look | song |

Target words: car, far, ride, around, back, away, town, took

Directions: Find and circle the words from the box. Words can go → or ↓.



Directions: The words **town** and **ride** are hiding in the boxes below. Find and circle them.

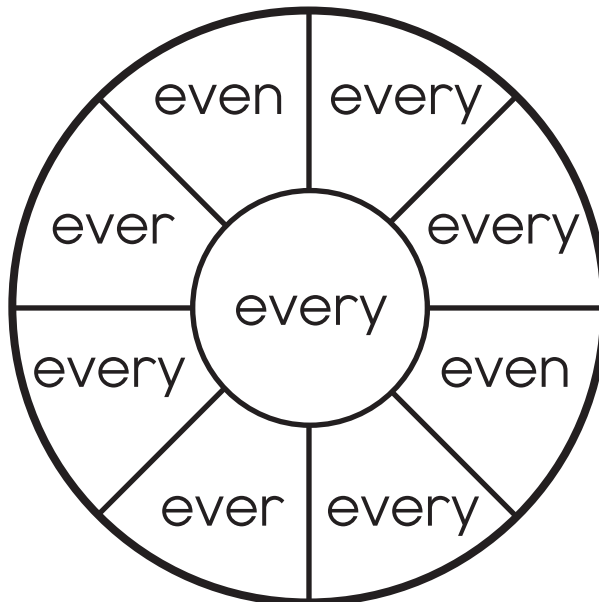


Target words: every, anything, think

Directions: Write the words below. Say them as you write them.

<div data-bbox="140 310 753 529"> <div>every</div> </div>	<div data-bbox="801 310 1414 529"></div>
<div data-bbox="140 562 753 781"> <div>anything</div> </div>	<div data-bbox="801 562 1414 781"></div>
<div data-bbox="140 814 753 1033"> <div>think</div> </div>	<div data-bbox="801 814 1414 1033"></div>

Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? _____

Target words: people, could, too

Directions: Write the words below. Say them as you write them.

people	
could	
too	

Directions: Unscramble the letters to make the words from the box. Now, write them on the line under each book.

could people too

oto

eopple

dcluo

Now, write this sentence.

People could read too.

Target words: every, anything, think, people, could, too

Directions: Read the story. Now, find and circle the words from the box.

every anything think people could too

I love to read every book I can.

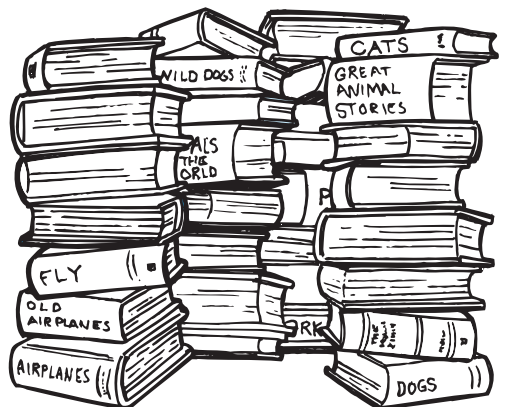
I tell my friends that they could, too.

They could read as many books as I do.

I think lots of people could read anything they want. Let's read!



Now, write a sentence telling what you think people would like to read about.

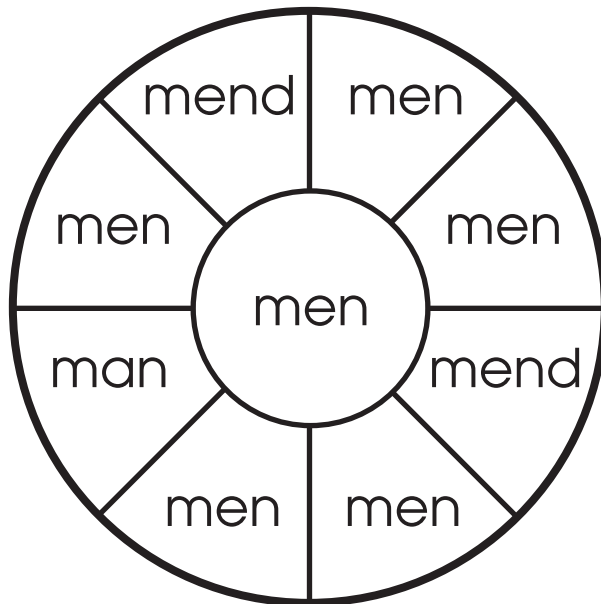


Target words: men, woman, along

Directions: Write the words below. Say them as you write them.

men	
woman	
along	

Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? _____

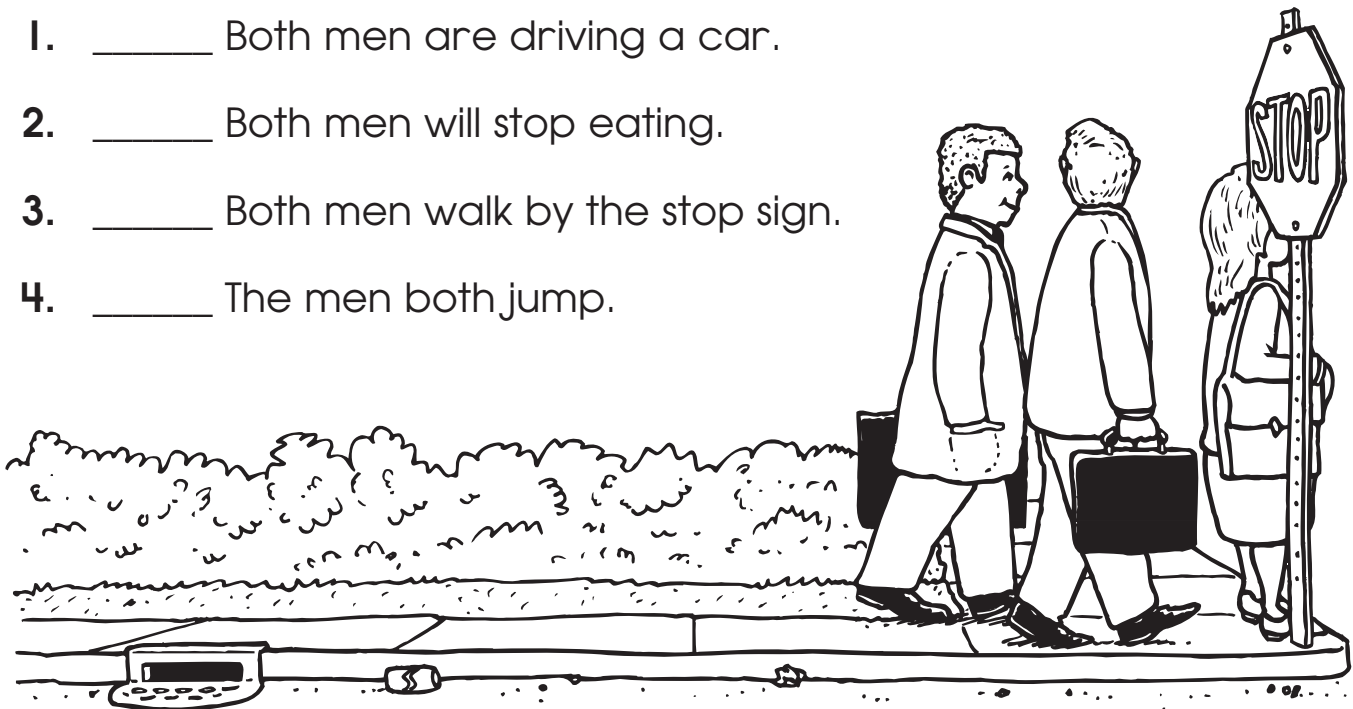
Target words: stop, both, walk

Directions: Write the words below. Say them as you write them.

stop	
both	
walk	

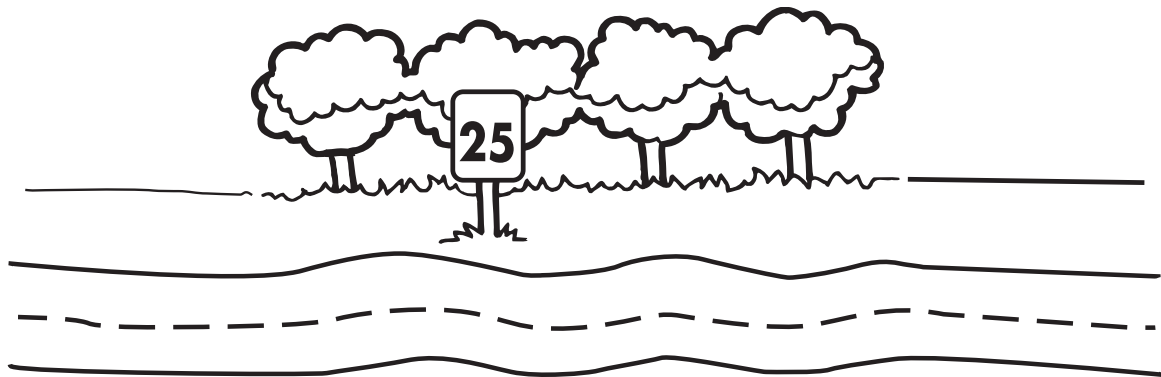
Directions: Look at the picture. Which sentence tells about the picture? Put an **X** by that sentence.

1. _____ Both men are driving a car.
2. _____ Both men will stop eating.
3. _____ Both men walk by the stop sign.
4. _____ The men both jump.



Target words: men, woman, along, stop, both, walk

Directions: To get to the street, draw a line to connect the stop signs that contain the words from the box. The first one is done for you.

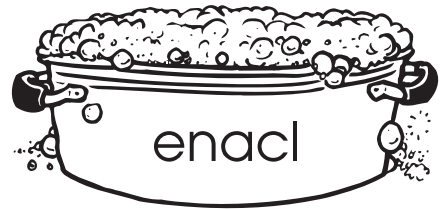
men**woman****along****stop****both****walk****talk****both****woman****top****women****man****stop****alone****walk****along****men****ball**

Target words: clean, wash, water

Directions: Write the words below. Say them as you write them.

clean	
wash	
water	

Directions: Unscramble the words on the wash tubs. Now, write each word on the line. Use the words from the box to help you.



_____	_____	_____
_____	_____	_____

Now, write this sentence.

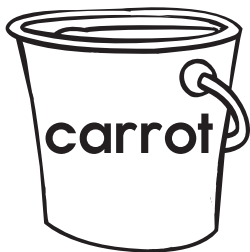
Wash with clean water.

Target words: carry, hot, warm

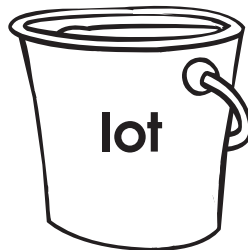
Directions: Write the words below. Say them as you write them.

carry	
hot	
warm	

Directions: Draw a line from each bucket to its matching word.



carry



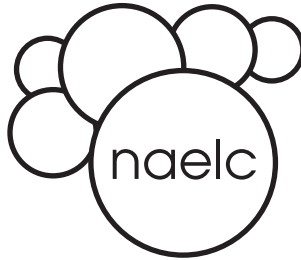
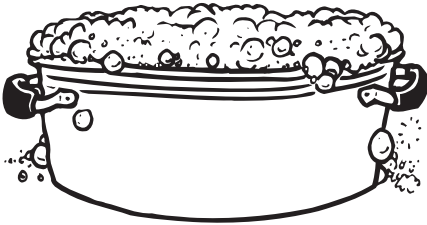
hot

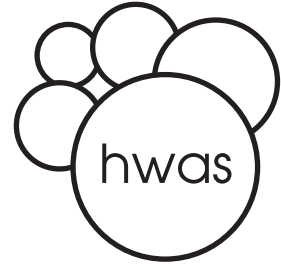


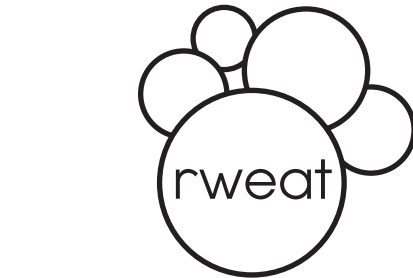
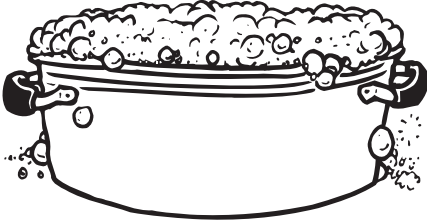
water

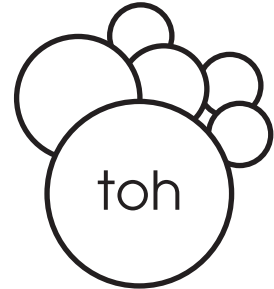
Target words: clean, wash, water, hot, warm

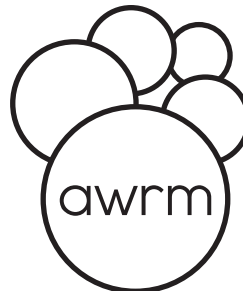
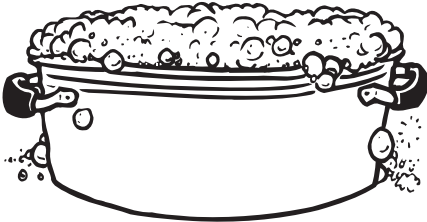
Directions: Unscramble the words from the box. Write each word on the line under its bubble. Now, write the words on the wash tubs in alphabetical order.

clean**wash****water****hot****warm**







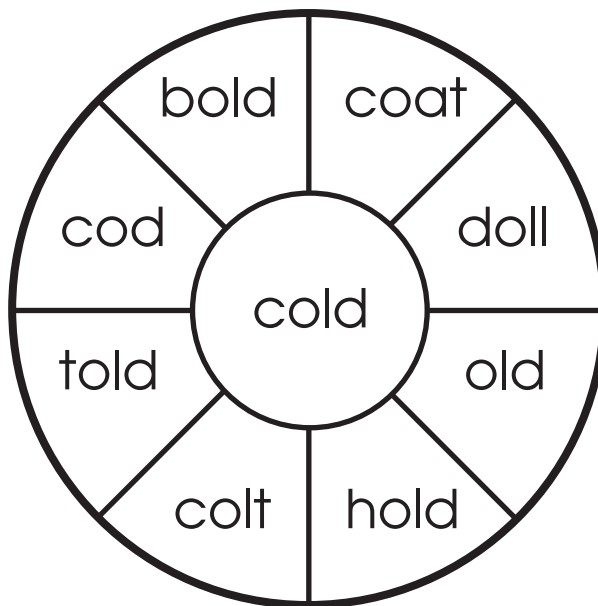


Target words: clothes, coat, cold

Directions: Write the words below. Say them as you write them.

clothes	
coat	
cold	

Directions: Color the spaces that have words that rhyme with the same word in the middle of the circle.



How many spaces did you color? _____

Target words: kind, dress, better

Directions: Write the words below. Say them as you write them.

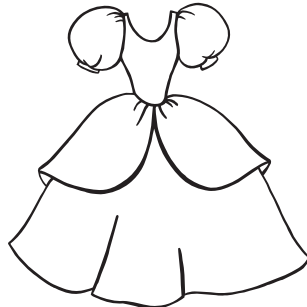
kind	
dress	
better	

Directions: The words **kind**, **dress**, and **better** are hidden in the lines below. Find and circle them. Now, color the boxes.

k	n	d	k	i	n	d	n	k	i	n	d	n	i	k	n
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

r	s	e	d	s	r	d	r	e	s	s	d	r	e	s	s
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

b	e	b	e	t	t	e	r	b	t	b	e	t	t	e	r
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



Target words: clothes, coat, cold, kind, dress, better

Directions: Find and circle the words from the box. Words can go → or ↓.

clothes**coat****cold****kind****dress****better**

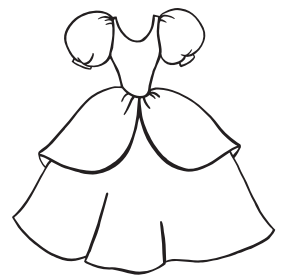
r	c	k	i	n	d
b	l	r	c	o	r
e	o	h	o	o	e
t	t	a	a	c	s
t	h	m	t	h	s
e	e	p	e	s	r
r	s	c	o	l	d

Directions: Draw a line to connect each word to its picture.

1. kind



2. coat



3. clothes



4. dress



5. cold



6. better



Target words: please, tell, once

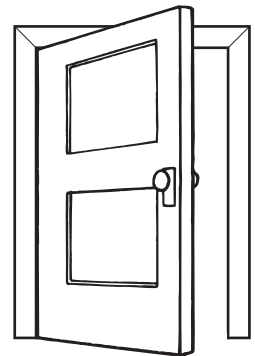
Directions: Write the words below. Say them as you write them.

<p>please</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>tell</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>once</p>	<p>_____</p> <p>_____</p> <p>_____</p>

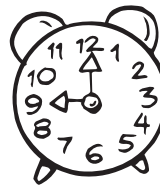
Directions: Write the missing word in each sentence. Use the words from the box to help you.

once tell please

1. Will you _____ close the door?



2. I can _____ time.



3. _____, I fell in a lake.



Target words: use, made

Directions: Write the words below. Say them as you write them.

_____ - - use - - _____	_____ - - - - - _____
_____ made _____	_____ - - - - - _____

Directions: Write the missing word in each sentence. Use the words from the box to help you.

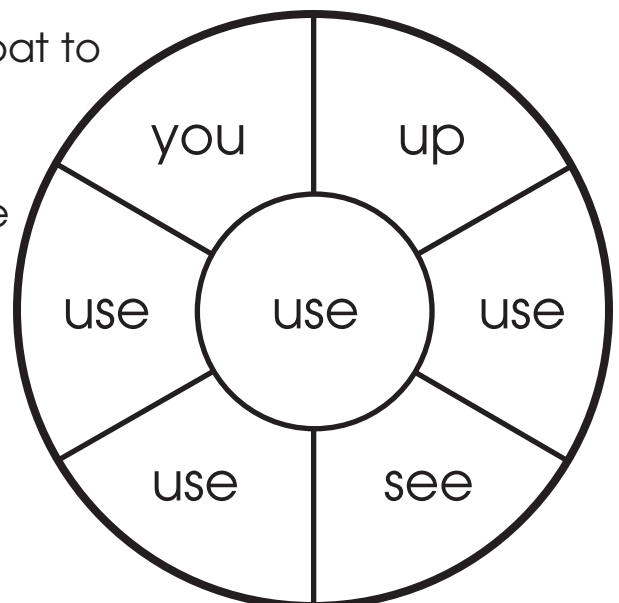
use made

1. He _____ a home run hit.

2. I will _____ the bat to
hit the ball.



Directions: Color the spaces that have the same word as the one in the middle of the circle.



Target words: please, tell, once, use, made

Directions: Read the story. Now, find and circle the words from the box.

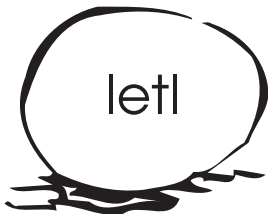
once tell use please made

Once, I wanted to hear a story. I said, "Dad, please tell me one."

Dad said, "Once upon a time, there was a baby duck. It liked to play in the water. Once a day it made a mess. The mother duck said, "That is the last time I let you use the pond to swim in!"



Directions: Unscramble the words on the eggs.

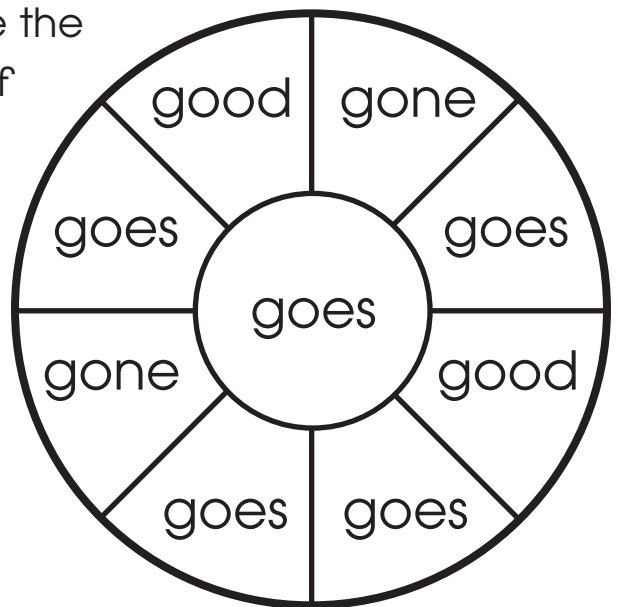


Target words: fly, fast, goes

Directions: Write the words below. Say them as you write them.

fly	
fast	
goes	

Directions: Color the spaces that have the same word as the one in the middle of the circle.



Now, write this sentence.

A plane can fly fast.

Target words: try, though, why

Directions: Write the words below. Say them as you write them.

try	
though	
why	

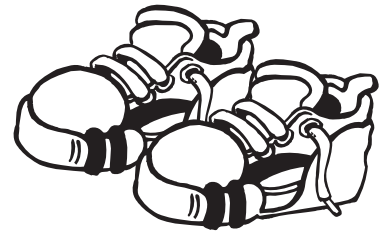
Directions: Write the missing word in each sentence. Use the words from the box to help you.

try though why

1. I _____ to tie my shoes.

2. It is hard to do it _____.

3. I don't know _____ it is hard to do.



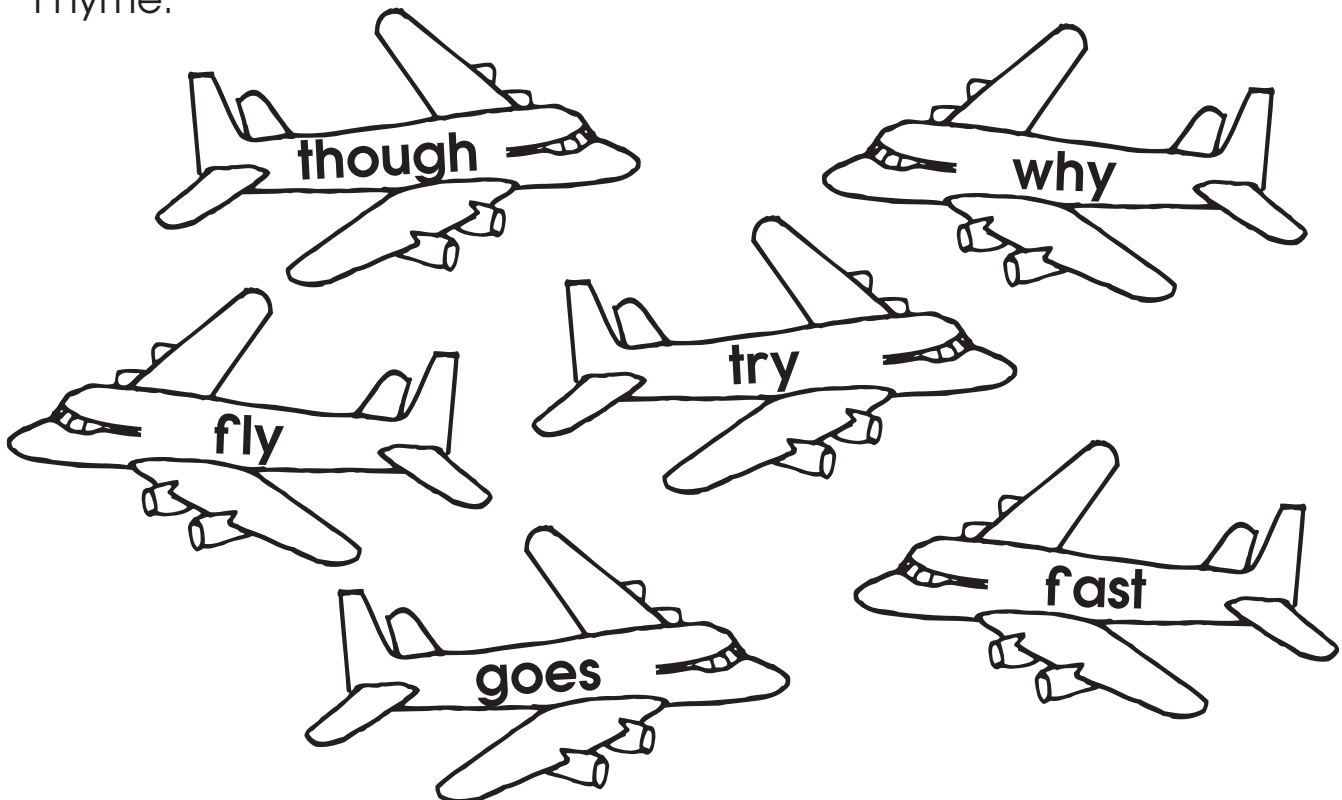
Target words: fly, fast, goes, try, though, why

Directions: Find and circle the words from the box. Words can go → or ↓.



s	t	h	o	r	t	w
g	o	e	s	o	e	h
r	y	w	h	t	r	y
a	t	h	o	u	g	h
f	a	s	t	f	a	w
a	o	f	s	i	t	y
w	h	t	r	y	w	h

Directions: Draw a line to connect the planes that have words that rhyme.



Target words: food, ate, full

Directions: Write the words below. Say them as you write them.

food	
ate	
full	

Directions: Write the missing word in each sentence.

food**ate****full**

1. I like to eat _____.

2. If I eat too much, I get _____.

3. Last night, I _____ too much.



Target words: most, more, always

Directions: Write the words below. Say them as you write them.

most	
more	
always	

Directions: Write the missing letters from the words below. Use the words from the box to help you.

most more always

1. mo ____ t
2. a ____ way ____
3. mo ____ e



Now, write a sentence using one of the words from the box.

Target words: food, ate, full, most, more, always

Directions: Find and circle the words from the box. Words can go → or ↓.



a	m	o	r	e	d
l	y	f	e	f	a
w	a	t	e	o	m
a	w	t	m	o	o
y	l	l	u	d	s
s	f	u	l	l	t

Directions: Read the story. Now, find and circle the words from the box.

This food is good. I always
eat too much. My dad eats the most.
One night he ate it all! Now he is
always full. He can not eat any more.



Target words: write, letter, dear, love

Directions: Write the words below. Say them as you write them.

write	
letter	
dear	
love	

Directions: Answer the questions below using the words from the box.

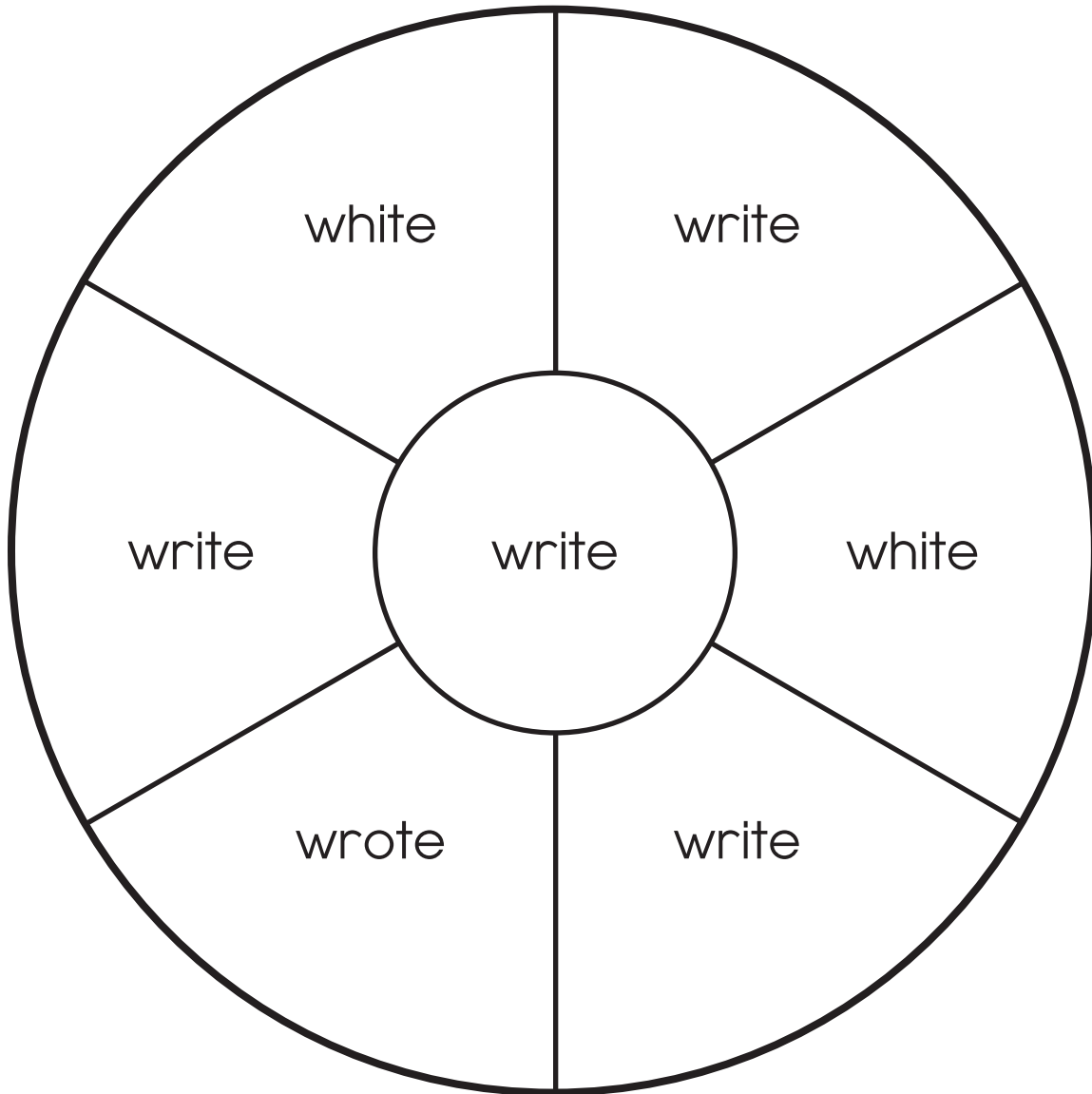
letter dear

1. What do you send in the mail?

2. What word do you use to begin a letter?

Target words: write

Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many did you find? _____

Target words: yesterday, soon, fine

Directions: Write the words below. Say them as you write them.

yesterday	
soon	
fine	

Directions: Circle the word that is the opposite of the underlined word.

- | | | | |
|---------------------------------------|-------|-------|------|
| 1. I went home <u>yesterday</u> . | house | today | no |
| 2. The bus will be here <u>soon</u> . | later | sun | hot |
| 3. We are <u>fine</u> . | sing | song | sick |

Now, write this sentence.

I was fine yesterday.

Target words: write, letter, dear, love, yesterday, soon, fine

Directions: Find and circle the words from the box that are in the letter.

write letter dear love yesterday soon fine



Dear Grandmother,

I want to write you a letter today
because I miss you. I hope you are fine.
Yesterday we went to the zoo. See you
soon.

Love, Sam

Now, write a note to someone. Use the words **dear**, **love**, **soon**, and **fine**.



Target words: cut, grow, longer, keep

Directions: Write the words below. Say them as you write them.

cut	
grow	
longer	
keep	

Directions: Find and circle the words from the box.

cut grow longer keep



gone

grow

kite

kite

cat

longer

cat

keep

cut

gone

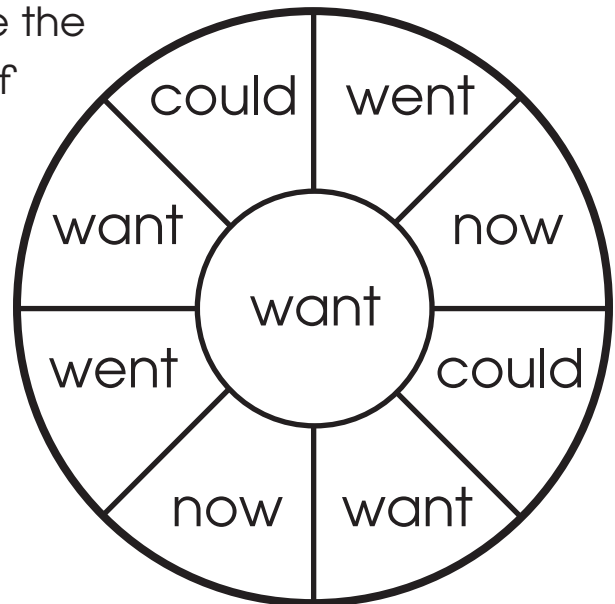


Target words: want, than, should

Directions: Write the words below. Say them as you write them.

want	
than	
should	

Directions: Color the spaces that have the same word as the one in the middle of the circle.



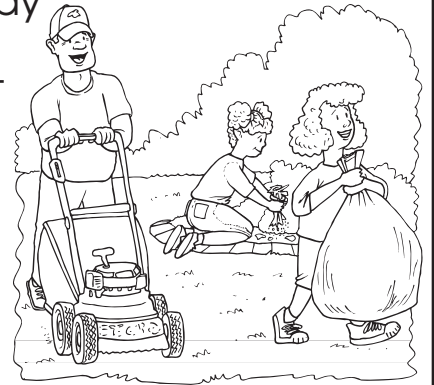
Now, write a sentence using the word **than** or **should**.

Target words: cut, grow, longer, keep, want, than, should

Directions: Read the story. Find and circle the words from the box.

longer**keep****want****grow****should****cut****want**

I want to cut the grass. I should cut it today because it is going to rain. It is hard to keep it looking good. I want it to grow, but the bugs keep eating it. Maybe it will grow longer next year.



Directions: Write the letters that are missing in the words below. Use the words from the box to help you.

c ____ t

g ____ ow

t ____ a ____

____ ee ____

sh ____ ____ l ____

lo ____ ____ e ____

w ____ nt

Target words: these, thing, while

Directions: Write the words below. Say them as you write them.

these	
thing	
while	

Directions: The words **these** and **thing** are hidden in the lines below. Find and circle them.

t	h	e	s	t	h	e	s	e	t	h	e	s	t	h	e
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

t	h	i	n	t	h	n	g	t	h	i	n	g	t	h	n
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

How many did you circle of each?

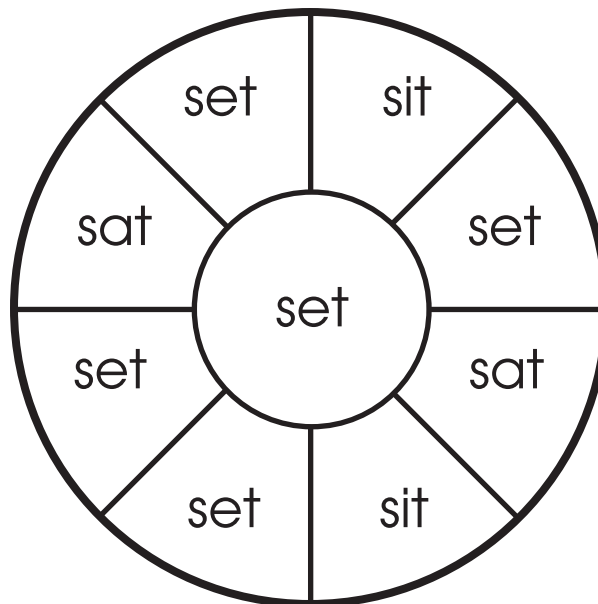
these _____ **thing** _____

Target words: which, set

Directions: Write the words below. Say them as you write them.

which	
set	

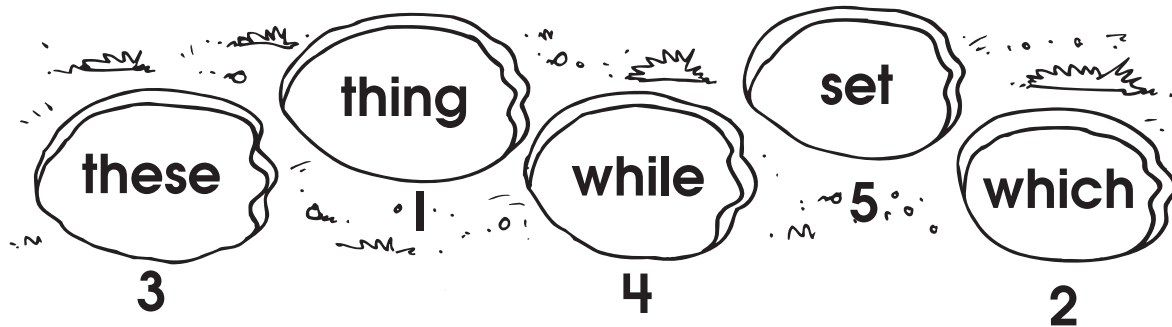
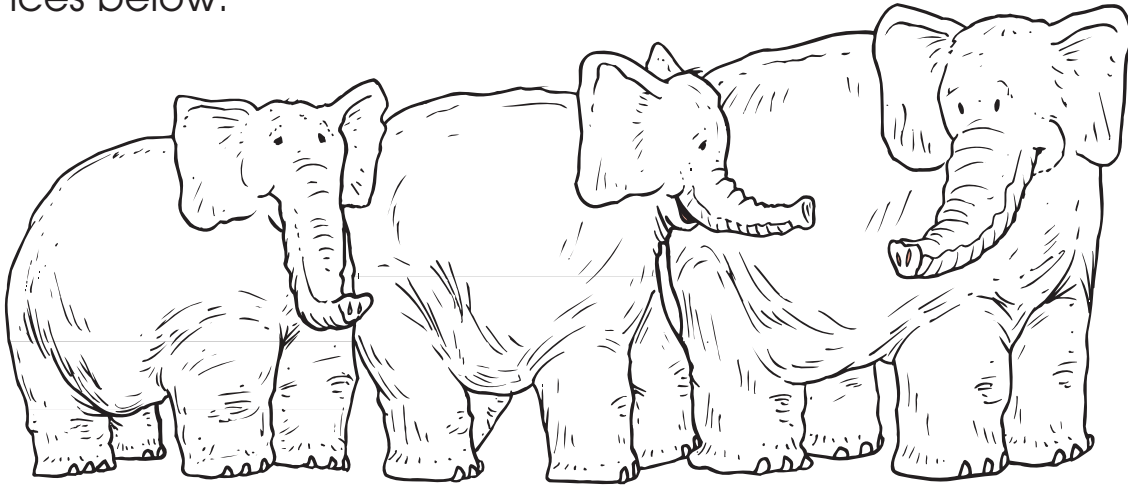
Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? _____

Target words: these, thing, while, which, set

Directions: Put the correct words on the footprints to complete the sentences below.

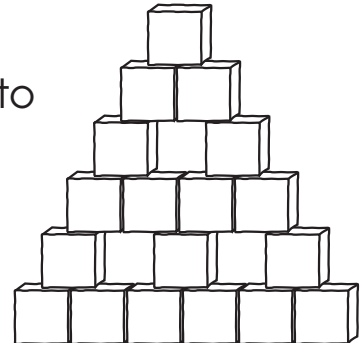


This _____ is big. _____ animal is

here? _____ are big feet! I will hide

_____ it goes by. I do not want it to

knock over my _____ of blocks.

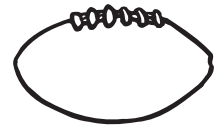
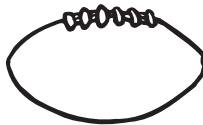
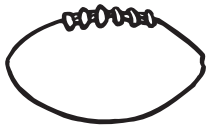


Target words: first, second, third

Directions: Write the words below. Say them as you write them.

first	
second	
third	

Directions: Write the word from the box that tells which football it is.

first**second****third**

_____	_____	_____
_____	_____	_____
_____	_____	_____

Directions: Answer the question below.

What grade are you in? _____

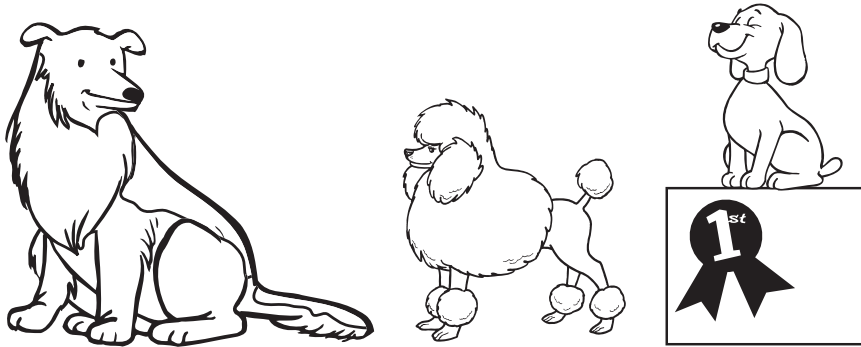
Target words: last, order, stand

Directions: Write the words below. Say them as you write them.

last	
order	
stand	

Directions: Answer the questions using the words from the box.

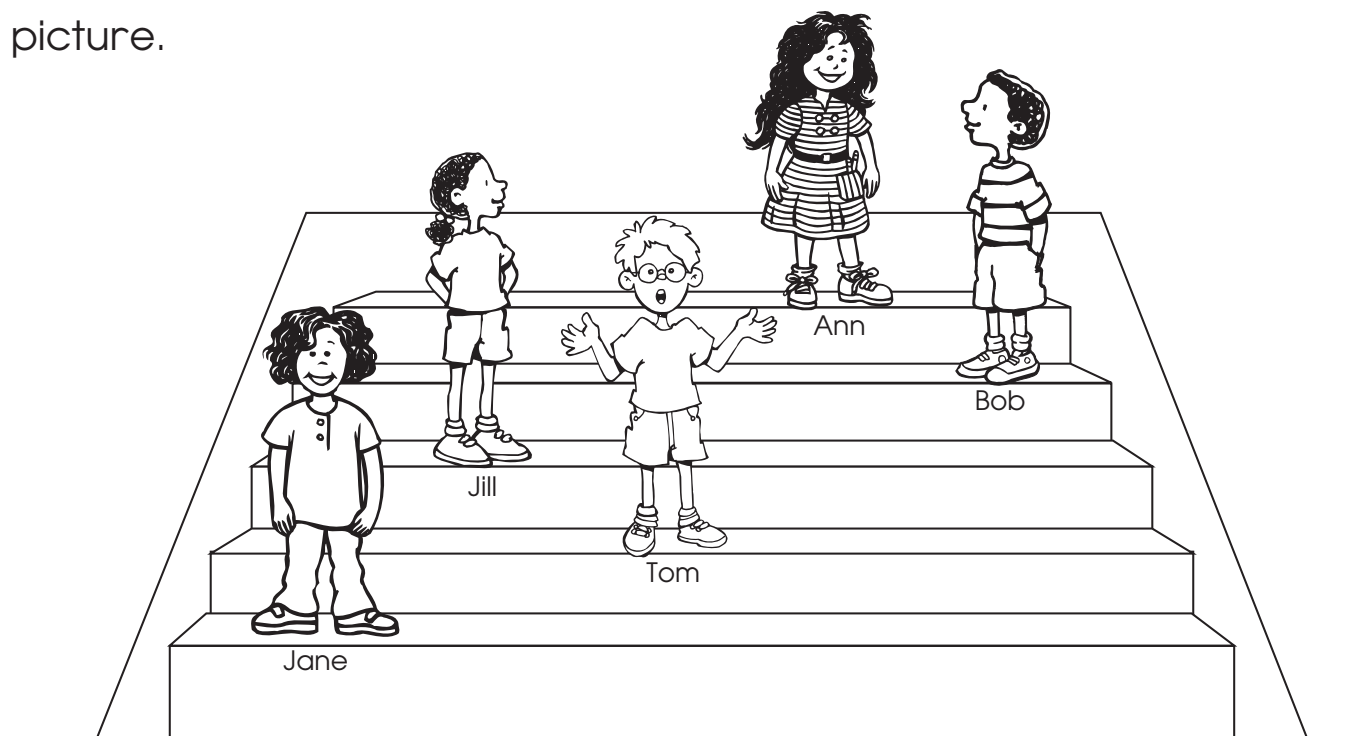
order	last	stand
--------------	-------------	--------------



1. Circle the dog that is next to last.
2. Color the dog that is on the stand.
3. The dogs are in order. Draw an arrow to show the tallest and the shortest dogs.

Target words: first, second, third, last, order, stand

Directions: Read the sentences to answer the questions about the picture.



1. Who is in the last row? _____

2. Who is in the second row? _____

3. Who is in the third row? _____

4. Who is in the first row? _____

5. Draw where you will stand in the picture.

Target words: where, does, those

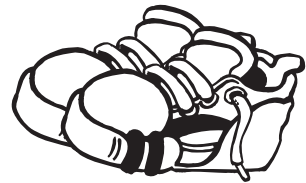
Directions: Write the words below. Say them as you write them.

where	
does	
those	

Directions: Write the word from the box that is missing in each sentence below.

where does those

1. _____ he have his shoes?



2. Are _____ his socks?



3. _____ is his coat?



Target words: now, seem, shall

Directions: Write the words below. Say them as you write them.

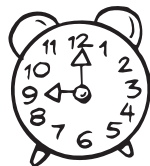
now	
seem	
shall	

Directions: The words **now**, **seem**, and **shall** are hiding in the lines below. Find and circle them. Now, color the boxes.

n	w	o	n	o	w	o	w	n	o	w	n	o	n	o	w
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

e	m	e	e	m	s	e	e	m	e	e	s	e	e	m	e
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

s	h	i	i	s	h	a	i	i	s	h	a	i	s	h	a
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



Directions: What time is it now?

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Target words: where, does, those, now, seem, shall

Directions: Write the sentences below.

1. Where are the birds?

2. Does it seem late?

3. No, it doesn't seem late.

4. What time is it now?

5. Who has those shoes?

6. Shall I open the door?

Target words: eyes, ear, hear

Directions: Write the words below. Say them as you write them.

_____ - eyes - _____ _____ - ear - _____ _____ - hear - _____	_____ - - - - - _____ _____ - - - - - _____ _____ - - - - - _____
---	---

Directions: Write the word that is missing in each sentence below.

eyes ear hear

1. I see with my _____.



2. My _____ can help me _____.

Now, draw a picture of your face. Show where your eyes and ears are. Put a label on them.



Target words: face, hand, head

Directions: Write the words below. Say them as you write them.

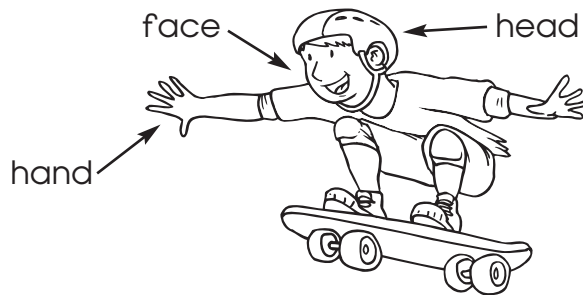
face	
hand	
head	

Directions: Fill in the letters that are missing in the words below.

1. h ____ n ____

2. f ____ c ____

3. h ____ ____ d



Now, draw a picture of yourself. Show where your face, hands, and head are. Put labels on your drawing.

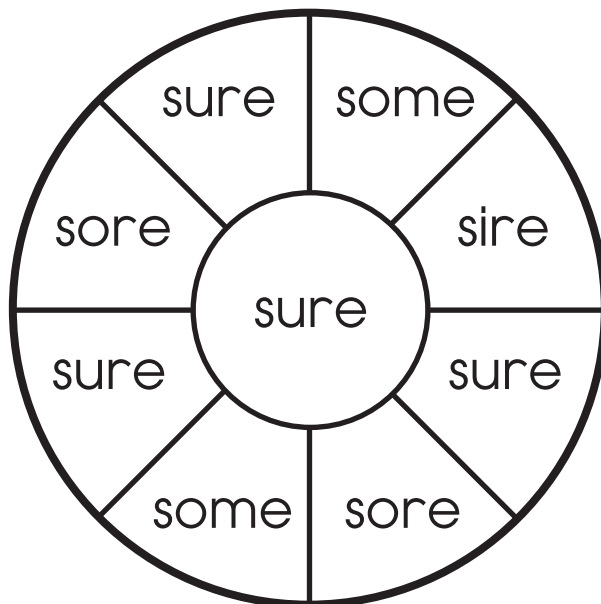


Target words: fire, sure, start

Directions: Write the words below. Say them as you write them.

fire	
sure	
start	

Directions: Color the spaces that have the same word as the one in the middle of the circle.



Target words: hold, show, hope, start

Directions: Write the words below. Say them as you write them.

hold	
show	
hope	

Directions: Circle the three words in each row that are the same.

hope	hold	hold	home	hold
shop	ship	show	show	show
home	hope	hope	ham	hope
start	stop	start	store	start

Target words: fire, sure, start, hold, show, hope

Directions: Read the story. Find and circle the words from the box.

start sure hold show hope fire

It is cold and time to start a fire. My dad will show us how to start the fire. I hope it gets warm soon. I will hold my hands close to the fire to warm up. My dad says, "Be sure not to get too close."



Now, write this sentence.

I hope he will show us how to hold that.

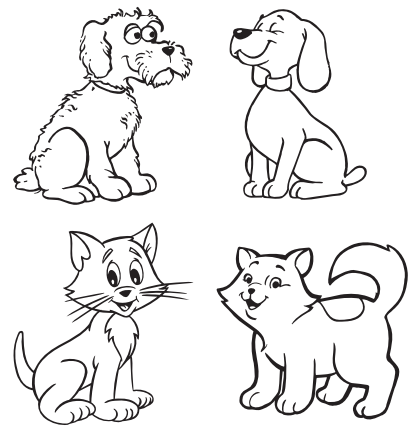
Target words: right, left, myself

Directions: Write the words below. Say them as you write them.

right	
left	
myself	

Directions: Read the sentences. Now, follow the directions.

1. Circle the dog on the right.
2. Color the dog on the left.
3. Draw an arrow to the cat on the left.
4. Color the cat on the right.



Now, complete this sentence.

I like myself because _____

Target words: help, small, pair

Directions: Write the words below. Say them as you write them.

help	
small	
pair	

Directions: Draw a line to match the pants that have the same words on them.

help**small****pair**

Now, write this sentence.

It is a pair of pants.



Target words: right, left, myself, help, small, pair

Directions: Find and circle the words from the box. Words can go → or ↓.

right	m	y	s	e	l	f	f
left	t	t	l	p	f	r	t
myself	s	m	a	l	l	r	f
help	g	f	p	e	e	i	e
small	h	e	l	p	f	g	l
pair	l	s	m	a	t	h	g
	p	a	i	r	m	t	h

Directions: Draw a line to connect words that are opposites.

yourself	hurt
right	pair
big	left
one	small
help	myself

Now, draw a picture of one of the opposite pairs.

Target words: came, gave, pretty

Directions: Write the words below. Say them as you write them.

came

gave

pretty

Directions: Write these sentences.



My friend came to my party.

Mother gave me a dress.

I had a pretty cake.

Target words: present, bring, sing

Directions: Write the words below. Say them as you write them.

present	
bring	
sing	

Directions: Color the boxes that have **present**, **bring**, and **sing** in them. Use a different color for each word.

song	present	bang	sing
pretty	bring	song	present
sing	present	bright	sang
present	pretty	sing	bring

How many did you find?

present _____ bring _____ sing _____

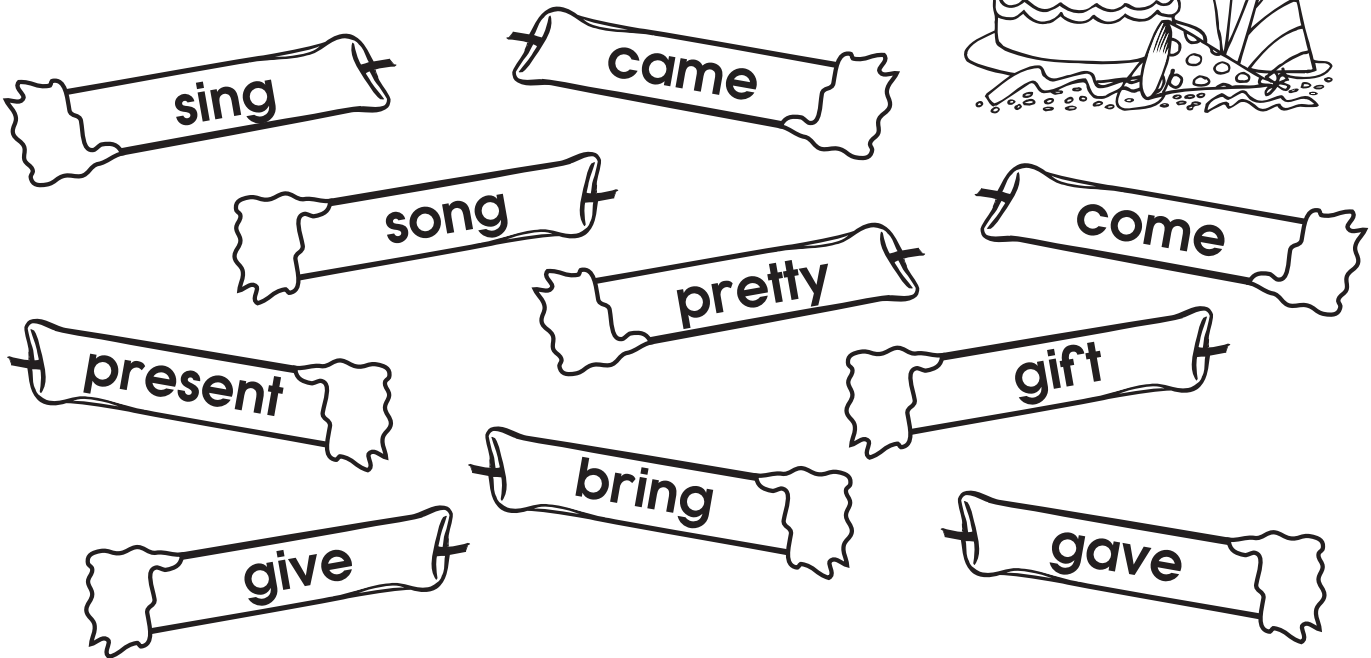


Target words: came, gave, pretty, present, bring, sing

Directions: Find and circle the words from the box. Words can go → or ↓.

came	g	a	v	e	r	l	y
gave	o	g	a	e	v	n	p
pretty	n	v	s	i	n	g	r
present	c	a	m	e	o	n	e
bring	a	t	p	r	e	i	t
sing	p	r	e	s	e	n	t
	b	r	i	n	g	b	y

Directions: Circle the candles that have the words from the box on them.



How many candles did you circle? _____

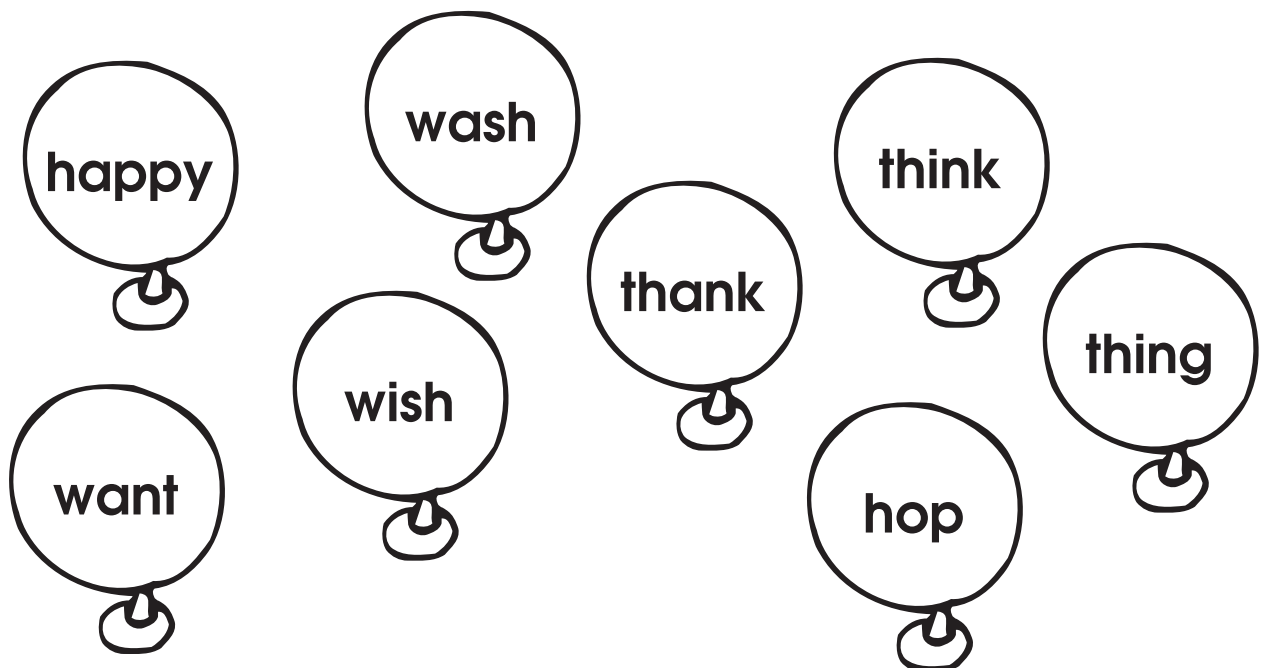
Target words: happy, wish, thank

Directions: Write the words below. Say them as you write them.

happy	
wish	
thank	

Directions: Draw a string to tie the balloons together that have the words from the box on them.

happy wish thank



Target words: didn't, end, best

Directions: Write the words below. Say them as you write them.

didn't	
end	
best	

Directions: Color the boxes that have the words **didn't**, **end**, and **best** in them. Use a different color for each word.

don't	end	send	best
send	best	bet	end
end	bend	rest	didn't
best	didn't	did	send

How many did you find?

didn't _____ end _____ best _____

Target words: came, gave, pretty, present, bring,
sing, happy, wish, thank, didn't, end, best

Directions: Read the story. Now, find and circle the words that are in the box.

came	gave	pretty	present	bring	sing
happy	wish	thank	didn't	end	best

It was my birthday. Lots of people came to bring me a present. They also came to sing happy birthday. My mother gave me a pretty dress. My brother gave me a big book. I have to thank them all. I wish the day didn't have to end. It was the best birthday ever!



Now, draw a picture of your favorite birthday present.

Cloze Sentences**Sight Word Cloze Sentences**

Cloze sentences provide young learners an opportunity to use words in context and to gain a better understanding of sentence sense. Use the cloze sentences on the following pages for children to practice selecting the correct word from the word boxes to complete each sentence.

To extend the activity, have children create their own sentences with a missing word. The sentences can also be copied on a separate sheet of paper, cut apart, and reconstructed for sentence sense practice.

Directions: Write the missing word in each sentence.

big	box	got	ran	let
------------	------------	------------	------------	------------

1. I _____ a dog.

2. He sleeps in a _____.

3. My dog is _____.

4. He _____ in the yard.

5. I _____ him lick me.

Cloze Sentences

Directions: Write the missing word in each sentence.

girl look find sit run yes

1. The _____ had a dog.

2. The dog liked to _____ away fast.

3. The girl had to _____ the dog.

4. She had to _____ for him.

5. Did she find him? _____, she did!

6. Now the girl wants the dog to _____.

Cloze Sentences

Directions: Write the missing word in each sentence.

sleep bed morning school early night

1. It is dark at _____.

2. I get in my _____.

3. I have to go to _____ now.

4. In the _____ I get up.

5. I have to get up _____.

6. And I have to go to _____.

Cloze Sentences

Directions: Write the missing word in each sentence.

open close leave door don't off

1. I see a _____.

2. It is _____.

3. Don't _____ the door.

4. _____ the light on.

5. Please don't turn _____ the light.

6. I _____ like the dark.

Cloze Sentences

Directions: Write the missing word in each sentence.

car far ride took around back

1. We went for a _____.

2. We drove in the _____.

3. The ride _____ a long time.

4. We went _____ away.

5. Then we went _____ the park.

6. At last we came _____ home.

Cloze Sentences

Directions: Write the missing word in each sentence.

done wash clean water carry warm

1. I have to _____ the dishes.

2. I will _____ them to the sink.

3. I need to get some _____.

4. The water is not too _____.

5. Now the dishes are _____.

6. Now I am _____!

Cloze Sentences

Directions: Write the missing word in each sentence.

coat cold dress kind better clothes

1. It is _____ outside.

2. I _____ not go outside yet.

3. My _____ is not very warm.

4. First, I need to put on some warm _____.

5. My mom gives me a warm _____.

6. She is very _____ to me.

Cloze Sentences

Directions: Write the missing word in each sentence.

more always ate food full most

1. The _____ is good here.

2. I _____ eat too much.

3. My dad eats the _____ food.

4. He _____ all the food on his plate!

5. Now he is _____.

6. He can not eat any _____.

Cloze Sentences

Directions: Write the missing word in each sentence.

dear letter soon love fine yesterday

1. Bob wrote a _____ to his sister.

2. He wrote, _____ Pat, how are you?"

3. "I am _____," Bob wrote.

4. _____ I went to the park."

5. He signed it, _____, Bob."

6. He will mail it _____.

Cloze Sentences

Directions: Write the missing word in each sentence.

ear hand head eyes hear face

1. I can _____ the dog bark.

2. I can hear with my _____.

3. I have two _____.

4. I can see my _____ in the mirror.

5. My hat is on my _____.

6. A _____ has five fingers.

Scrambled Sentences**Sight Word Scrambled Sentences**

Once children can recognize and understand individual sight words in print, they are ready to use them to build sentences. This is the exciting next step in the reading process and, for many children, the moment when they say, “I’m really reading!”

The following scrambled sentences build upon sight word knowledge and are designed to help children learn—and demonstrate—sentence sense by putting individual words into the correct order so each sentence makes sense. The sight words used in these sentences follow the order in which they have been introduced.

The sentences can be used in a number of ways, depending on each child’s developmental level. First, encourage the child to look for helpful sentence-sense clues, such as a capitalized word that would indicate the beginning of the sentence and a word with punctuation that would indicate the end of the sentence. Then, have the child say all the words aloud, starting with the capitalized word and ending with the punctuated word. Ask the child if what he or she said aloud makes sense, and, if necessary, encourage him or her to rearrange the “middle” words around while saying them aloud until they are in the correct order. Then, have the child write the unscrambled sentence on the line provided. You may want to encourage the child to write the sentence’s sight words in different-colored crayons or markers, or to use the sight word flash cards to find the matching words used in the sentence.

You may also want to have the child write the unscrambled sentence on a separate sheet of paper and cut it apart into individual words. Then, using the child’s hand-written unscrambled sentence in the workbook as a model, have him or her reassemble the cut-apart words into the sentence. This activity works well as a self-checking review. Or have the child distribute the cut-apart words to other children, who can then reassemble them in the correct order. An activity of this type can also be used with sentences that the children dictate or write themselves on a separate sheet of paper. Extending this activity to sentences that children compose themselves increases their level of engagement and provides an opportunity for individualizing their learning.

Scrambled Sentences

say I May this?

likes He fast. run to

him. had to She for look

buy she Can pencil? a

Scrambled Sentences

under tree. rock a A is

will the car. I leave

door. Please the close

get Let's pumpkin. another

Scrambled Sentences

fast. That plane can fly

dad most. the eats My

five hand has fingers. A

letter will write a I you. to

Scrambled Sentences

a He run. hit home

soon write letter. I will a

can I see eyes. with my

goes here. It right

Sight Word Flash Cards

On the following pages are flash cards for all of the sight words used in this book. For ease of use, they are presented in the order of introduction in the book. Laminating the cards would also help make them durable. Punching a hole in each card and keeping them on a ring for each child is also a good way to keep the cards organized and easy to use.

There are many ways to use these cards. Listed below are some games and activities to help children learn to recognize the sight words:

- Sort the cards by sight words with the same beginning letter
- Find sight words that rhyme, and write other words that rhyme with the sight words on a dry erase board or separate sheet of paper.
- Sort the cards to make pairs of sight words that begin with the same letter. Play the “Memory” game using these words—players don’t get to keep the pair unless they can read both words. As an extension of this, also have players use the words in sentences.
- Use a timer to see how quickly each sight word is recognized. Begin with a small number of cards. Add more cards once increased speed and confidence is achieved.
- Put the sight words in alphabetical order.
- Come up with another word that begins with the same sound as each sight word.

am

big

box

ran

let

got

play

ball

hat

call

jump

sat

red

black

yellow

green

white

blue

brown

color

say

ask

friend

way

may

today

girl

look

find

dog

run

sit

yes

four

five

six

seven

eight

nine

ten

money

buy

under

upon

next

near

high

tree

found

until

into

same

hard

part

round

fat

funny

might

saw

only

such

never

live

house

home

mother

sister

brother

each

own

name

year

also

fall

sleep

morning

night

bed

o'clock

early

school

open

close

leave

off

door

don't

read

book

over

another

because

car

far

ride

around

back

away

town

took

every

anything

think

people

could

too

men

woman

along

stop

both

walk

clean

wash

water

carry

hot

warm

clothes

coat

cold

kind

dress

better

please

tell

once

use

made

fly

fast

goes

try

though

why

food

ate

full

most

more

always

write

letter

dear

love

yesterday

soon

fine

cut

grow

longer

keep

want

than

should

these

thing

while

which

set

first

second

third

last

order

stand

where

does

those

now

seem

shall

eyes

ear

hear

face

hand

head

fire

sure

start

hold

show

hope

right

left

myself

help

small

pair

come

gave

pretty

present

bring

sing

happy

wish

thank

didn't

end

best

Flash Cards

Fry Instant Sight Word List

First One Hundred Words

a	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	how	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

Fry Instant Sight Word List

Second One Hundred Words

also	color	home	must	red	think
am	could	house	name	right	too
another	dear	into	near	run	tree
away	each	kind	never	saw	under
back	ear	last	next	say	until
ball	end	leave	night	school	upon
because	far	left	only	seem	use
best	find	let	open	shall	want
better	first	live	over	should	way
big	five	look	own	soon	where
black	found	made	people	stand	while
book	four	may	play	such	white
both	friend	men	please	sure	wish
box	girl	more	present	tell	why
bring	got	morning	pretty	than	year
call	hand	most	ran	these	
came	high	mother	read	thing	

Fry Instant Sight Word List

Third One Hundred Words

along	didn't	food	keep	sat	though
always	does	full	letter	second	today
anything	dog	funny	longer	set	took
around	don't	gave	love	seven	town
ask	door	goes	might	show	try
ate	dress	green	money	sing	turn
bed	early	grow	myself	sister	walk
brown	eight	hat	now	sit	warm
buy	every	happy	o'clock	six	wash
car	eyes	hard	off	sleep	water
carry	face	head	once	small	woman
clean	fall	hear	order	start	write
close	fast	help	pair	stop	yellow
clothes	fat	hold	part	ten	yes
coat	fine	hope	ride	thank	yesterday
cold	fire	hot	round	third	
cut	fly	jump	same	those	

Answer Key

Directions: Write the words below. Say them as you write them.

am am
big big
box box

Directions: Write the missing word in each sentence.

1. I am good at playing with my dog.

2. My dog is big.

3. He is in a box.

Now, write a sentence with these words in it: big box

Answers will vary.

5

Directions: Write the words below. Say them as you write them.

ran ran
let let
got got

Directions: Write the missing word in each sentence.

1. I got a dog.

2. He ran in the yard.

3. I let him lick me.

Now, write a sentence with these words in it: dog got

Answers will vary.

6

Directions: Find and circle the words from the box. Words can go → or ↓.

am big box ran let got

Directions: Draw a line to connect the words that rhyme.

ran hot
box fox
got can

7

Directions: Write the words below. Say them as you write them.

play play
ball ball
hat hat

Directions: Circle the word that rhymes with the underlined word in each sentence.

1. The boy can play. day dog pup
2. He has a ball. bat tall bug
3. He has a bat. hot bat ball

8

Directions: Write the words below. Say them as you write them.

call call
jump jump
sat sat

Directions: Write the missing word in each sentence.

1. The frog can jump.

2. He sat by the pond.

3. I will not call to him.

4. Call rhymes with ball.

9

Directions: Circle each set of footballs that have rhyming words on them.

play day
ball bat
jump bump
sat mat
hat have
call tall
jump jog
ball all
play pop
hat bat
cat call
is sat

10

Directions: Write the words below. Say them as you write them.

red red
black black
yellow yellow
green green

Directions: Write the missing word in each sentence.

1. A bear is black.

2. An apple is red/yellow/green.

11

Directions: Write the words below. Say them as you write them.

white white
blue blue
brown brown
color color

Directions: Write the missing word in each sentence.

1. I can color the bear brown.

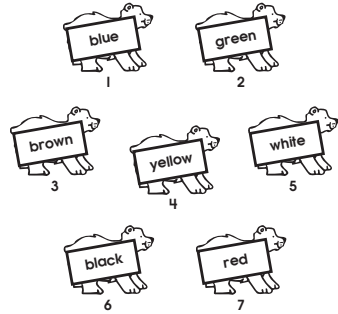
2. The snowman is white.

12

Answer Key

Directions:

1. Color bear number 1 blue.
2. Color bear number 2 green.
3. Color bear number 3 brown.
4. Color bear number 4 yellow.
5. Color bear number 5 white.
6. Color bear number 6 black.
7. Color bear number 7 red.



13

Directions: Write the words below. Say them as you write them.

say say
ask ask
friend friend

Directions: The words **say**, **ask**, and **friend** are hiding in the lines below. Find and circle them. Now, color the boxes.

a s a y a s a y s a a s a y s y
s a k s a s k a s s a s k a s k
r e i n d e r f r i e n d r f r e n d



14

Directions: Write the words below. Say them as you write them.

way way
may may
today today

Directions: Write the missing word in each sentence. Now, circle the words in each sentence that rhyme.

1. This is the way. I want to play.

2. May say his?

3. Today is Monday.

Directions: Write a more words that rhyme with way and may.

Answers will vary.

15

Directions: The letters in the words are mixed up. Unscramble them to write each word correctly. Use the words from the box to help you.

today way ask say friend

1. ask

2. say


3. friend

4. today

5. way

Directions: Unscramble the words in this sentence. Now, write the sentence.

I play with my friend.



16

Directions: Write the words below. Say them as you write them.

girl girl
look look
find find

Directions:

1. Circle the box that says **look**.
2. Color the box that says **find**.
3. Put an X on the box that says **girl**.

Directions: Circle the two words in each row that are the same.

love	look	like	look
find	four	five	find
girl	girl	got	goat

17

Directions: Write the words below. Say them as you write them.

dog dog
run run
sit sit
yes yes

Directions: Find and circle the dog bones with the words from the box on them.

yes dog run sit yes

yes ran dog yet set run day sit

How many did you circle? 4

18

Directions: Use the words from the box to write the missing word in each sentence.

girl look find dog run sit yes

1. A girl had a dog.

2. He liked to run fast.

3. One day she lost her dog.

4. She could not find him.

5. She had to look for him. Did she find him?

6. Yes, she did.

7. Now she wants him to sit.



19

Directions: Write the words below. Say them as you write them.

four four
five five
six six
seven seven
eight eight

Directions: Draw a line to the number that matches the word.

six	4
four	8
five	6
seven	5
eight	7

20

Answer Key

Directions: Write the words below. Say them as you write them.

nine nine
 ten ten
 money money
 buy buy

Directions: Write the missing word in each sentence. Then, write the answers.

1. Can she buy a pencil?

2. How much money does she have?

21

Directions: Draw a line from each box to the word that tells how many coins there are.

nine
 five
 seven
 four
 eight
 ten
 six

22

Directions: Write the words below. Say them as you write them.

under under
 upon upon
 next next
 near near

Directions: Write the missing word in each sentence.

1. The rock is under/near a tree.

2. The frog sits upon a lily pad.

3. The mouse is next to the elephant.

23

Directions: Write the words below. Say them as you write them.

high high
 tree tree
 found found

Directions: Unscramble the letters to make the words from the box. Now, write the correct word next to each apple.

ghil high
 etre tree
 dnofu found

24

Directions: Write the words below. Say them as you write them.

until until
 into into
 same same

Directions: Color the apples that have the same words on them.

under until
 into into
 same some
 same same
 into onto
 until until

26

Directions: Write the words below. Say them as you write them.

hard hard
 part part
 round round

Directions: Draw a line to connect the bouncing balls to get to the basket. Use the words from the box.

round hard part
 part rode past hand round hard part round

27

Directions: Write the missing word in each sentence.

until into same hard round

1. An apple is round/hard
 2. It is hard/round
 3. You can bite into it.
 4. Eat it all until it is gone.
 5. The two parts are the same.

Directions: Color the spaces that have words that rhyme with the word in the middle.

past farm
 art part cart
 dart smart

28

Directions: Write the words below. Say them as you write them.

fat fat
 funny funny
 might might

Directions: Draw a line to connect the words that rhyme.

fat night
 funny bunny
 might cat

Now, draw a fat, funny mouse.

Pictures will vary.

29

Answer Key

Directions: Write the words below. Say them as you write them.

saw saw
only only
such such
never never

Directions: The words **saw**, **only**, **such**, and **never** are hiding in the boxes below. Find them and color the boxes that have these words in them.

one	only	on	only
saw	was	sun	saw
much	such	such	more
never	ever	never	even

30

Directions: Find and circle the words from the box. Words can go → or ↓.

fat funny might saw only such never

Directions: Color the spaces that have words that rhyme with the word in the middle of the circle.

cat fun hat tar sit fat sat far

31

Directions: Write the words below. Say them as you write them.

live live
house house
home home

Directions: The letters on the houses are mixed up. Unscramble them to write each word. Use the words from the box to help you.

live house home

chues emoh evil

house home live

32

Directions: Write the words below. Say them as you write them.

mother mother
sister sister
brother brother

Directions: Select the word from the box that answers these riddles.

I am a girl. sister
I am a boy. brother
I am a woman. mother

mother sister brother

Now, draw a picture of yourself.

Pictures will vary.

33

Directions: Find and circle the words from the box. Words can go → or ↓.

live house home mother sister

Directions: Draw a picture of where you live.

Pictures will vary.

34

each own name year also fall

Directions: Find the leaves that have the words from the box on them. Color them these colors:

each = red own = green name = yellow
year = orange also = brown

red green brown
orange yellow orange
yellow green brown fall

FALL

37

Directions: Write the words below. Say them as you write them.

o'clock o'clock
early early
school school

Directions: Read the sentences and follow the directions.

1. Write **one** under the star with the word **o'clock** on it.
2. Write **two** under the star with the word **school** on it.
3. Write **three** under the star with the word **early** on it.

o'clock early school

one three two

39

Directions: Read the story. Now, find and circle the words that are in the box.

sleep morning night bed
o'clock early school

I have to go to bed at eight o'clock. I do not like to go to sleep too early in the morning. I have to get up. When I get up, my dog is there. He wants to go on a walk. So I walk with him before I go to school.

What time do you go to bed? Show it on the clock and write the time on the line.

Answers will vary.

40

Answer Key

Directions: Write the words below. Say them as you write them.

off off
door door
don't don't

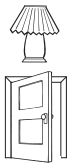
Directions: Write the missing word in each sentence. Use the words from the box to help you.

off door don't

1. I will turn off the light.

2. Don't close the door.

3. The door is open.



42


Directions: Read the story. Now, find and circle the words from the box.

open close leave
off door don't

One night I had to leave the door open. I do not like the dark, so I said, "Mom, don't close the door." Then I said, "Don't turn the light off." Then I went to sleep.

Directions: Draw a line to connect words that are opposites.

on don't
open off
do close



43

Directions: Write the words below. Say them as you write them.

read
book
over

Directions: Several words below are mixed up. Unscramble the letters and write all the words on the lines. Use the words from the box.

book over read and can I a

I nac daer a kobo
I can read a book
voer dna voer.
over and over

44


Directions: Use the words from the box to complete the story.

read book over
another because

The girl is sitting in a chair. She likes to read her book here. She will even read another book, too. She has lots of books because she likes to read. She will read her books over again.

Directions: Circle the books with the same words on them.

read red book book anything another book look over over



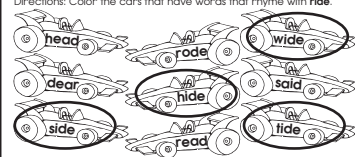
46

Directions: Write the words below. Say them as you write them.

car car
far far
ride ride
around around

Directions: Color the cars that have words that rhyme with ride.

head rode wide
dear hide said
side read tide



47

Directions: Write the words below. Say them as you write them.

back back
away away
town town
took took


Directions: Read each sentence. Circle the word that rhymes with the underlined word.

1. The car went back home. bag sack come

2. Will the bug go away? rug till stay

3. We went all over town. too down ball

4. It took a long time to get home. lot look song




48

Directions: Find and circle the words from the box. Words can go → or ↓.

car far ride around back away town took

Directions: The words town and ride are hiding in the boxes below. Find and circle them.

w n t o w n t o n w o t o w n
e d r i d e r i d r i d e e d e



49

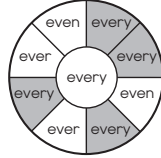
Directions: Write the words below. Say them as you write them.

every every
anything anything
think think

Directions: Color the spaces that have the same word as the one in the middle of the circle.

even every
ever every
every even
ever every

How many spaces did you color? 4



50

Answer Key

Directions: Write the words below. Say them as you write them.

people people
could could
too too

Directions: Unscramble the letters to make the words from the box. Now, write them on the line under each book.

ofo eopple dcluo

too people could

Now, write this sentence.
People could read too.

People could read too.

51



Directions: Read the story. Now, find and circle the words from the box.

every anything think people could too

I love to read every book I can.
I tell my friends that they could too.
They could read as many books as I do.
I think lots of people could read anything they want. Let's read!

Now, write a sentence telling what you think people would like to read about.

Answers will vary.

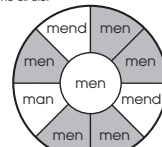



52

Directions: Write the words below. Say them as you write them.

men men
woman woman
along along

Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? 5

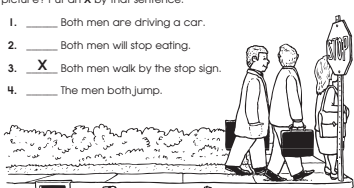
53

Directions: Write the words below. Say them as you write them.

stop stop
both both
walk walk

Directions: Look at the picture. Which sentence tells about the picture? Put an X by that sentence.

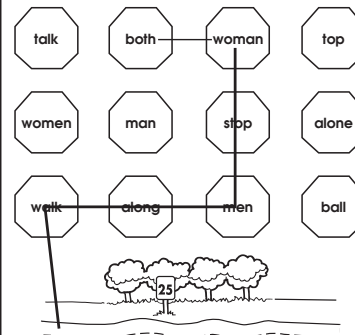
- Both men are driving a car.
- Both men will stop eating.
- ☒ Both men walk by the stop sign.
- The men both jump.



54

Directions: To get to the street, draw a line to connect the stop signs that contain the words from the box. The first one is done for you.

men woman along stop both walk

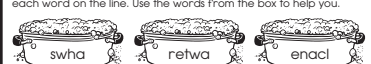


55

Directions: Write the words below. Say them as you write them.

clean clean
wash wash
water water

Directions: Unscramble the words on the wash tubs. Now, write each word on the line. Use the words from the box to help you.



wash water clean

Now, write this sentence.
Wash with clean water.

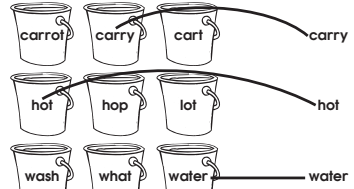
Wash with clean water.

56

Directions: Write the words below. Say them as you write them.

carry carry
hot hot
warm warm

Directions: Draw a line from each bucket to its matching word.




carrot carry cart
hot hop lot
wash what water

57

Directions: Unscramble the words from the box. Write each word on the line under its bubble. Now, write the words on the wash tubs in alphabetical order.

clean wash water hot warm



clean wash
hot
water hot
warm

58

Answer Key

Directions: Write the words below. Say them as you write them.

clothes clothes
coat coat
cold cold

Directions: Color the spaces that have words that rhyme with the same word in the middle of the circle.

How many spaces did you color? 4

59

Directions: Write the words below. Say them as you write them.

kind kind
dress dress
better better

Directions: The words **kind**, **dress**, and **better** are hidden in the lines below. Find and circle them. Now, color the boxes.

k n d k i n d n k i n d n i k n
r s e d s r d r e s s d r e s s
b e b e t t e r b e t t e r

60

Directions: Find and circle the words from the box. Words can go → or ↓.

clothes
coat
cold
kind
dress
better

Directions: Draw a line to connect each word to its picture.

- kind
- coat
- clothes
- dress
- cold
- better

61

Directions: Write the words below. Say them as you write them.

please please
tell tell
once once

Directions: Write the missing word in each sentence. Use the words from the box to help you.

once tell please

- Will you please close the door?
- I can tell time.
- Once I fell in a lake.

62

Directions: Write the words below. Say them as you write them.

use use
made made

Directions: Write the missing word in each sentence. Use the words from the box to help you.

use made

- He made a home run hit.
- I will use the bat to hit the ball.

Directions: Color the spaces that have the same word as the one in the middle of the circle.

63

Directions: Read the story. Now, find and circle the words from the box.

once tell use please made

Once I wanted to hear a story. I said, "Dad, please tell me one."
Dad said, "Once upon a time, there was a baby duck. It liked to play in the water. Once a day, it made a mess. The mother duck said, "That is the last time I let you use the pond to swim in!"

Directions: Unscramble the words on the eggs.

left econ emda
tell once made
easpe seu
please use

64

Directions: Write the words below. Say them as you write them.

fly fly
fast fast
goes goes

Directions: Color the spaces that have the same word as the one in the middle of the circle.

Now, write this sentence.
A plane can fly fast.

A plane can fly fast.

65

Directions: Write the words below. Say them as you write them.

try try
though though
why why

Directions: Write the missing word in each sentence. Use the words from the box to help you.

try though why

- I try to tie my shoes.
- It is hard to do it though.
- I don't know why it is hard to do.

66

Answer Key

Directions: Find and circle the words from the box. Words can go → or ↓.

fly fast goes try though why

Directions: Draw a line to connect the planes that have words that rhyme.

though why fly fast goes

67

Directions: Write the words below. Say them as you write them.

food food ate ate full full

Directions: Write the missing word in each sentence.

1. I like to eat food.

2. If I eat too much, I get full.

3. Last night, I ate too much.

68

Directions: Write the words below. Say them as you write them.

most most more more always always

Directions: Write the missing letters from the words below. Use the words from the box to help you.

1. mo _ s _ t

2. a _ l _ way _ s _

3. mo _ r _ e

Now, write a sentence using one of the words from the box.

Answers will vary.

69

Directions: Find and circle the words from the box. Words can go → or ↓.

food ate full most more always

Directions: Read the story. Now, find and circle the words from the box.

This food is good. always eat too much. My dad eats the most. One night he ate it all! Now he is always full. He can not eat any more.

70

Directions: Write the words below. Say them as you write them.

write write letter letter dear dear love love

Directions: Answer the questions below using the words from the box.

1. What do you send in the mail? letter

2. What word do you use to begin a letter? dear

71

Directions: Color the spaces that have the same word as the one in the middle of the circle.

white write write wrote write

How many did you find? 3

72

Directions: Write the words below. Say them as you write them.

yesterday yesterday soon soon fine fine

Directions: Circle the word that is the opposite of the underlined word.

1. I went home yesterday. house today no

2. The bus will be here soon. later sun hot

3. We are fine. sing song sick

Now, write this sentence.

I was fine yesterday.

73

Directions: Find and circle the words from the box that are in the letter.

write letter dear love yesterday soon fine

Dear Grandmother,

I want to write you a letter today because I miss you. I hope you are fine. Yesterday we went to the zoo. See you soon.

Love Sam

Now, write a note to someone. Use the words dear, love, soon, and fine.

Answers will vary.

74

Answer Key

Directions: Write the words below. Say them as you write them.

cut cut
grow grow
longer longer
keep keep

Directions: Find and circle the words from the box.

cut grow longer keep

gone kite grow cat kite
cat keep longer
cut gone

75

Directions: Write the words below. Say them as you write them.

want want
than than
should should

Directions: Color the spaces that have the same word as the one in the middle of the circle.

could went
want now
went could
now want

Now, write a sentence using the word **than** or **should**.

Answers will vary.

76

Directions: Read the story. Find and circle the words from the box.

longer keep want grow
should cut want

I want to cut the grass. I should cut today because it is going to rain. It is hard to keep it looking good. I want it to grow but the bugs keep eating it. Maybe it will grow longer next year.

Directions: Write the letters that are missing in the words below. Use the words from the box to help you.

c _ u _ t g _ r _ ow t _ h _ a _ n _
_ k _ e _ e _ p _ s h _ o _ u _ l _ d _ l o _ n _ g _ e _ r _
w _ a _ n _ t

77

Directions: Write the words below. Say them as you write them.

these these
thing thing
while while

Directions: The words **these** and **thing** are hidden in the lines below. Find and circle them.

t h e s e t h e s e t h e s t h e
t h i n t h n g t h i n g t h n

How many did you circle of each?
these 1 thing 1

78

Directions: Write the words below. Say them as you write them.

which which
set set

Directions: Color the spaces that have the same word as the one in the middle of the circle.

set sit
sat set
set sat
set sit

How many spaces did you color? 4

79

Directions: Put the correct words on the footprints to complete the sentences below.

these thing while set which

3 4 2

This thing is big. Which animal is here? These are big feet! I will hide while it goes by. I do not want it to knock over my set of blocks.

80

Directions: Write the words below. Say them as you write them.

first first
second second
third third

Directions: Write the word from the box that tells which football it is.

first second third

Directions: Answer the question below.

What grade are you in? first

Answers will vary.

81

Directions: Write the words below. Say them as you write them.

last last
order order
stand stand

Directions: Answer the questions using the words from the box.

order last stand

1. Circle the dog that is next to last.
2. Color the dog that is on the stand.
3. The dogs are in order. Draw an arrow to show the tallest and the shortest dogs.

82

Answer Key

Directions: Read the sentences to answer the questions about the picture.

1. Who is in the last row? Ann

2. Who is in the second row? Tom

3. Who is in the third row? Jill

4. Who is in the first row? Jane

5. Draw where you will sit. **Answers will vary.**

83

Directions: Write the words below. Say them as you write them.

where where

does does

those those

Directions: Write the word from the box that is missing in each sentence below.

1. Does he have his shoes?

2. Are those his socks?

3. Where is his coat?

where does those

84

Directions: Write the words below. Say them as you write them.

now now

seem seem

shall shall

Directions: The words **now**, **seem**, and **shall** are hiding in the lines below. Find and circle them. Now, color the boxes.

n w o n o w o w n o w n o n o w

e m e e m s e e m e e s e e m e

s h i l s h a l l s h a l s h a

Directions: What time is it now?

nine o'clock / 9:00

85

Directions: Write the words below. Say them as you write them.

eyes eyes

ear ear

hear hear

Directions: Write the word that is missing in each sentence below.

1. I see with my eyes

2. My ear can help me hear.

Now, draw a picture of your face. Show where your eyes and ears are. Put a label on them.

Pictures will vary.

87

Directions: Write the words below. Say them as you write them.

face face

hand hand

head head

Directions: Fill in the letters that are missing in the words below.

1. h _ a _ n _ d

2. f _ a _ c _ e

3. h _ e _ a _ d

Now, draw a picture of yourself. Show where your face, hands, and head are. Put labels on your drawing.

Pictures will vary.

88

Directions: Use the words from the box to fill in the labels on the drawing.

eyes ear face hand head

Now, write this sentence.
I can hear a train.

I can hear a train.

89

Directions: Write the words below. Say them as you write them.

fire fire

sure sure

start start

Directions: Color the spaces that have the same word as the one in the middle of the circle.

90

Directions: Write the words below. Say them as you write them.

hold hold

show show

hope hope

Directions: Circle the three words in each row that are the same.

hope hold hold home hold

shop ship show show show

home hope hope ham hope

start stop start store start


91

Answer Key

Directions: Read the story. Find and circle the words from the box.

start sure hold show hope fire

It is cold and time to start a fire. My dad will show us how to start the fire. I hope it gets warm soon. I will hold my hands close to the fire to warm up. My dad says, "Be sure not to get too close."



Now, write this sentence.
I hope he will show us how to hold that.

92

Directions: Write the words below. Say them as you write them.

right right
left left
myself myself

Directions: Read the sentences. Now, follow the directions.

1. Circle the dog on the right.
2. Color the dog on the left.
3. Draw an arrow to the cat on the left.
4. Color the cat on the right.

Now, complete this sentence.
I like myself because _____.

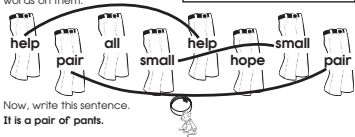
Answers will vary.

93

Directions: Write the words below. Say them as you write them.

help help
small small
pair pair

Directions: Draw a line to match the pants that have the same words on them.



Now, write this sentence.
It is a pair of pants.

94

Directions: Find and circle the words from the box. Words can go → or ↓.

right
left
myself
help
small
pair

m y s e l f f
t t l p f r t
s m a l r f
g f p e l e
h e l p f g l
l s m a t h g
p a i r m t h

Directions: Draw a line to connect words that are opposites.

yourself — hurt
right — pair
big — left
one — small
help — myself

Now, draw a picture of one of the opposite pairs.

Pictures will vary.

95


Directions: Write the words below. Say them as you write them.

present present
bring bring
sing sing

Directions: Color the boxes that have **present**, **bring**, and **sing** in them. Use a different color for each word.

song	present	bang	sing
pretty	bring	song	present
sing	present	bright	sang
present	pretty	sing	bring

How many did you find?
present 4 bring 2 sing 3



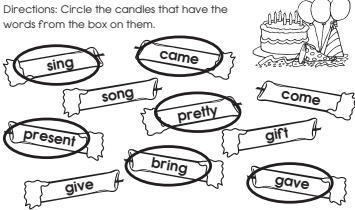
97

Directions: Find and circle the words from the box. Words can go → or ↓.

came
gave
pretty
present
bring
sing

g a v e r l y
o g a e v n p
n v s i n g r
c a m e o n e
a t p r e i t
p r e s e n t
b r i n g b v

Directions: Circle the candles that have the words from the box on them.



How many candles did you circle? 6

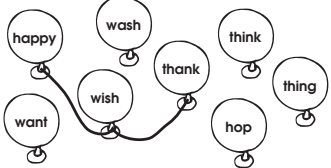
98

Directions: Write the words below. Say them as you write them.

happy happy
wish wish
thank thank

Directions: Draw a string to tie the balloons together that have the words from the box on them.

happy wish thank



99

Directions: Write the words below. Say them as you write them.

didn't didn't
end end
best best

Directions: Color the boxes that have the words **didn't**, **end**, and **best** in them. Use a different color for each word.

don't	end	send	best
send	best	bet	end
end	bend	rest	didn't
best	didn't	did	send


How many did you find?
didn't 2 end 3 best 3

100

Directions: Read the story. Now, find and circle the words that are in the box.

came gave pretty present bring sing
happy wish thank didn't end best

It was my birthday. Lots of people came to bring me a present. They also came to sing happy birthday. My mother gave me a pretty dress. My brother gave me a big book. I have to thank them all. I wish me day didn't have to end. It was the best birthday ever!



Now, draw a picture of your favorite birthday present.

Pictures will vary.

101

Answer Key

Page 102

1. I got a dog.
2. He sleeps in a box.
3. My dog is big.
4. He ran in the yard.
5. I let him lick me.

Page 103

1. The girl had a dog.
2. The dog liked to run away fast.
3. The girl had to find the dog.
4. She had to look for him.
5. Did she find him? Yes, she did!
6. Now the girl wants the dog to sit.

Page 104

1. It is dark at night.
2. I get in my bed.
3. I have to go to sleep now.
4. In the morning I get up.
5. I have to get up early.
6. And I have to go to school.

Page 105

1. I see a door.
2. It is open.
3. Don't close the door.
4. Leave the light on.
5. Please don't turn off the light.
6. I don't like the dark.

Page 106

1. We went for a ride.
2. We drove in the car.
3. The ride took a long time.
4. We went far away.
5. Then we went around the park.
6. At last we came back home.

Page 107

1. I have to wash the dishes.
2. I will carry them to the sink.
3. I need to get some water.
4. The water is not too warm.
5. Now the dishes are clean.
6. Now I am done!

Page 108

1. It is cold outside.
2. I better not go outside yet.
3. My dress is not very warm.
4. First, I need to put on some warm clothes.
5. My mom gives me a warm coat.
6. She is very kind to me.

Page 109

1. The food is good here.
2. I always eat too much.
3. My dad eats the most food.
4. He ate all the food on his plate!
5. Now he is full.
6. He can not eat any more.

Page 110

1. Bob wrote a letter to his sister.
2. He wrote, "Dear Pat, how are you?"
3. "I am fine," Bob wrote.
4. "Yesterday I went to the park."
5. He signed it, "Love, Bob."
6. He will mail it soon.

Page 111

1. I can hear the dog bark.
2. I can hear with my ear.
3. I have two eyes.
4. I can see my face in the mirror.
5. My hat is on my head.
6. A hand has five fingers.

Answer Key

Page 113

May I say this?

He likes to run fast.

She had to look for him.

Can she buy a pencil?

Page 114

A rock is under a tree.

I will leave the car.

Please close the door.

Let's get another pumpkin.

Page 115

That plane can fly fast.

My dad eats the most.

A hand has five fingers.

I will write a letter to you.

Page 116

He hit a home run.

I will write a letter soon.

I can see with my eyes.

It goes right here.



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