

**SPECTRUM®**



Grade  
**K**

# 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





***We're making children more successful by providing educational workbooks based on the research of educational experts!***

To Parents, Caregivers, and Educators:

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**For students, *Spectrum® Sight Words* offers these exceptional features:**

- 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.
- Sight word flash cards to review and evaluate sight word memory.
- A complete answer key.

**For parents, *Spectrum® Sight Words* offers:**

- A proven method for learning to read high-frequency words "by sight."
- Practice exercises that encourage sight word fluency and reading confidence.
- Easy-to-understand directions.

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# SPECTRUM<sup>®</sup>

## Sight Words

### Grade K

Spectrum<sup>®</sup>

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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 Kindergarten*, and its companion, *Spectrum Sight Words for Grade 1*, 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.
- Take advantage of the blank flash cards to personalize your child’s flash card set.
- Review and evaluate sight word memory by using the sight word flash cards at the back of the book.
- Use the tracing flash cards for added assistance in discriminating, reading, and writing the sight words.
- Help your child develop and demonstrate sentence sense by using the sentence strip activities to recognize 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 Kindergarten* help meet those needs by promoting the appropriate pacing and challenge that allows each child to master reading success.

**Target words: the, I, like**

Directions: Say each word as you trace it. Then, write each word on the line.

the	
I	
like	

Directions: Color the boxes that have these words in them:

**I      the      like**

the	like	long	I
in	it	the	like
like	I	in	that
then	look	I	the

**Target words: the, I, like**

Directions: Write the missing word in each sentence.

**I      the      like**

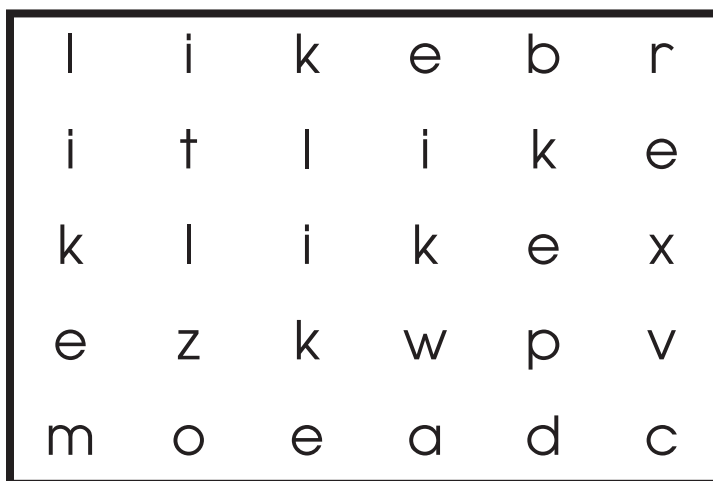
1. \_\_\_\_\_ want to play.

2. Do you \_\_\_\_\_ dogs?

3. Where is \_\_\_\_\_ cat?



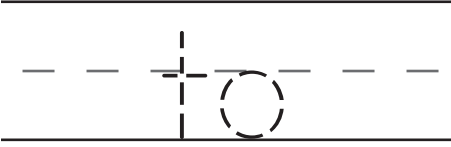
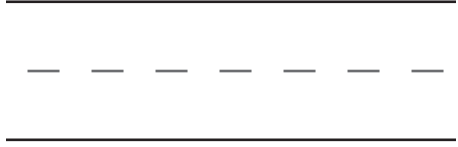
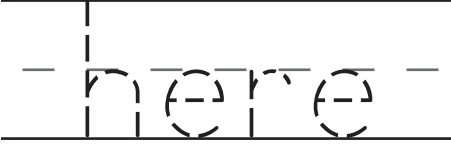

Directions: Find and circle the word **like**. It can go → or ↓.

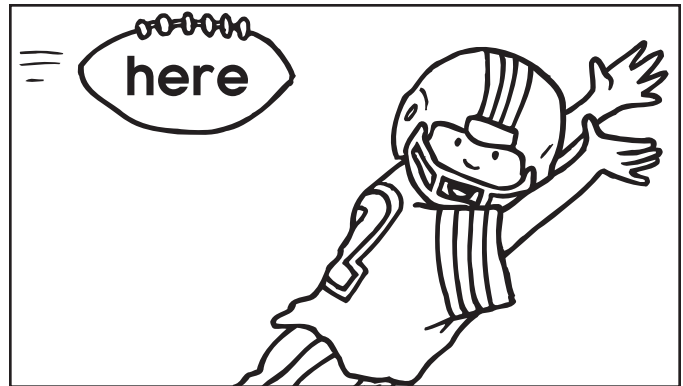
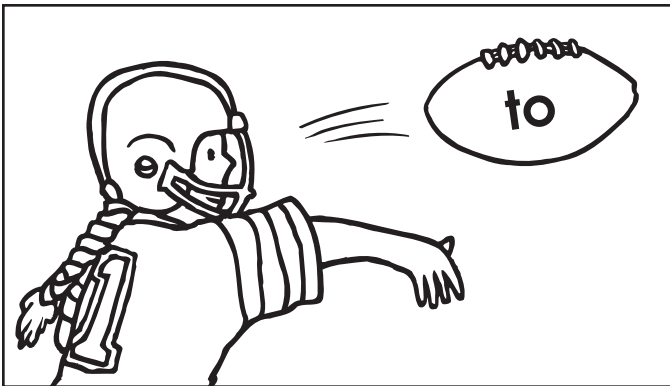


How many did you circle? \_\_\_\_\_

**Target words: to, here**

Directions: Say each word as you trace it. Then, write each word on the line.



Directions: Say each word as you write each sentence.

I like to play ball.

---



---



---

Throw the ball here.

---



---



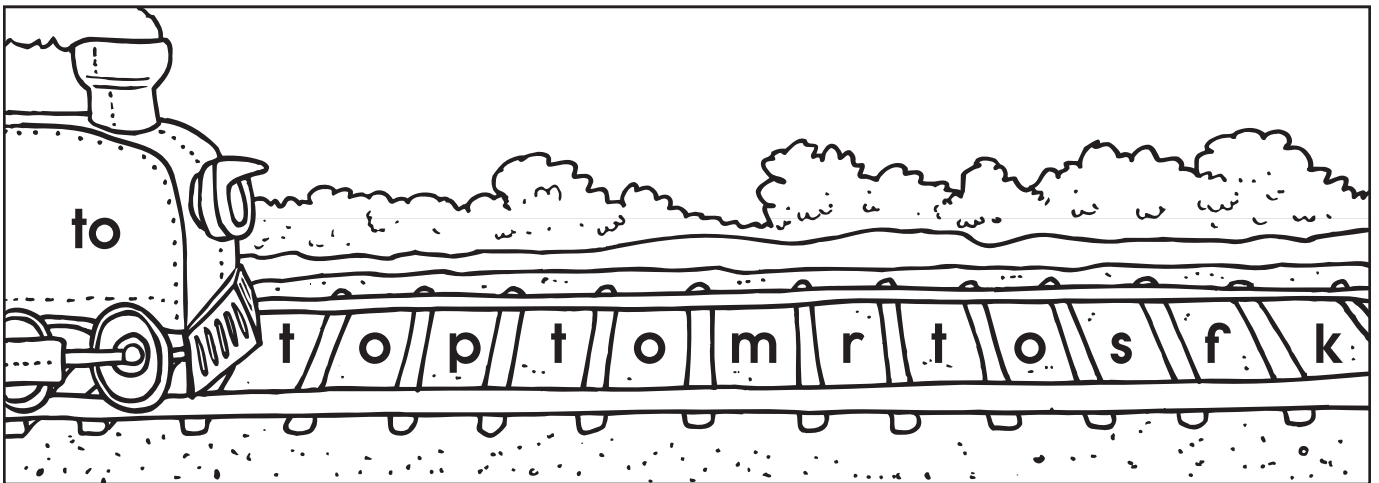
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**Target words: to, here**

Directions: Draw a railroad track to connect the words that rhyme.



Directions: Look for the words **to** and **here** in each track. Circle them each time you see them.



**Target words: the, I, like, to, here**

Directions: Help the frog cross the pond. Find these words and draw a line from each lily pad.

**the    I    like    to    here**

**here**

**is**

**to**

**look**

**like**

**then**

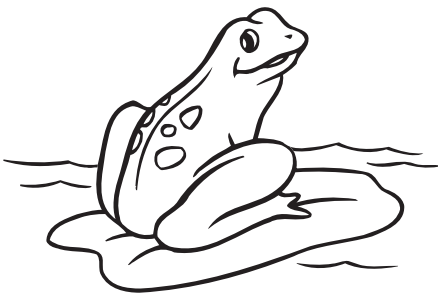
**my**

**on**

**I**

**the**

**it**



**Target words: is, a, and**

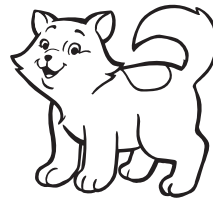
Directions: Write the missing word in each sentence.

**is      a      and**

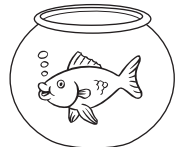
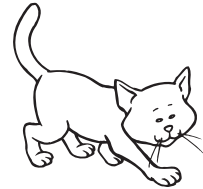
1. This \_\_\_\_\_ a monkey.



2. This is \_\_\_\_\_ cat.



3. Here is a cat \_\_\_\_\_ a fish.



Directions: Find and circle the word **and**. It can go → or ↓.

a	n	d	e	b	r
i	t	a	n	d	e
k	l	a	n	e	x
e	z	n	a	n	b
m	o	d	a	d	c

How many did you circle? \_\_\_\_\_

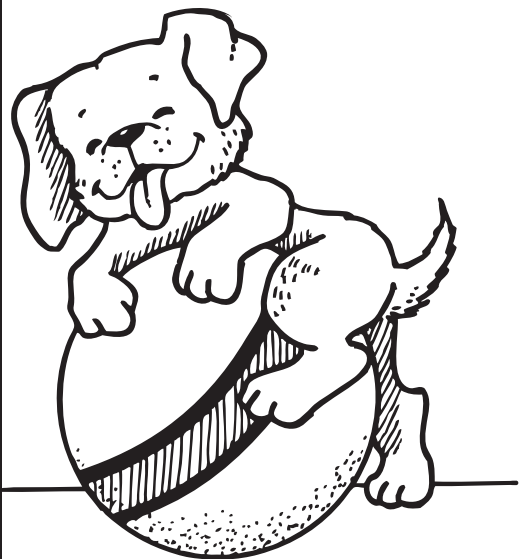
**Target words: is, a, and**

Directions: Say each word as you trace it. Then, write each word on the line.

is	
a	
and	

Directions: Draw lines to connect the words that match. Then, draw a dog bone by your favorite word.

and	a
a	as
is	and
	is



**Target words: see, we**

Directions: Write the missing word in each sentence.

**see we**

1. Do you \_\_\_\_\_ the monkey?



2. \_\_\_\_\_ can \_\_\_\_\_ the monkey.

3. I can \_\_\_\_\_ him swing.

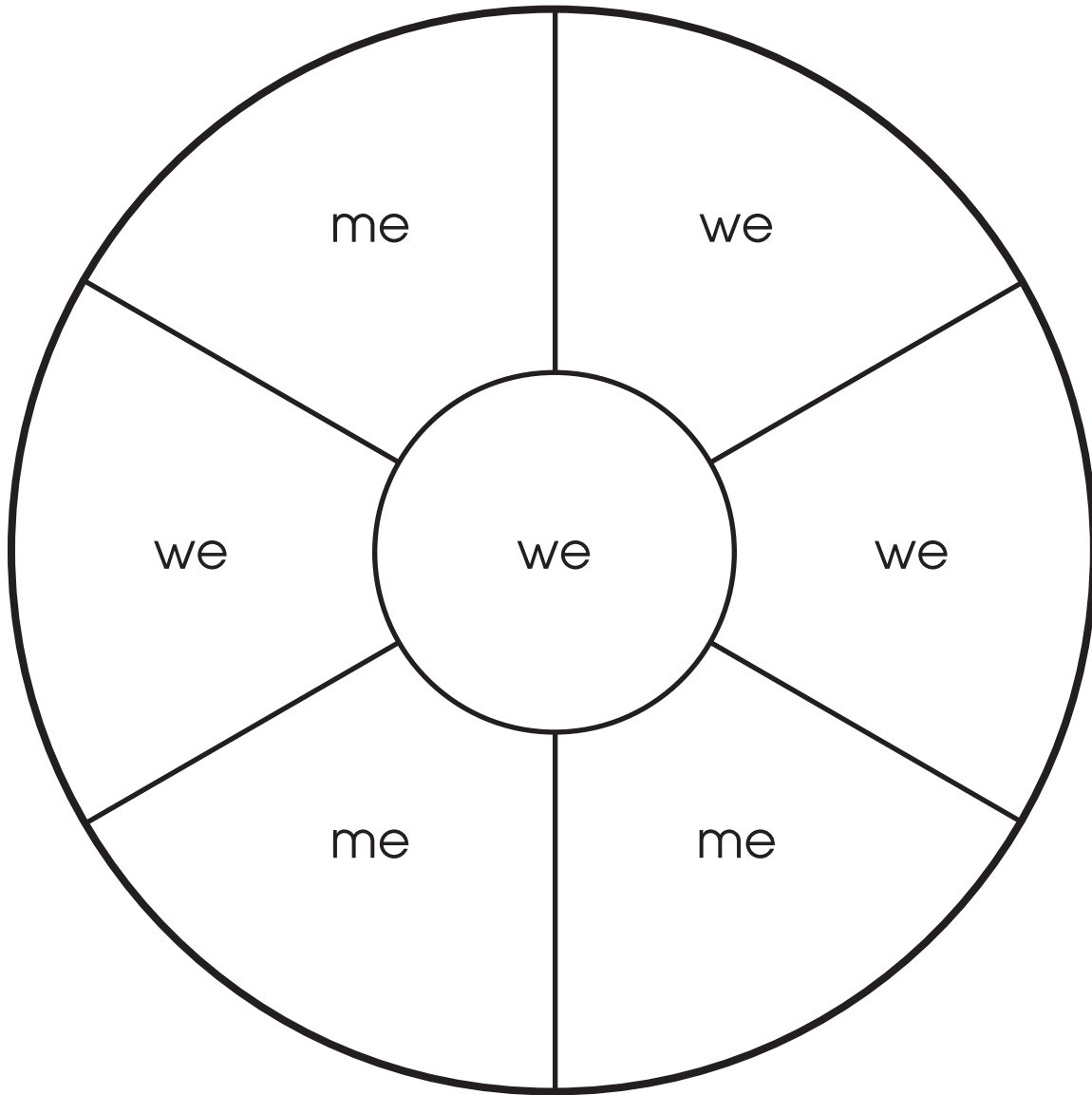
Directions: Find and circle the word **see**. It can go → or ↓.

m	e	k	e	s	r
o	t	s	e	e	t
q	l	i	k	e	x
e	s	e	e	p	v
s	o	e	a	d	c

How many did you circle? \_\_\_\_\_

**Target words: we**

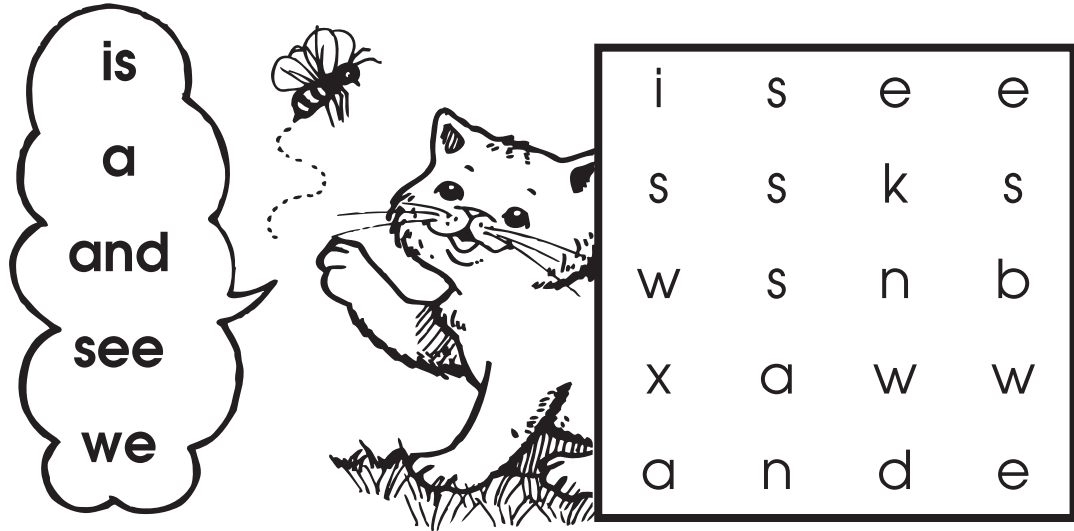
Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? \_\_\_\_\_

**Target words: is, a, and, see, we**

Directions: Find and circle the words **is**, **a**, **and**, **see**, and **we**. Words can go → or ↓.



Directions: Write the missing word in each sentence.

1. I see \_\_\_\_\_ cat.

2. I see a cat \_\_\_\_\_ a bee.

3. The cat can \_\_\_\_\_ a bee.

4. The cat \_\_\_\_\_ happy.

5. \_\_\_\_\_ like the cat.

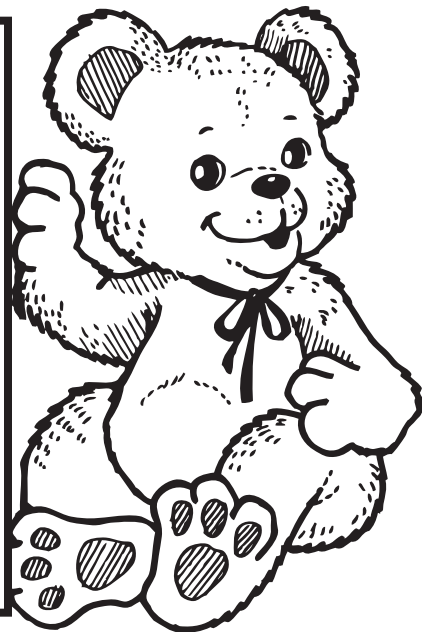
**Target words: have, us, our**

Directions: Say each word as you trace it. Then, write each word on the line.

have	
us	
our	



Directions: Draw lines to connect the words that match. Then, draw a teddy bear face by your favorite words.

have	is
our	us
us	has
	your
	have
	our

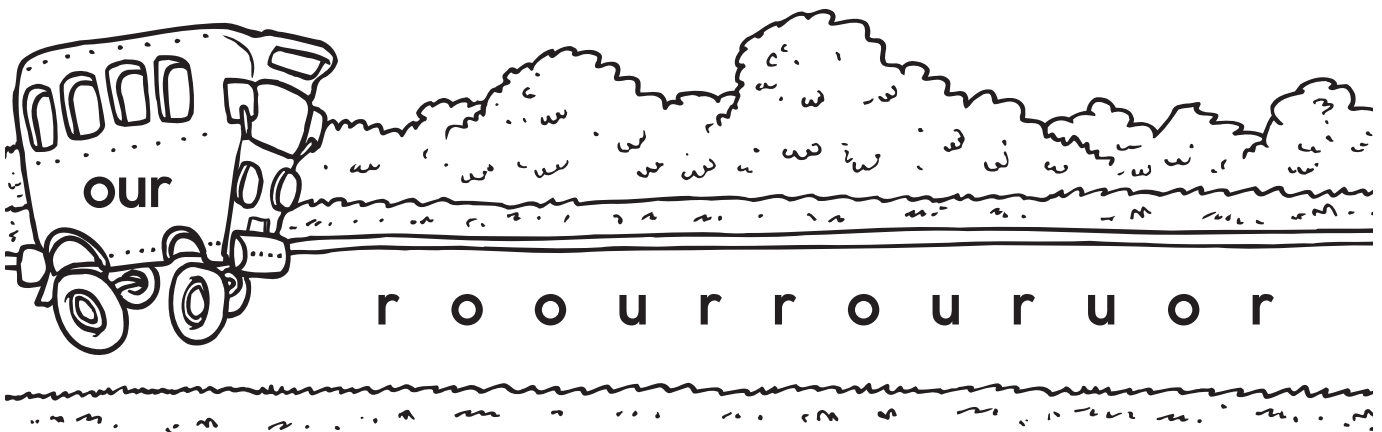
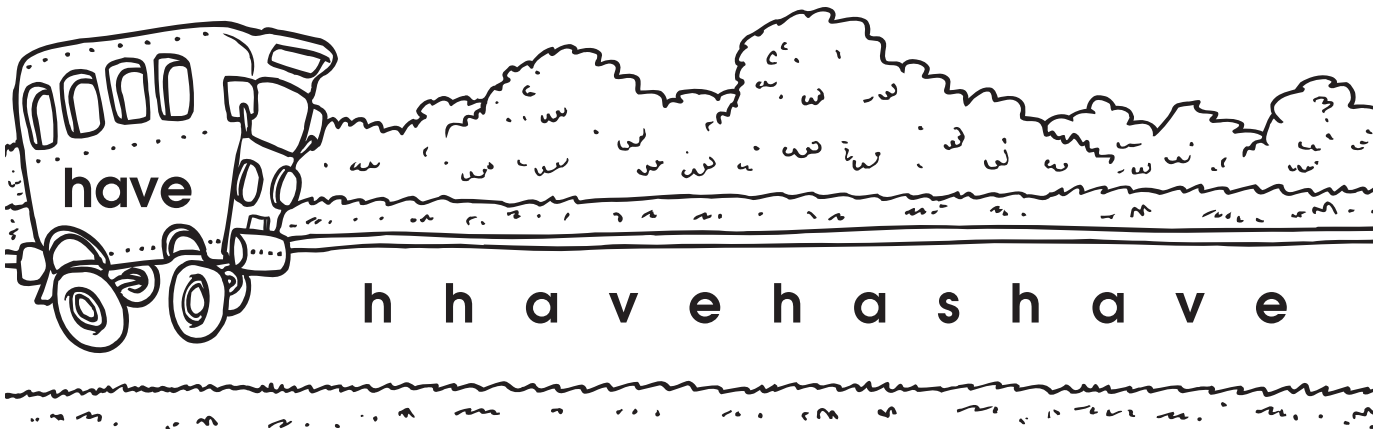


**Target words: have, us, our**

Directions: Draw lines to connect the words that rhyme.

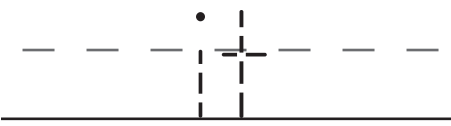
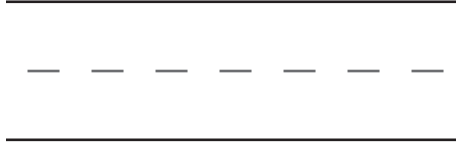


us	sour	
our	bus	

Directions: Look for the words on the road. Circle them each time you see them.







**Target words: it, all**

Directions: Say each word as you trace it. Then, write each word on the line.

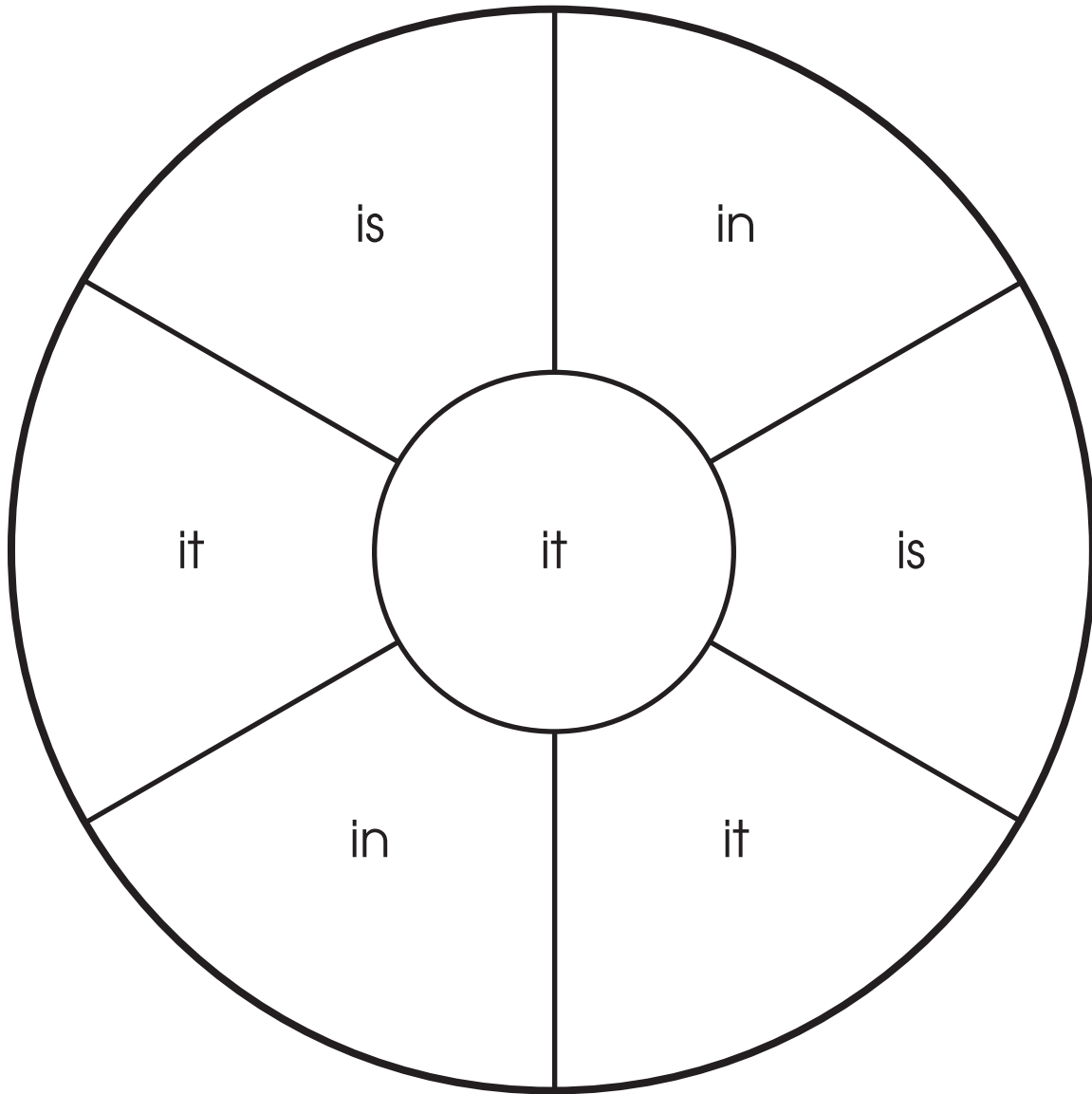
	
	

Directions: Draw lines to connect all the words that rhyme.

all	sit	
	ball	
it	tall	
	hit	

**Target words: it**

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: have, us, our, it, all**

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



w	h	a	v	e
p	u	s	m	l
a	t	l	y	s
d	o	a	l	l
d	u	u	r	s
i	r	a	i	t

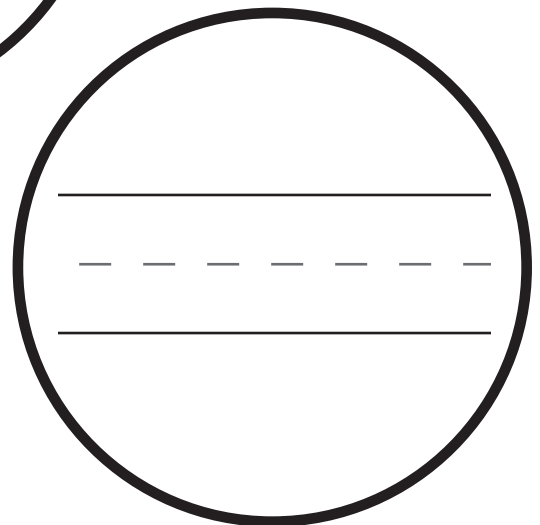
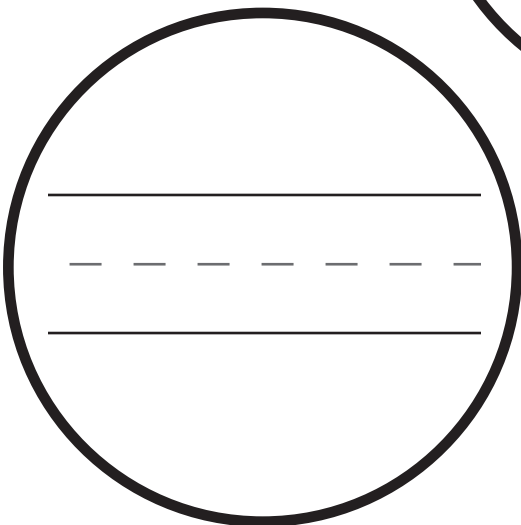
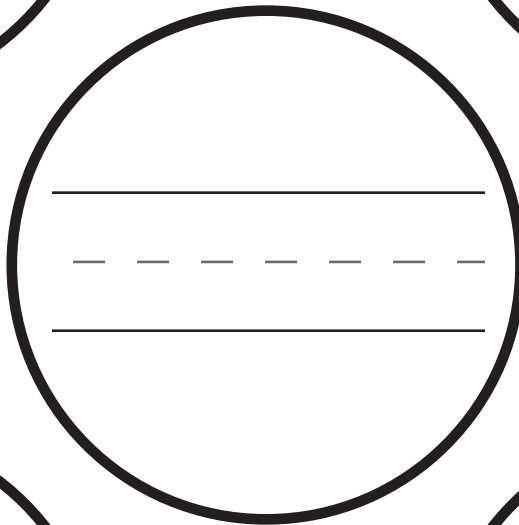
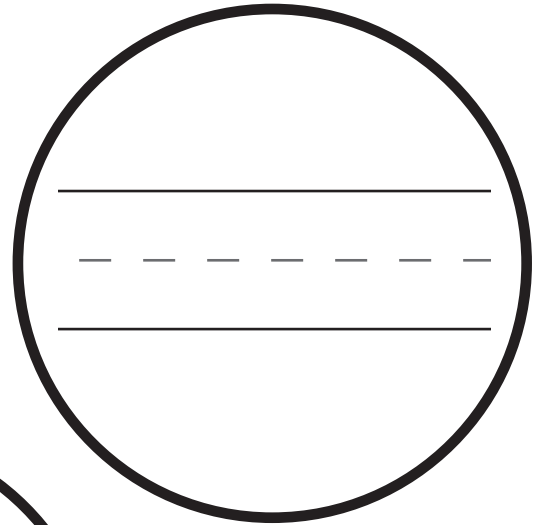
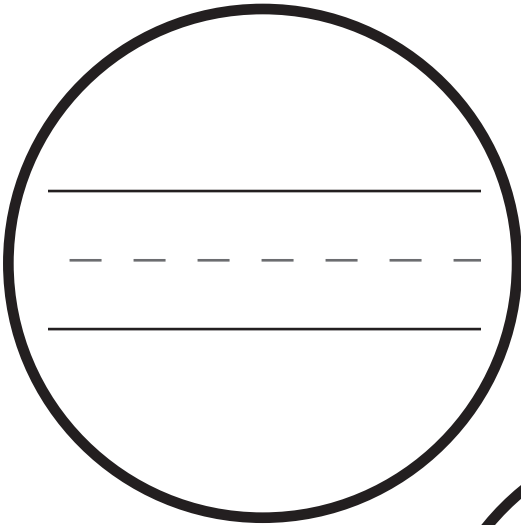
Directions: Write the missing word in each sentence.

- \_\_\_\_\_ of the ducks are in the water.  
\_\_\_\_\_
- We have a pond on \_\_\_\_\_ farm.  
\_\_\_\_\_
- The mother duck has a baby. \_\_\_\_\_ can swim.  
\_\_\_\_\_
- I \_\_\_\_\_ a toy duck.  
\_\_\_\_\_
- Will they play with \_\_\_\_\_ ?

**Target words: I, like, see, us, have**

Directions: Say each word as you write it on a circle. Color the circles blue.

**I      like      see      us      have**



**Target words: about, me**

Directions: Draw a picture of yourself. Then, fill in the sentences to make a story.

**All About Me**

**about      me**



\_\_\_\_\_

— — — — —

Do you want to know \_\_\_\_\_ me? I am

\_\_\_\_\_

— — — — —

\_\_\_\_\_ years old. I like to \_\_\_\_\_.

\_\_\_\_\_

— — — — —

I have a \_\_\_\_\_. Now you know some things

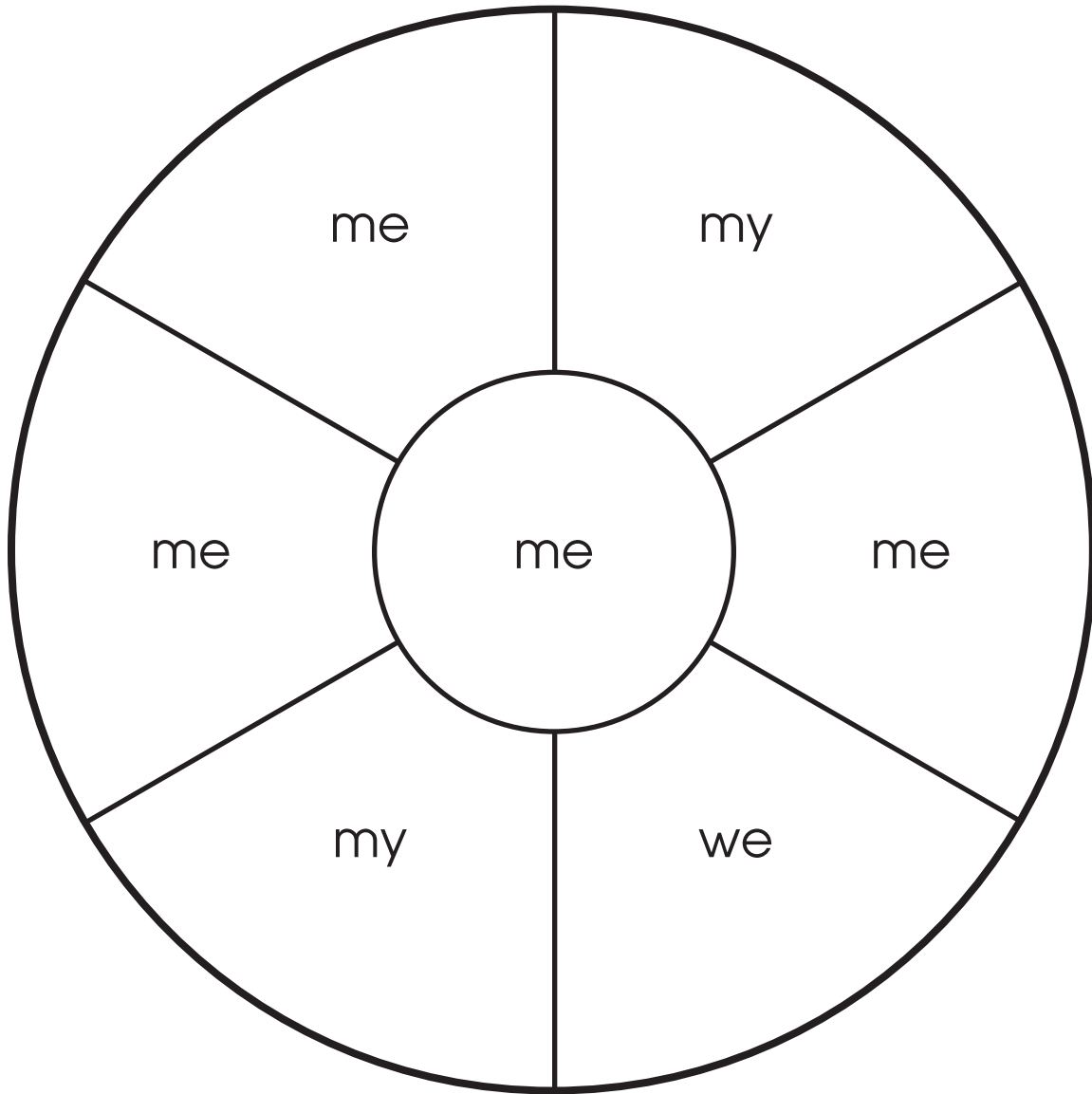
\_\_\_\_\_

— — — — —

about \_\_\_\_\_.

**Target words: me**

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



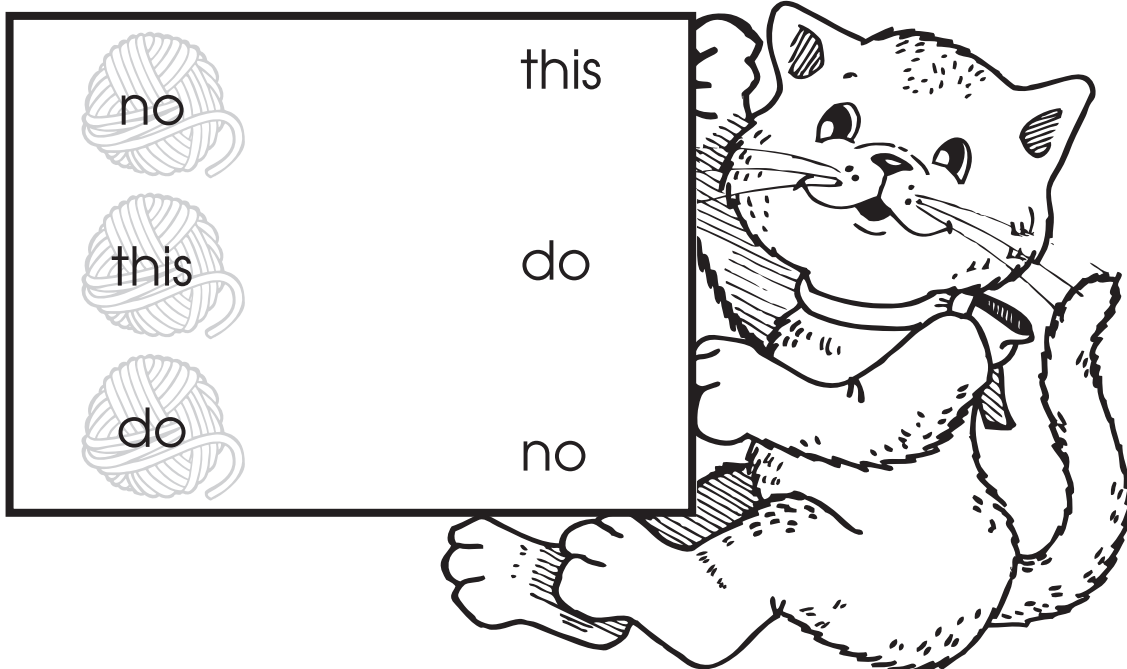
How many spaces did you color? \_\_\_\_\_

**Target words: no, this, do**

Directions: Say each word as you trace it. Then, write each word on the line.

no	
this	
do	

Directions: Draw lines to connect the words that match. Then, put a cat face by your favorite words.



**Target words: no, this, do**

Directions: Write the missing word in each sentence. Use the words in the box.

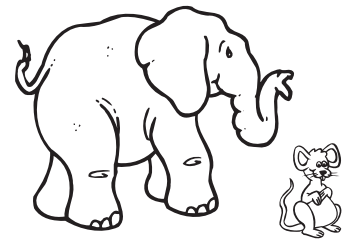
**no      this      do      about      me**

1. Do you know \_\_\_\_\_ mice and elephants?

\_\_\_\_\_

2. \_\_\_\_\_ you like the mouse?

\_\_\_\_\_



3. \_\_\_\_\_, I do not like the mouse.

\_\_\_\_\_

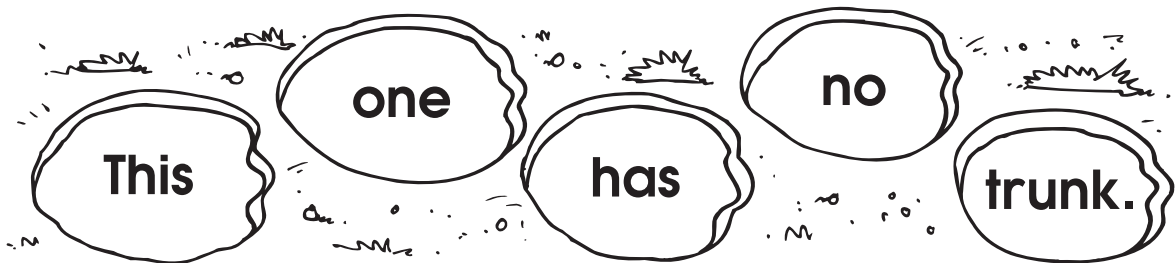
\_\_\_\_\_

4. \_\_\_\_\_ mouse does not like \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

Directions: Follow the words across the elephant tracks. Write them in a sentence.



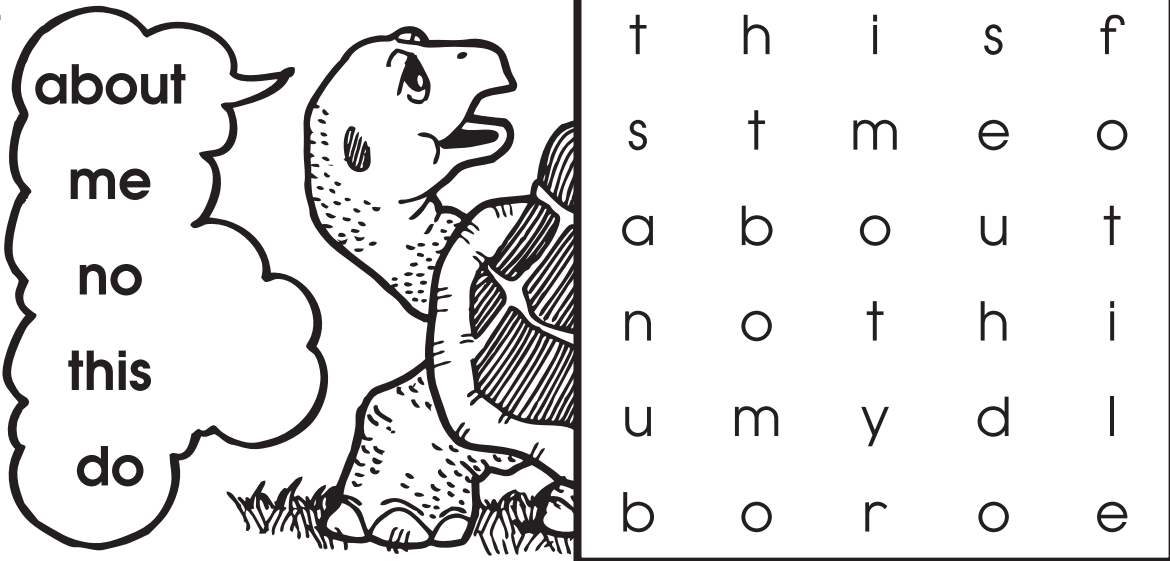
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Target words: about, me, no, this, do**

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

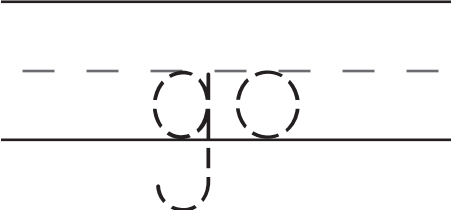
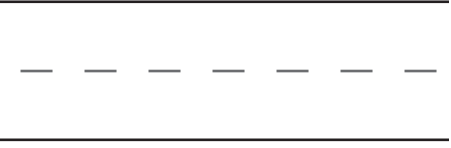
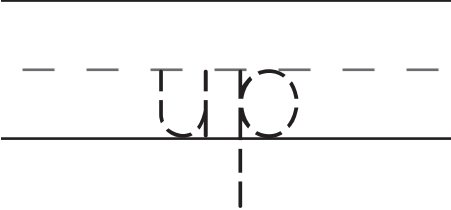


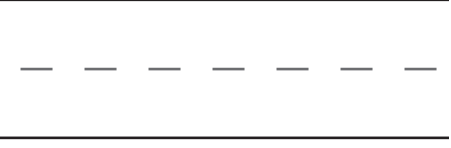


Directions: Write the missing word in each sentence.

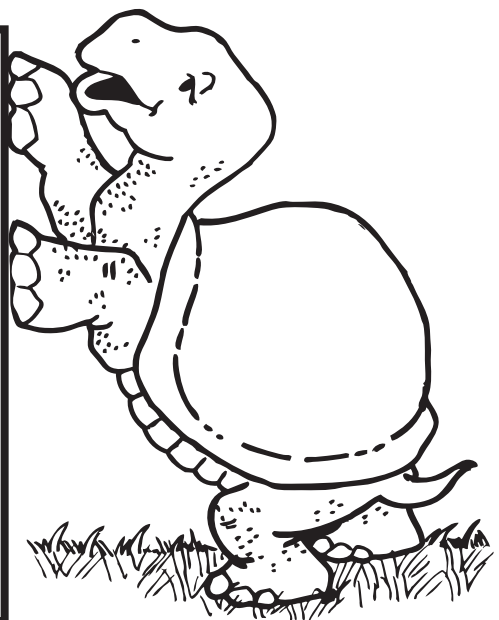
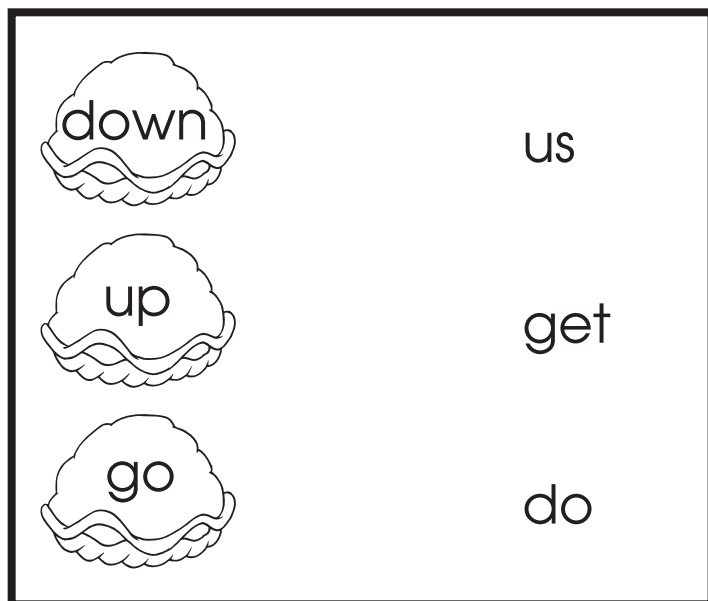
- \_\_\_\_\_
- — — — —
1. I know \_\_\_\_\_ turtles.  
\_\_\_\_\_  
— — — — —
  2. \_\_\_\_\_ you know about turtles?  
\_\_\_\_\_  
— — — — —
  3. \_\_\_\_\_ turtle is happy.  
\_\_\_\_\_  
— — — — —
  4. Will it bite \_\_\_\_\_?  
\_\_\_\_\_  
— — — — —
  5. \_\_\_\_\_, it will not bite you!

**Target words: go, up, down**

Directions: Say each word as you trace it. Then, write each word on the line.

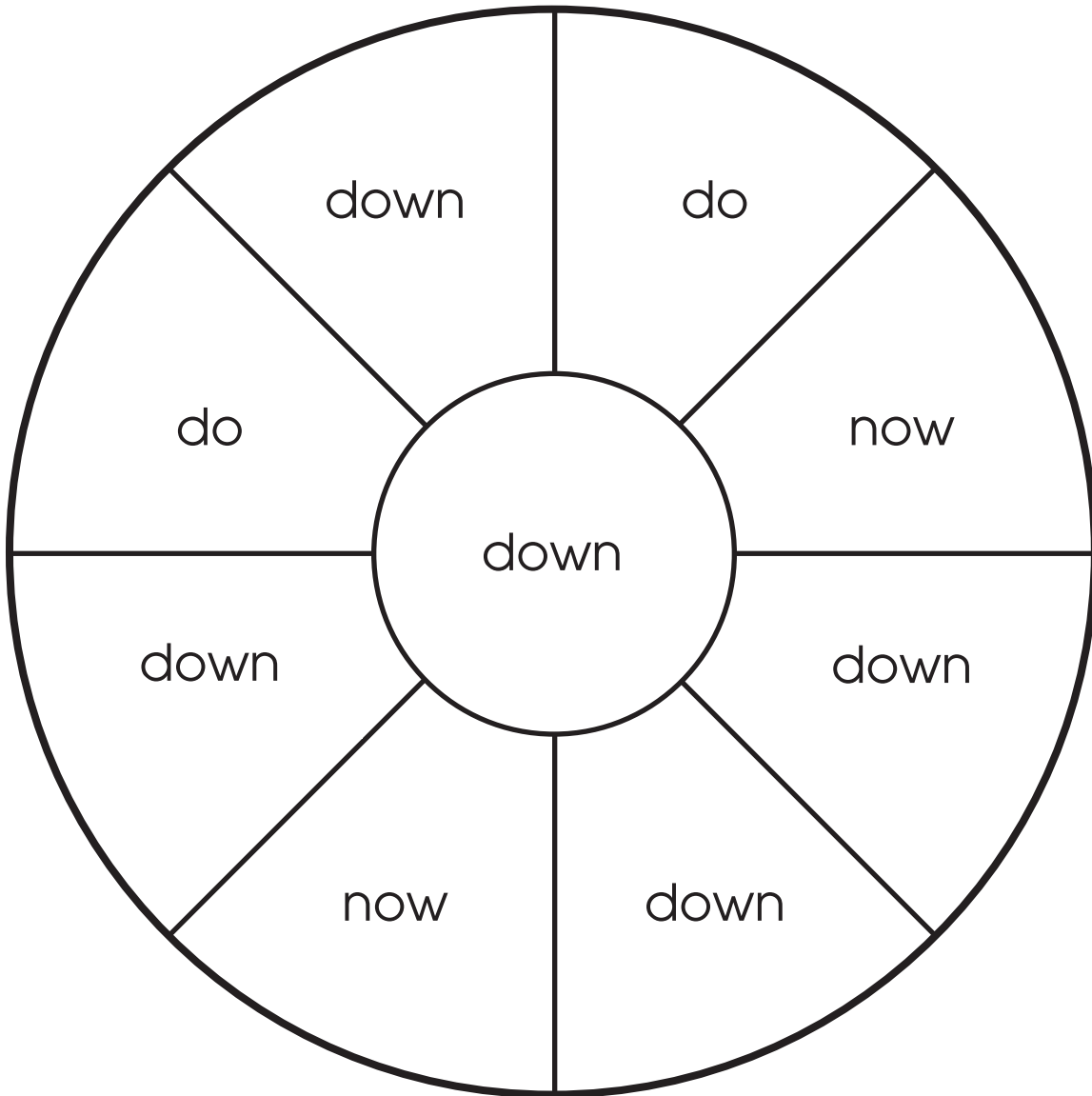
	
	
	

Directions: Turtle needs your help. Draw lines to connect the words that start with the same sound. Then, draw a turtle by your favorite words.



**Target words: down**

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: who, has**

Directions: Say each word as you trace it. Then, write each word on the line.

<div style="font-size: 2em; font-family: cursive;">who</div>	<div style="font-size: 2em; font-family: cursive;"> </div>
<div style="font-size: 2em; font-family: cursive;">has</div>	<div style="font-size: 2em; font-family: cursive;"> </div>

Directions: Read this sentence aloud. Then, write it on the line: **Who has the stick?**




---



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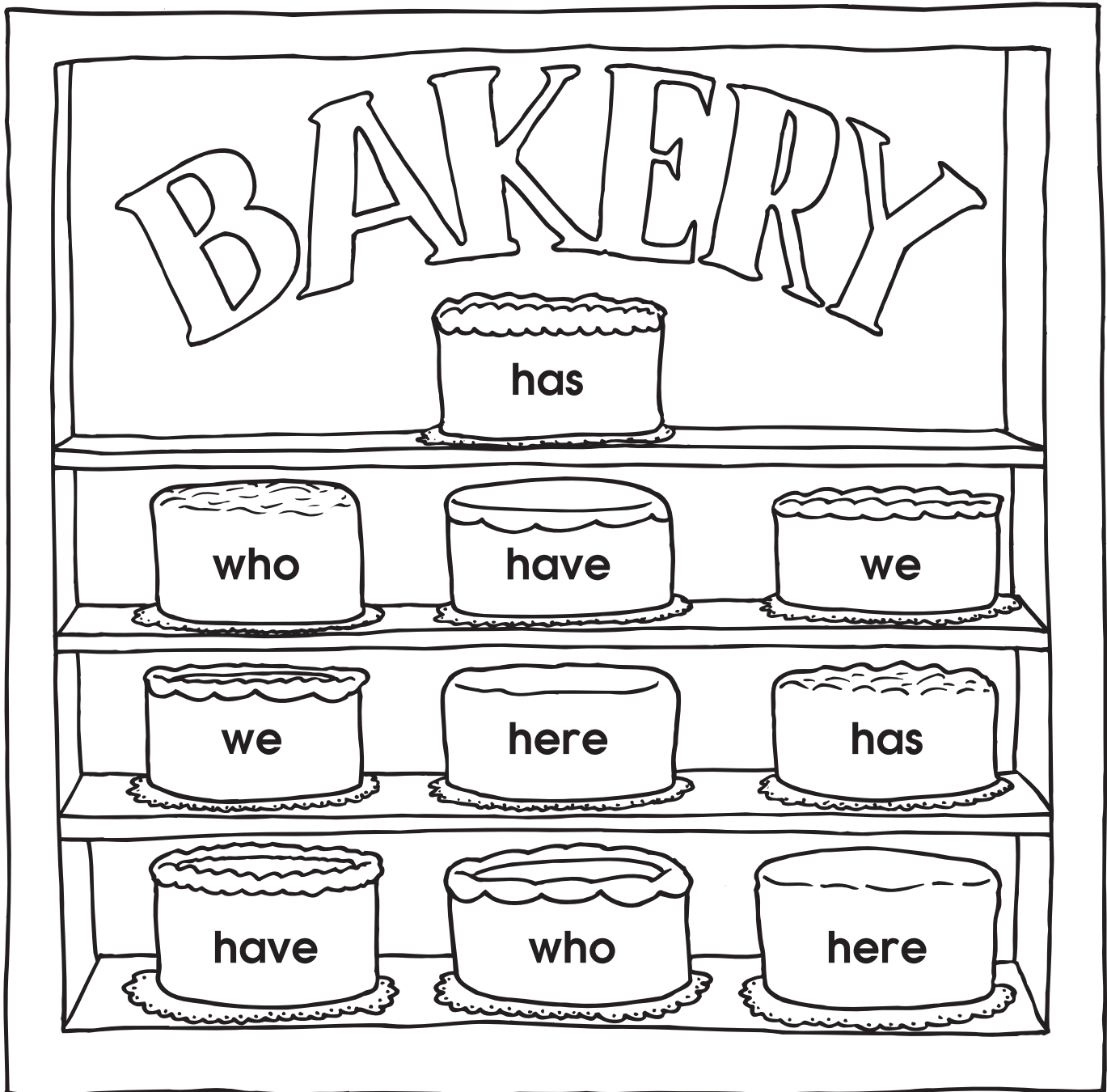
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Directions: Color the boxes that have the words **who** and **has** in them:

who	have	we	has
has	we	who	have
who	has	we	has
have	who	has	who

**Target words: who, has**

Directions: Read the words in the box. Find and circle the birthday cakes that have the words **who** and **has** on them.



How many cakes did you circle? \_\_\_\_\_

**Target words: go, up, down, has, who**

Directions: Read each sentence aloud. Then, write each sentence on the lines.



Cars go down the hill.

---

---

---

I see a car go up.

---

---

---

Who has the best car?

---

---

---

Is a red car here?

---

---

---

This is our car.

---

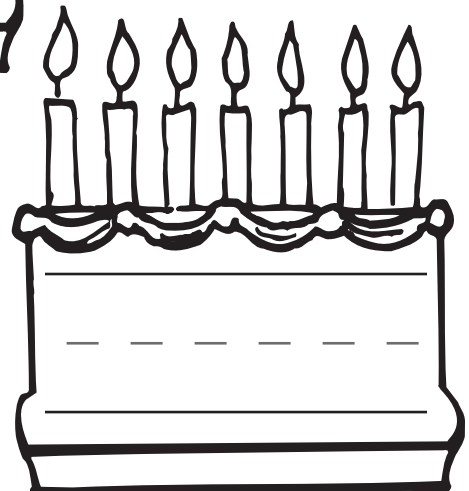
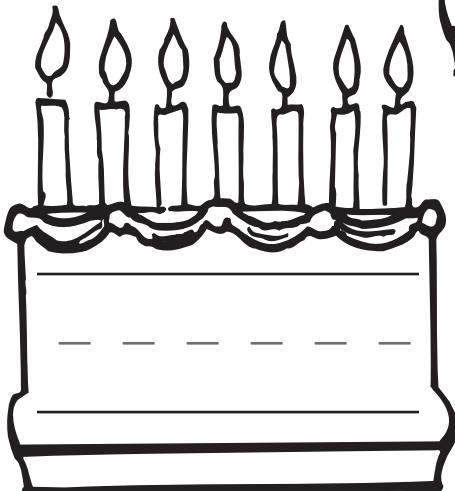
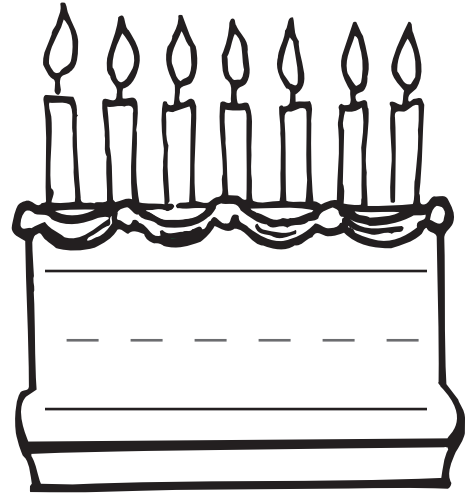
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**Target words: all, about, me, and, this**

Directions: Read the words in the box. Then, write each word on a cake. Color the candles to show how old you are.

**all      about      me      and      this**



**Target words: are, put**

Directions: Say each word as you trace it. Then, write each word on the line.

are	
put	

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

put	put	pet	pat
out	our	out	over
are	at	art	are
and	an	am	and

Directions: Say the words as you write this question:

**Where did you put the car?**




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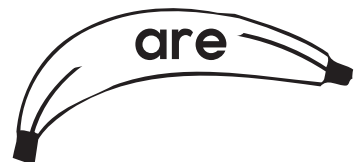
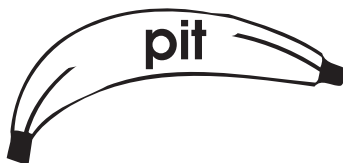
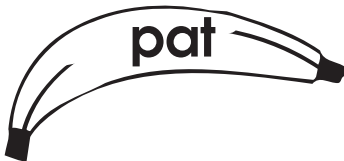
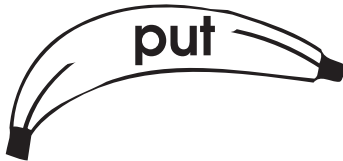
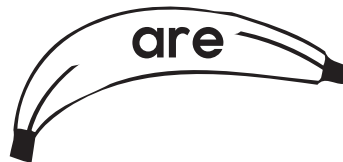
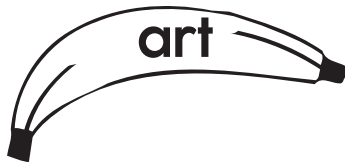
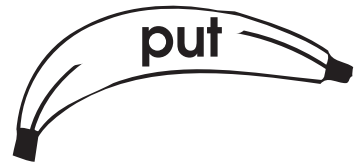
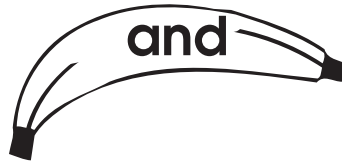
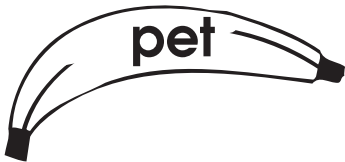
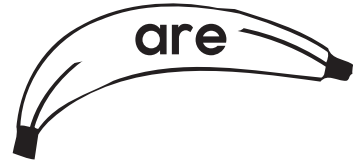
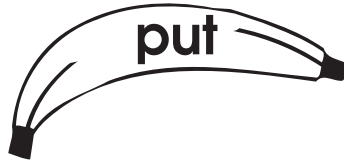
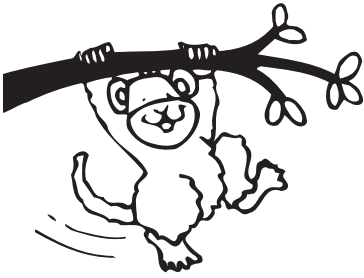
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**Target words: are, put**

Directions: Help the monkey find the bananas with **are** and **put**. Circle those bananas.

**are      put**

How many bananas did you circle? \_\_\_\_\_

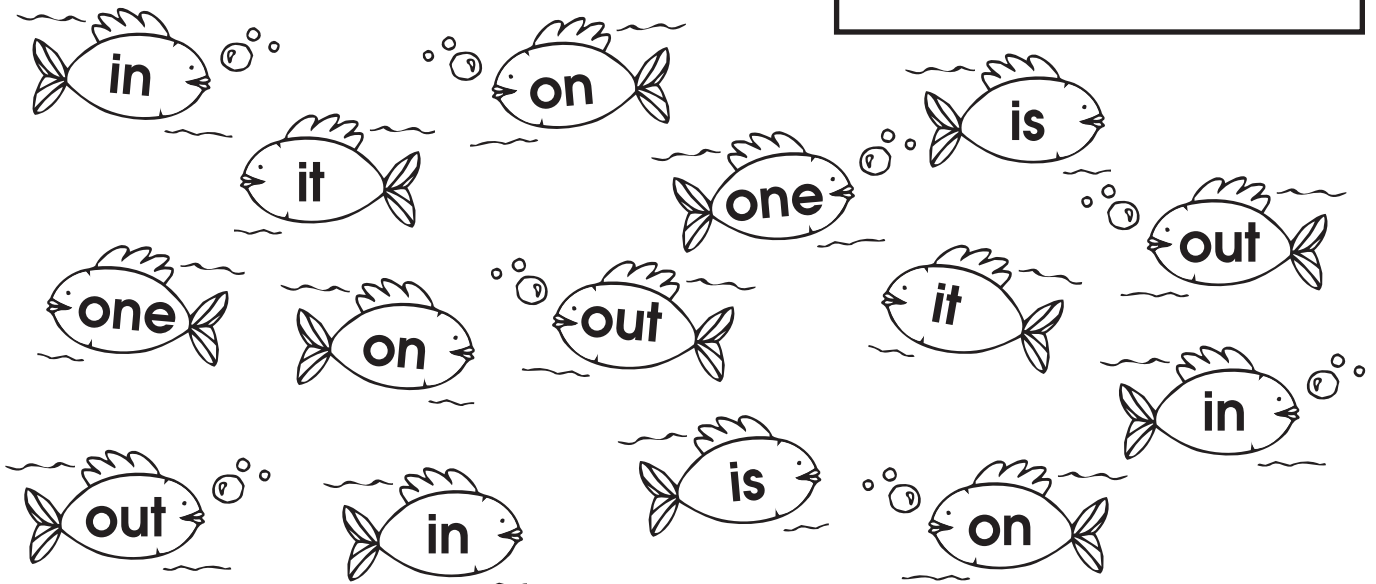
**Target words: in, on, out**

Directions: Say each word as you trace it. Then, write each word on the line.

in	
on	
out	

Directions: Find and circle the fish that have **in**, **on**, and **out** on them.

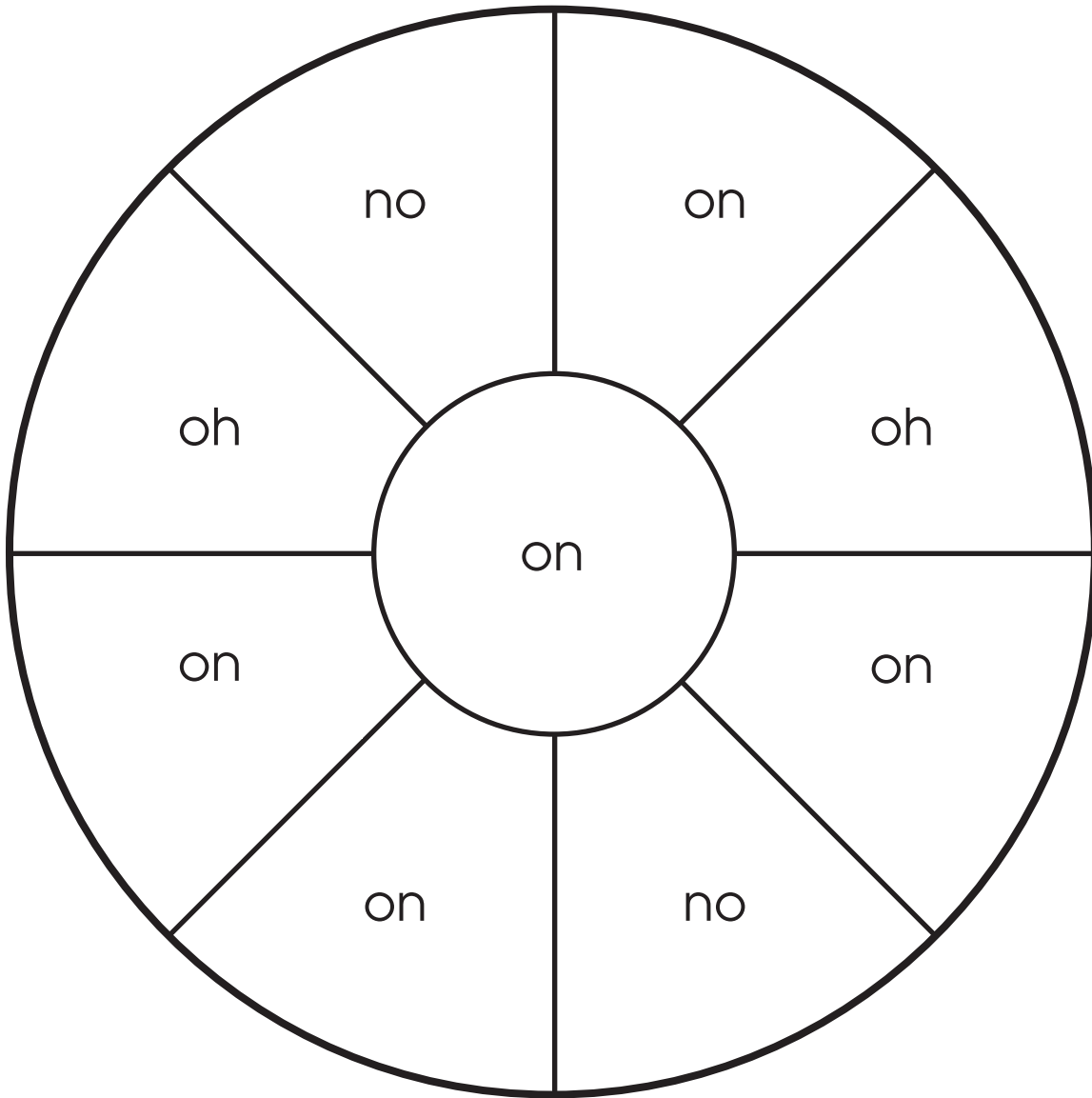
in	on	out
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How many fish did you circle? \_\_\_\_\_

**Target words: on**

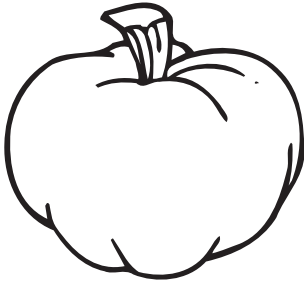
Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? \_\_\_\_\_

**Target words: are, put, in, on, out, this**

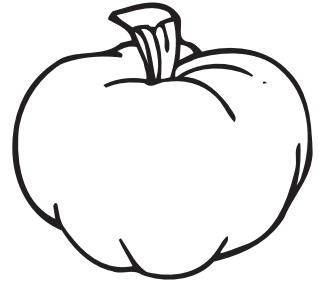
Directions: Say each word as you write it on a line. Then, color the pumpkins orange.

**are****put****in****on****out****this**

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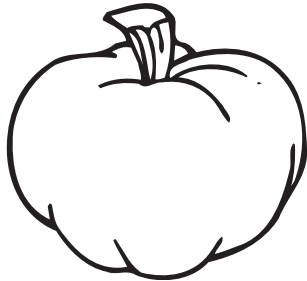
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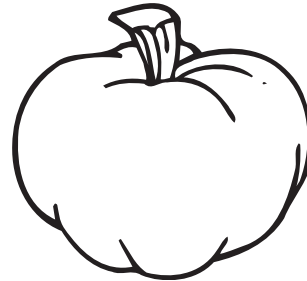
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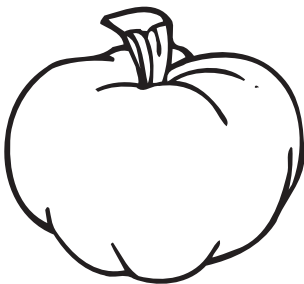
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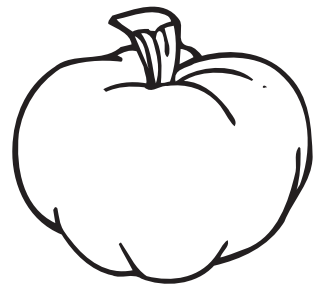
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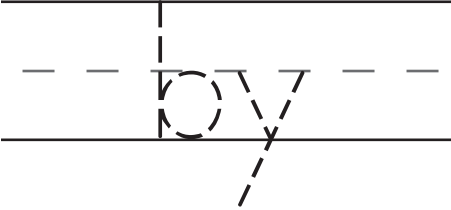
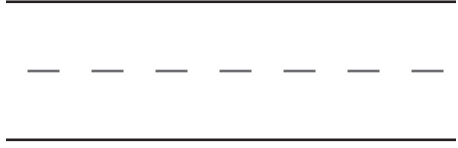


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**Target words: by, can**

Directions: Say each word as you trace it. Then, write each word on the line.

Directions: Write the missing word in each sentence. Then, say the words as you write the whole sentence.

**by      can**

\_\_\_\_\_

\_\_\_\_\_

I \_\_\_\_\_ see a bird.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

It is sitting \_\_\_\_\_ the tree.

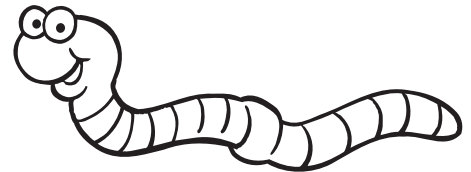
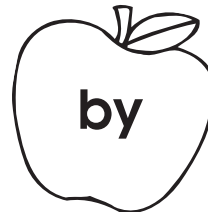
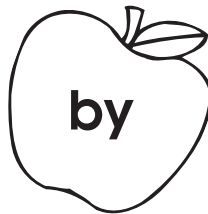
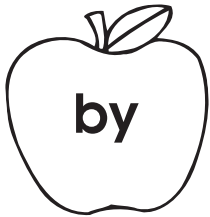


\_\_\_\_\_

\_\_\_\_\_

**Target words: by, can**

Directions: Find and circle the apples that have **by** and **can** on them.



How many apples did you circle? \_\_\_\_\_

**Target words: what, you, make**

Directions: Write the words from the box on the lines.

**what      you      make**

\_\_\_\_\_

\_\_\_\_\_

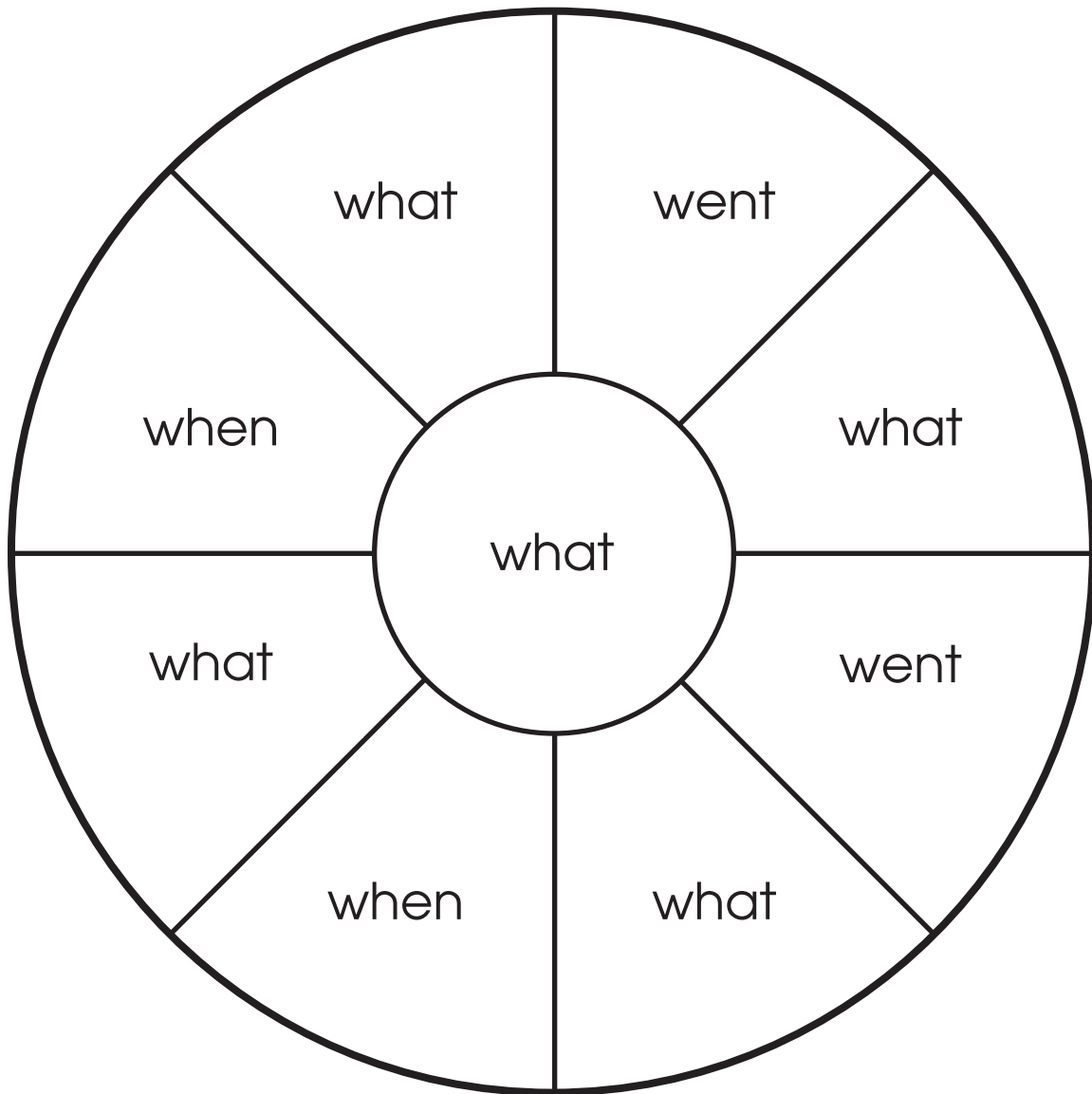
\_\_\_\_\_

Directions: The word **what** is hiding in the rows below. It can go → or ↓. Find and circle it.

t	h	a	t	h	h	e	t
w	h	a	t	h	e	a	e
h	t	a	w	a	h	t	w
a	w	h	a	t	w	a	h
w	h	e	a	h	t	w	a
h	a	w	h	a	t	h	t

**Target words: what**

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



How many spaces did you color? \_\_\_\_\_

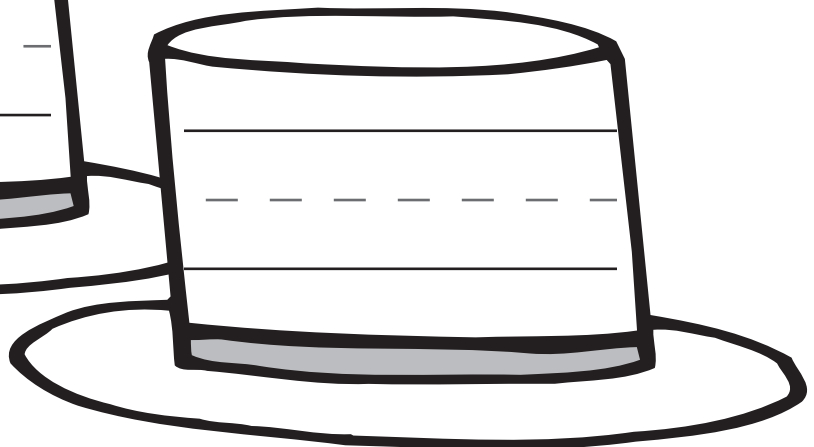
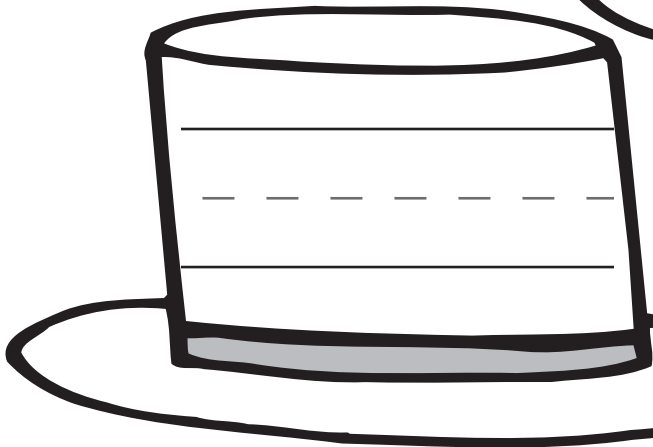
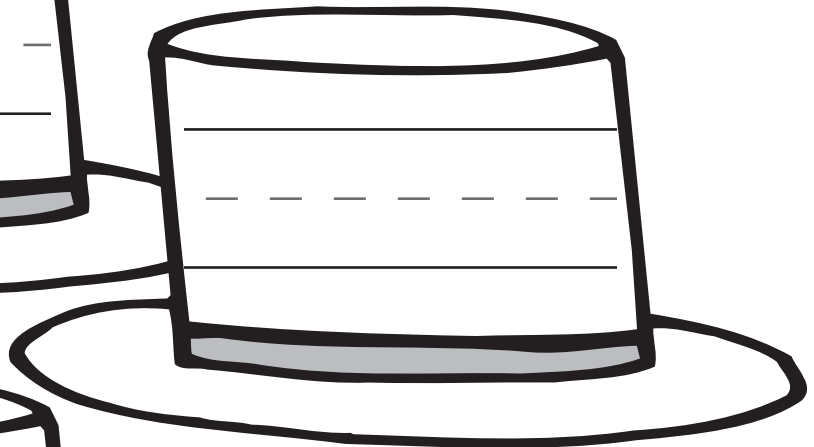
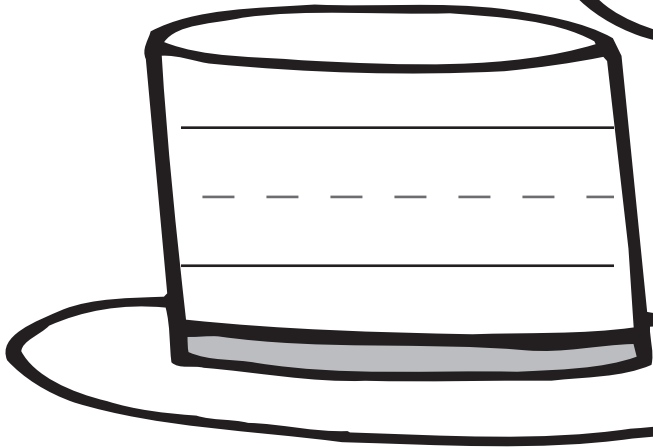
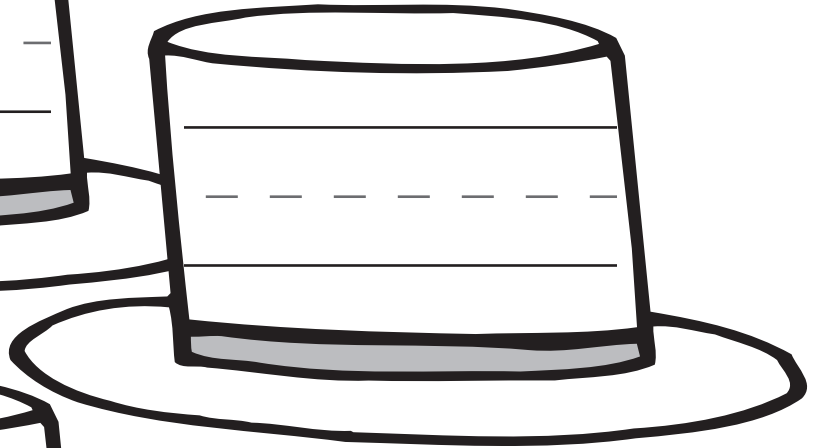
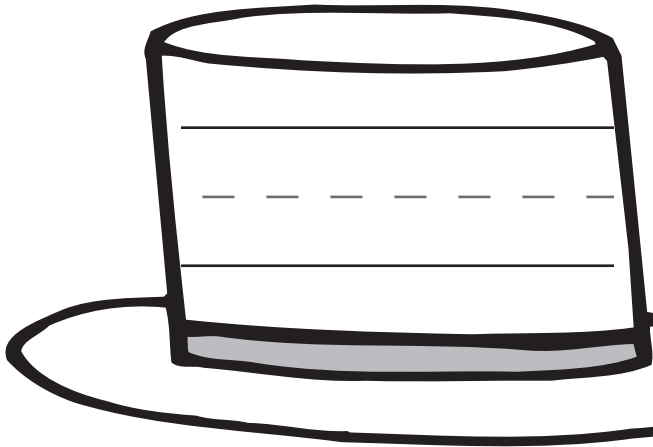
**Target words:** by, can, what, you, make, put

Directions: Write each word from the box on a line.

by  
you

can  
make

what  
put



**Target words: an, good**

Directions: Write each word from the box on a line.

an      good
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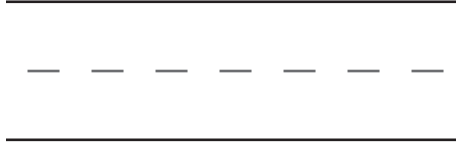
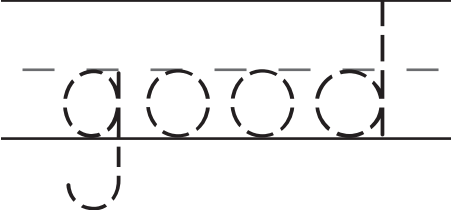
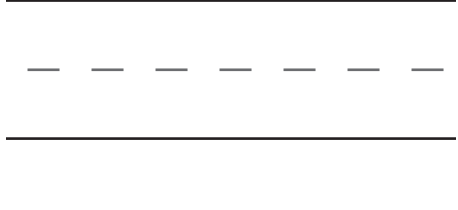

Directions: The word **good** is hiding below. It can go → or ↓. Find and circle it.

g	o	n	e	g	o	n
o	n	e	g	o	o	g
o	g	o	n	o	n	o
d	o	g	e	d	o	o
g	o	o	d	n	o	d
d	o	n	g	o	o	d

How many times did you find it? \_\_\_\_\_

**Target words: an, good**

Directions: Say each word as you trace it. Then, write each word on the line.

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

an	and	am	an
you	your	you	yes
at	ate	eat	at
good	give	gone	good

Directions: Say the words as you write this question:

**Can you make a pie that is good?**




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**Target words: at, eat, get**

Directions: Say each word as you trace it. Then, write each word on the line.

at	
eat	
get	

Directions: Color the boxes that have **at**, **eat**, and **get** in them. Use a different color for each word.

get	an	at	go
gone	ate	the	get
ate	eat	got	and
at	get	eat	at

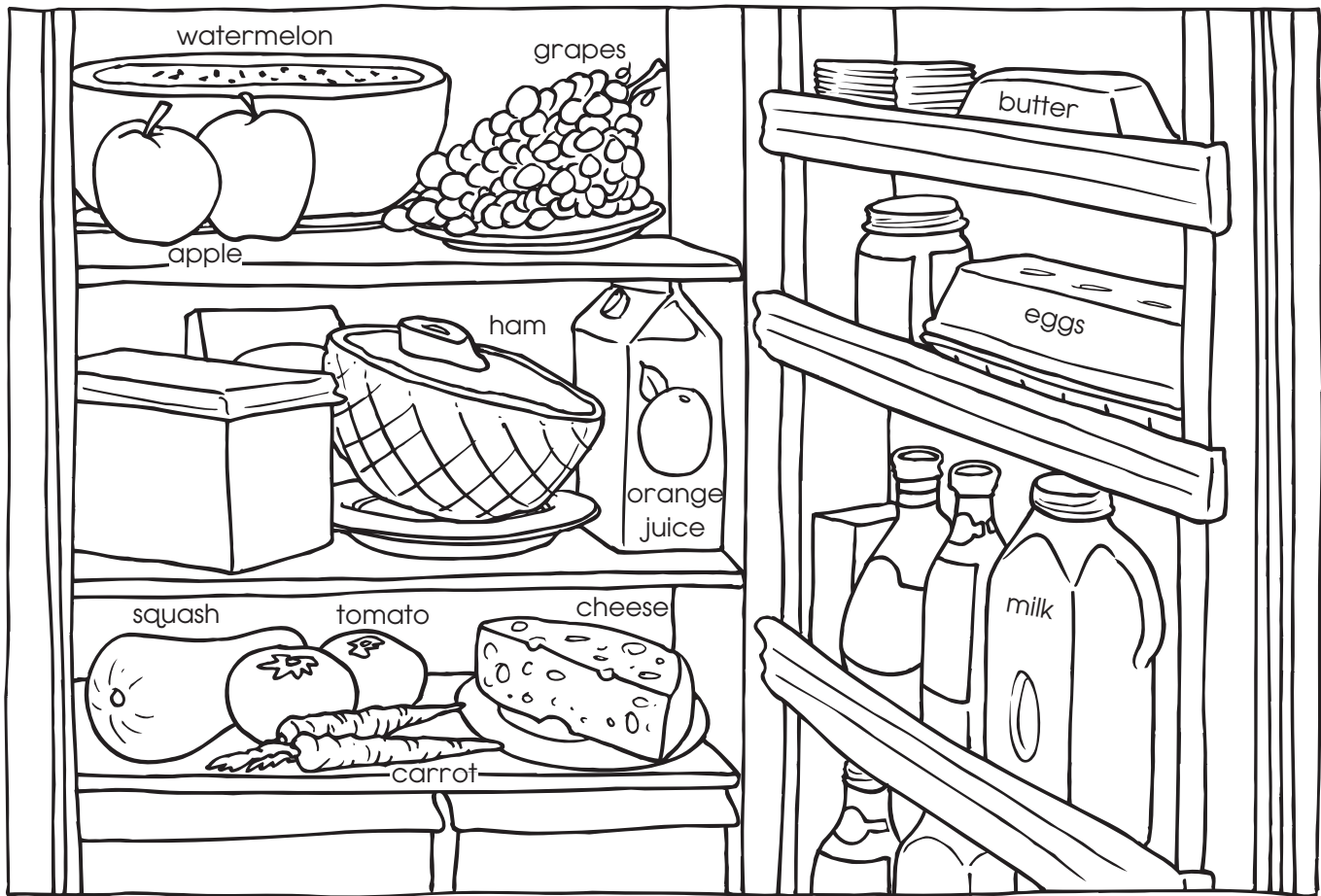
**Target words: at, eat, get**

Directions: Say the word **eat** as you trace it. Then, write it on the line.  
Circle the foods that you like to eat.

\_\_\_\_\_

eat

\_\_\_\_\_



Which is your favorite food? Write a sentence about it. Then, read your sentence aloud.

\_\_\_\_\_

\_\_\_\_\_

I like \_\_\_\_\_.

**Target words: an, good, at, eat, get**

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



j	e	t	y	m	s
x	a	n	a	t	a
g	g	o	o	d	w
e	a	t	g	o	m
t	t	z	e	t	a
a	o	i	u	h	e

Directions: Write the missing word in each sentence.

1. The pig is \_\_\_\_\_ the food bin.

2. The pig will \_\_\_\_\_ the food.

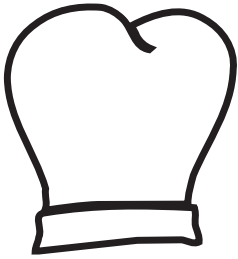
3. Is the food \_\_\_\_\_?

4. The pig will \_\_\_\_\_ a good snack.

5. The pig will make \_\_\_\_\_ oink when he is full!

**Target words: can, at, you, make, get**

Directions: Say each word as you write it on a line. Then circle the word that rhymes with **hat**.

**at****can****get****make****you**

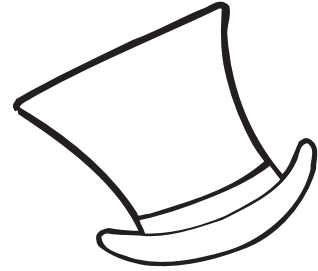

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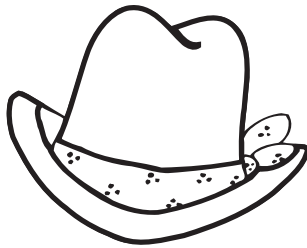

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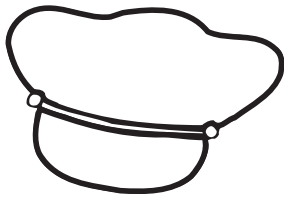

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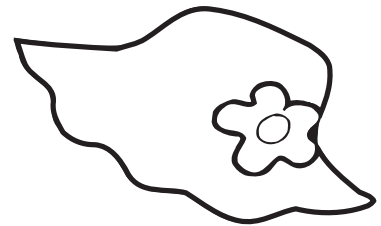

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Directions: Fill in the missing word.

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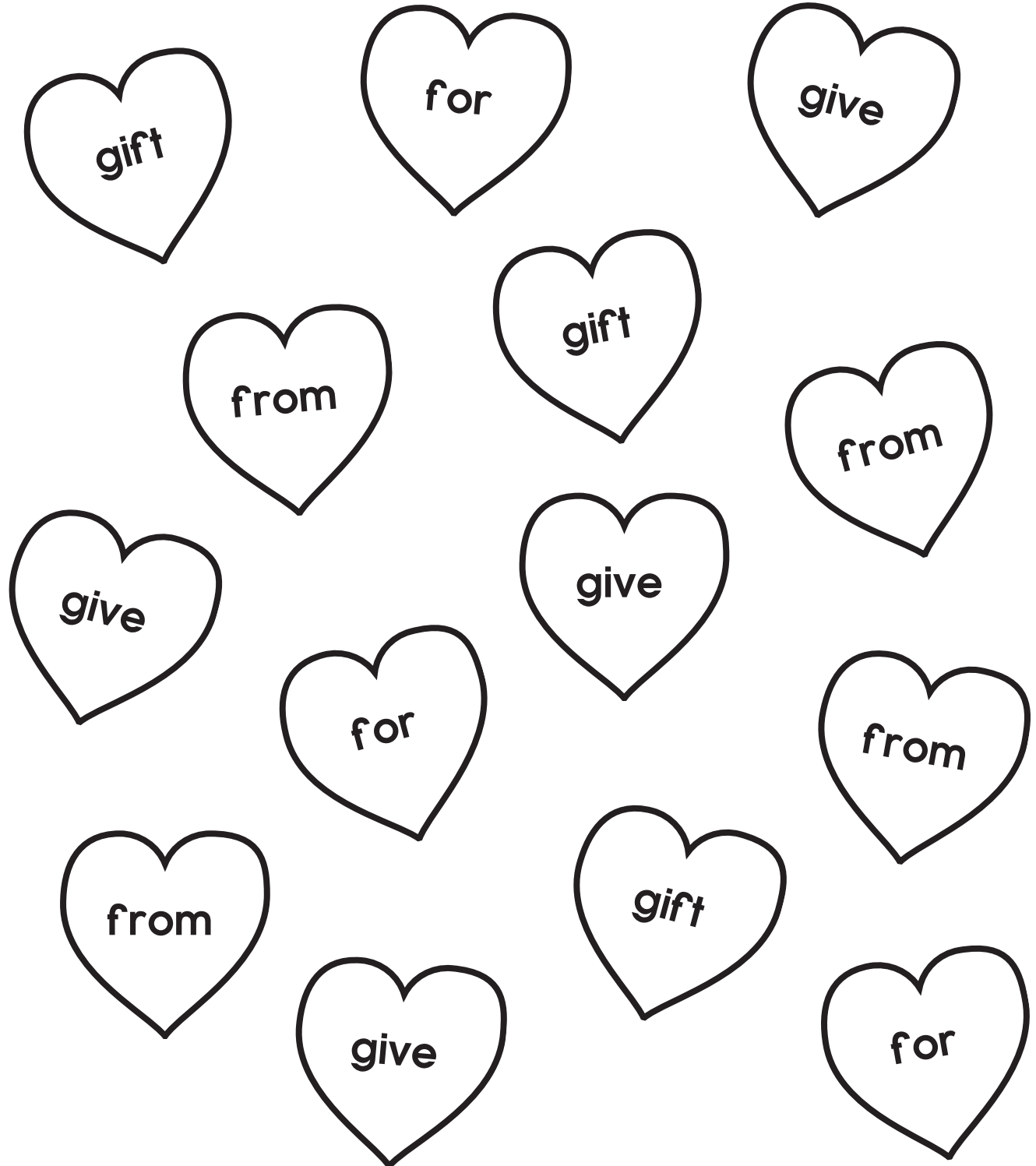


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Can \_\_\_\_\_ make a hat?

**Target words: give, from**

Directions: Find and circle the hearts that have **give** and **from** on them.



How many did you circle? give \_\_\_\_\_

from \_\_\_\_\_

**Target words: give, from**

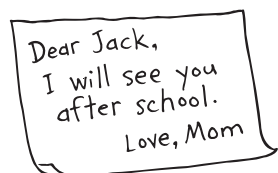
Directions: Say each word as you trace it. Then, write each word on the line.

<div style="text-align: center;"> <div>_____</div> <div>— give —</div> <div>_____</div> </div>	<div style="text-align: center;"> <div>_____</div> <div>— — — — —</div> <div>_____</div> </div>
<div style="text-align: center;"> <div>_____</div> <div>— from —</div> <div>_____</div> </div>	<div style="text-align: center;"> <div>_____</div> <div>— — — — —</div> <div>_____</div> </div>

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

can	cat	car	can
from	four	from	for
ate	eat	at	ate
give	good	gone	give

Directions: Say the words as you write this sentence:  
**Give him the note from me.**



**Target words: they, boy, girl, he**

Directions: Write the missing word in each sentence.

**they      boy      girl      he**



1. A \_\_\_\_\_ named Ted lives in the house.

2. \_\_\_\_\_ has a sister. She is a \_\_\_\_\_.

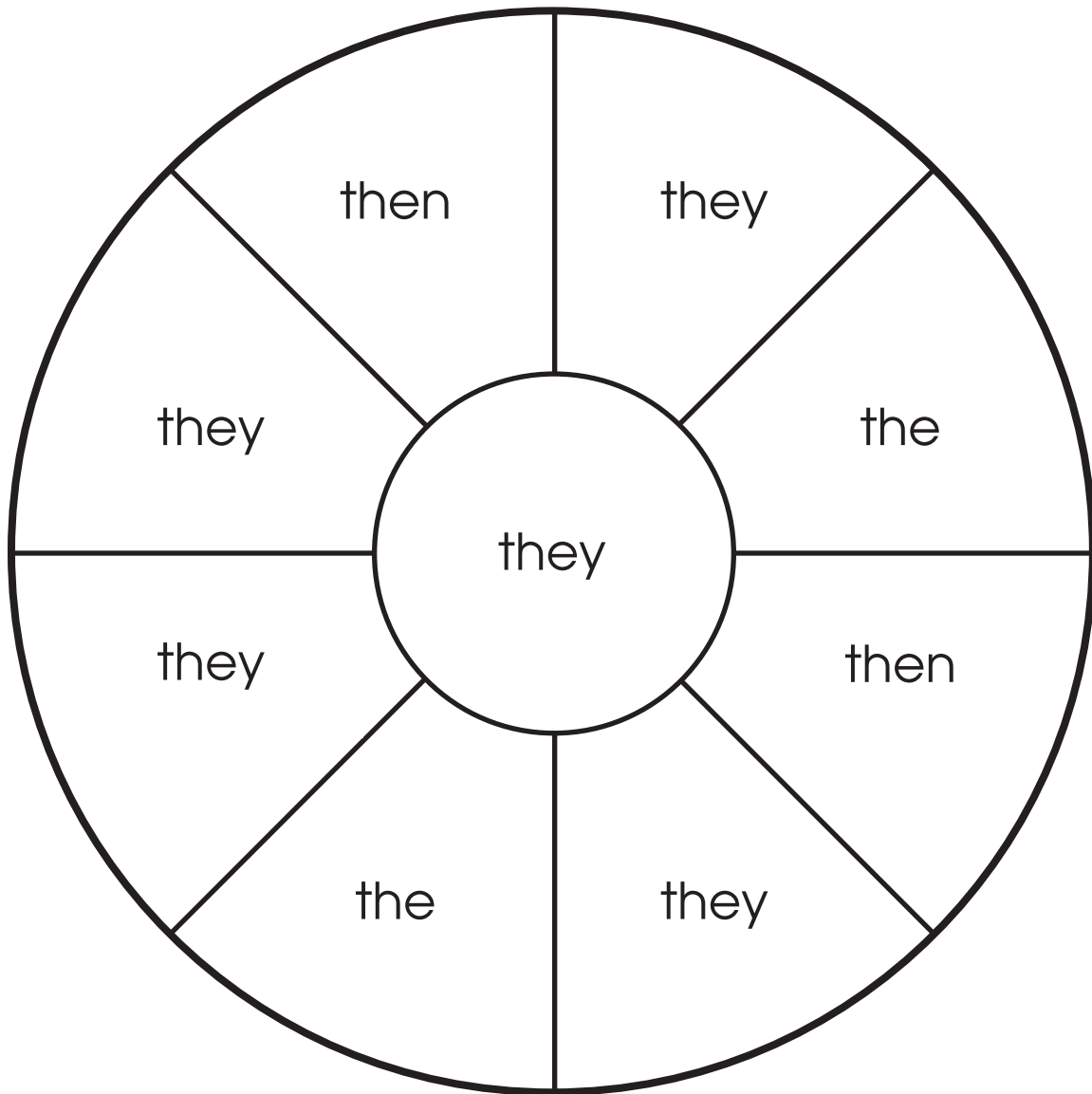
3. \_\_\_\_\_ like to play outside in the yard.

Directions: Draw a picture of the boy and girl playing in the yard.



**Target words: they**

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



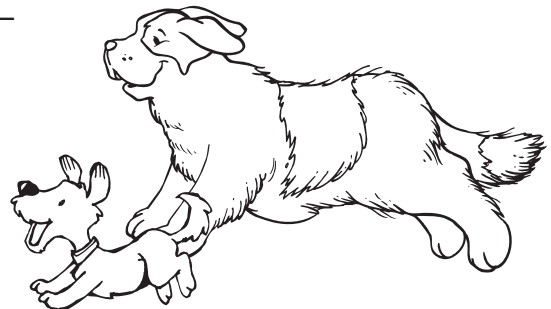
How many spaces did you color? \_\_\_\_\_

Directions: Finish this sentence.

\_\_\_\_\_

— — — — —

\_\_\_\_\_ like to run.



**Target words: give, from, they, boy, girl, he**

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



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

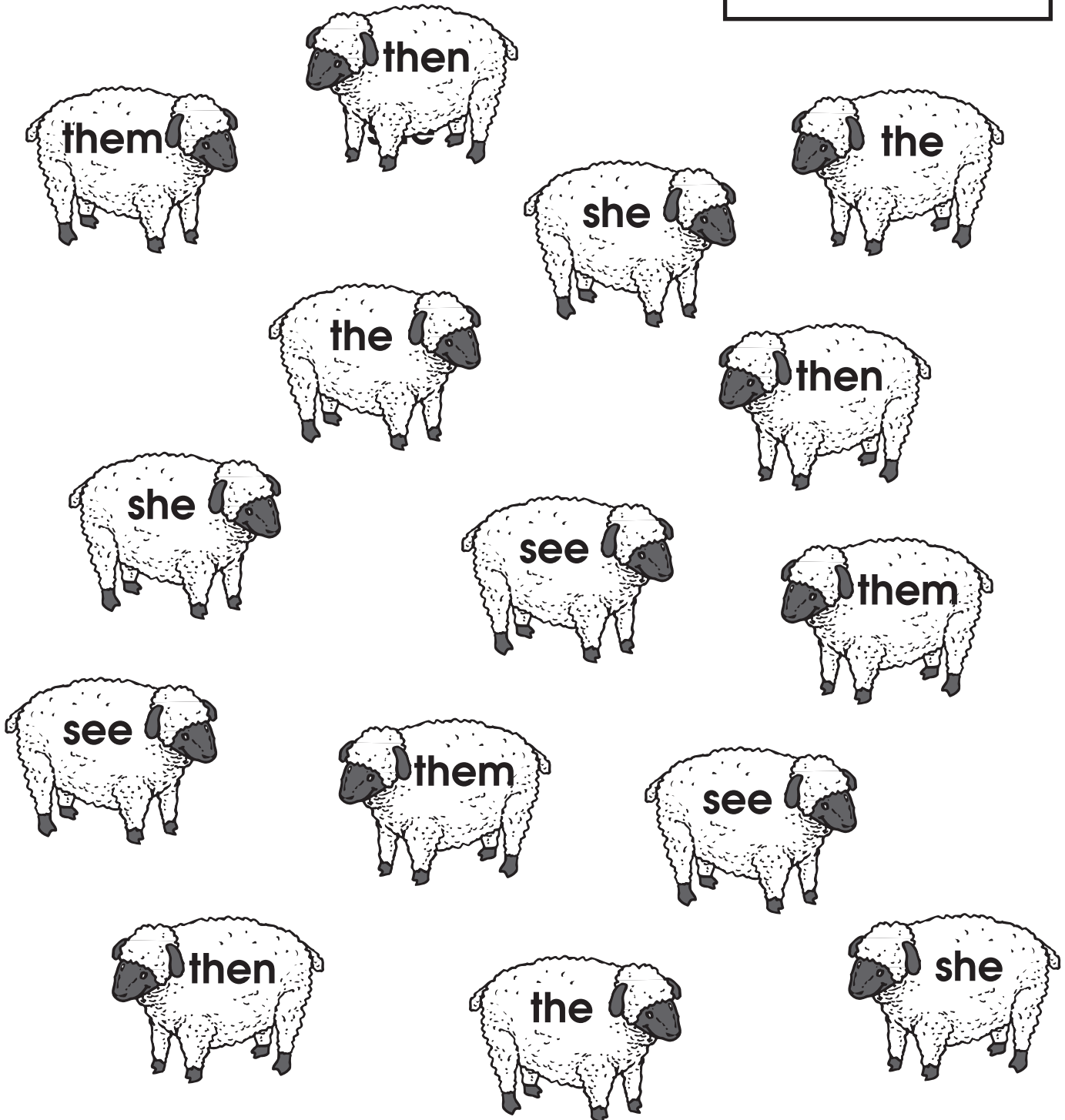
Directions: Write the missing word in each sentence.

- \_\_\_\_\_ is a shaggy dog.  
\_\_\_\_\_
- He belongs to a \_\_\_\_\_ and a \_\_\_\_\_.  
\_\_\_\_\_
- \_\_\_\_\_ like the dog.  
\_\_\_\_\_
- The dog will get a good snack \_\_\_\_\_ the boy.  
\_\_\_\_\_
- The girl will \_\_\_\_\_ the dog a hug.

**Target words: she, then**

Directions: Find and circle the sheep that have the words **she** and **then** on them.

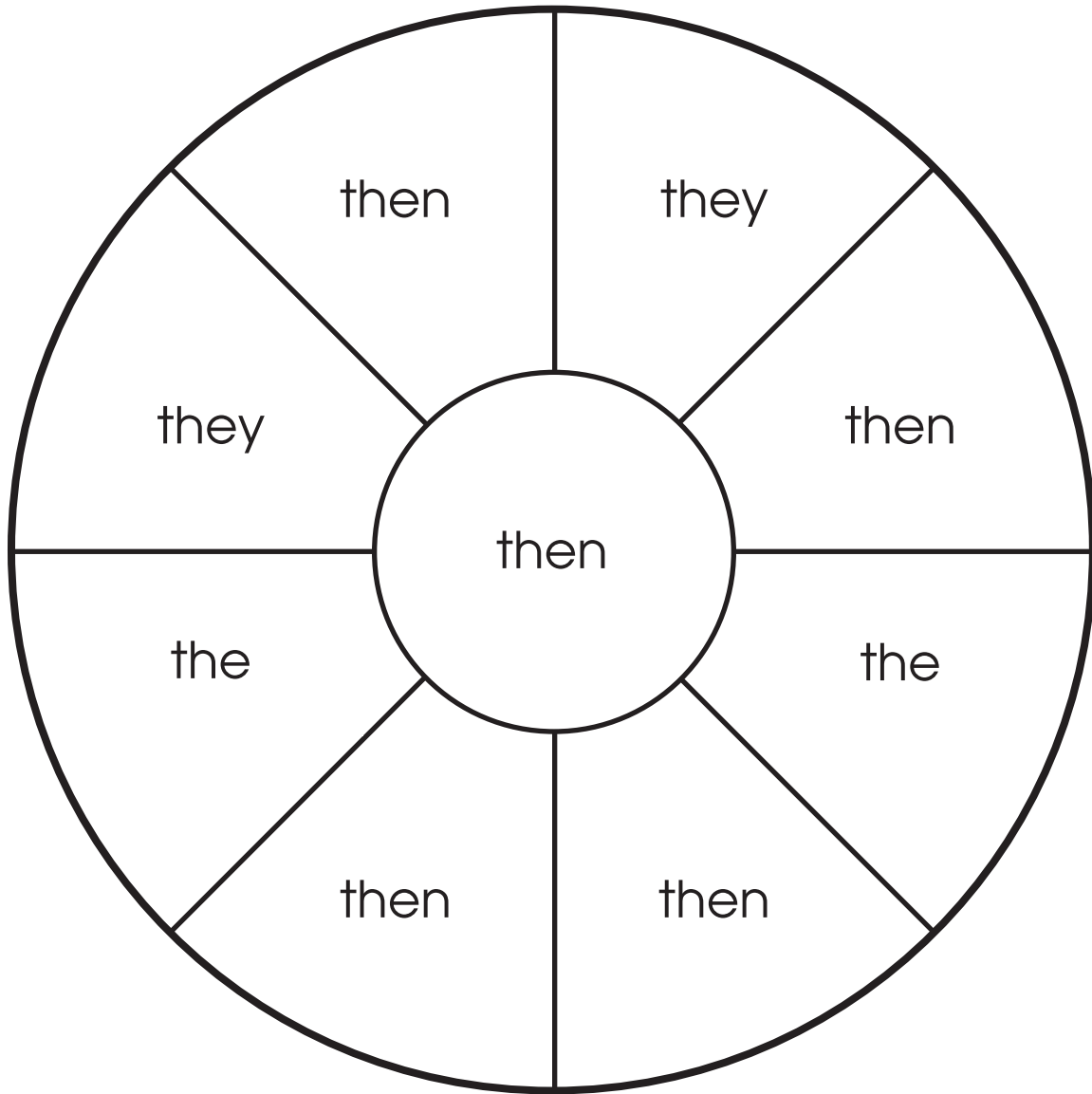
she	then
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How many did you circle? \_\_\_\_\_

**Target words: then**



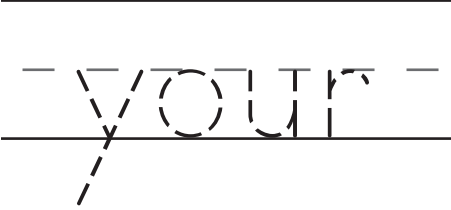
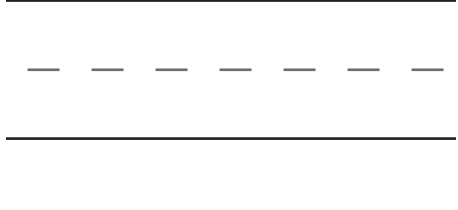

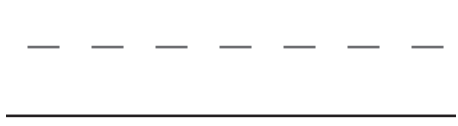
Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? \_\_\_\_\_

**Target words: did, your, not**

Directions: Say each word as you trace it. Then, write each word on the line.

Directions: Color the boxes that have **did**, **your**, and **not** in them. Use a different color for each word.

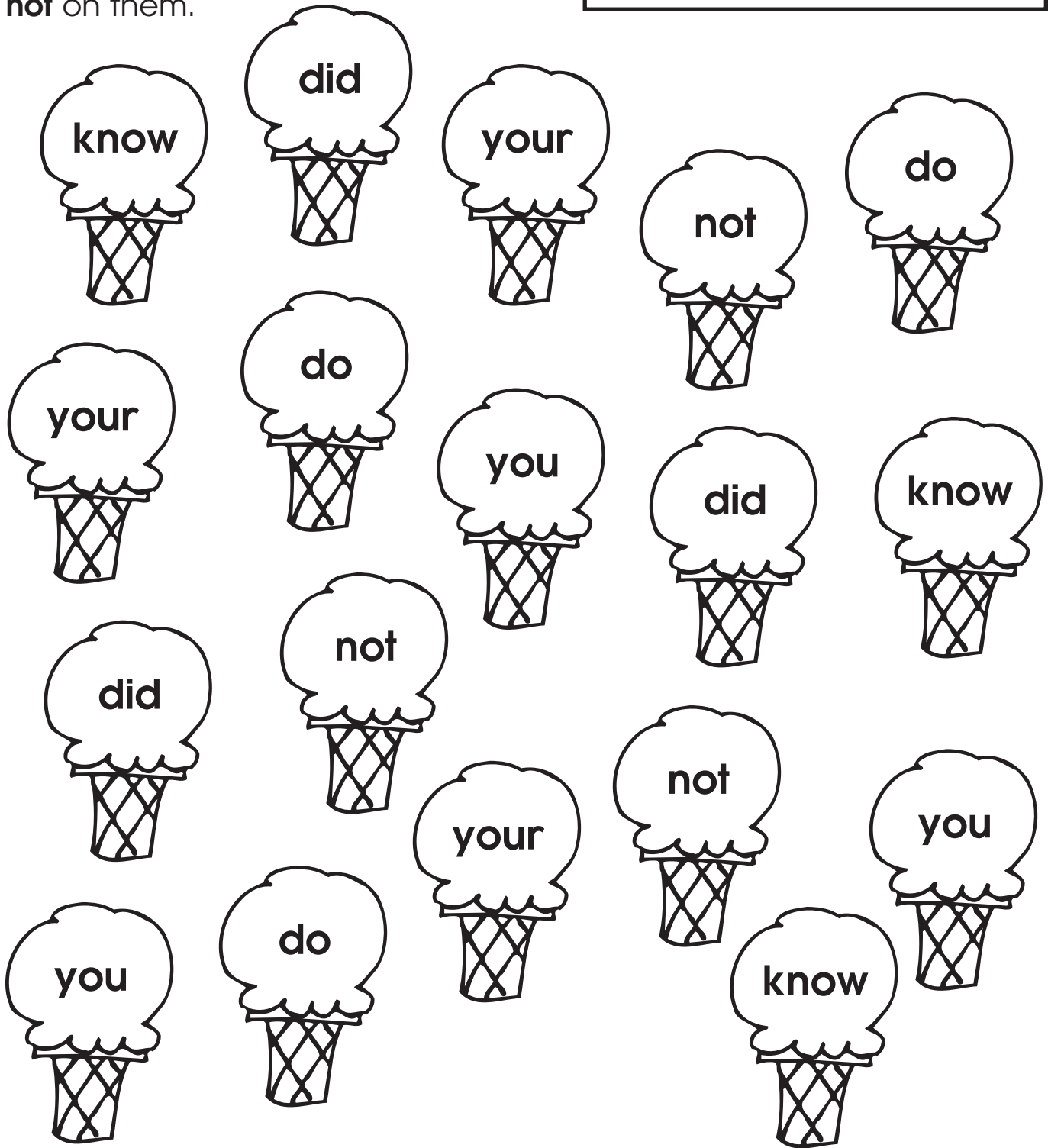
you	on	no	not
your	did	the	you
do	not	got	no
did	no	your	did

Which word did you color the most? \_\_\_\_\_

**Target words: did, your, not**

Directions: Find and circle the ice cream cones with **did**, **your**, and **not** on them.

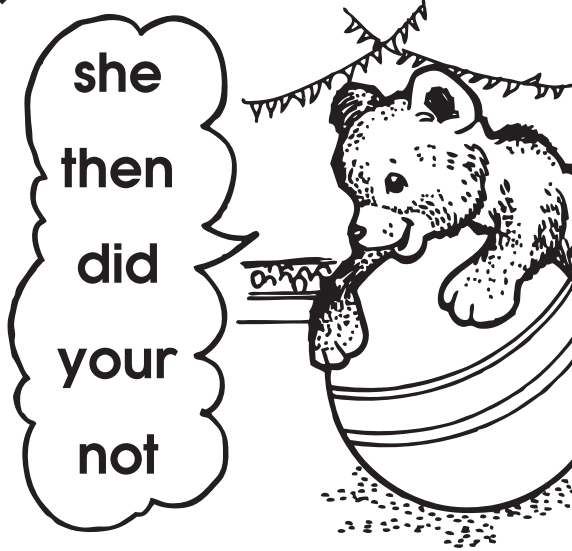
<b>did</b>	<b>your</b>	<b>not</b>
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How many ice cream cones did you circle? \_\_\_\_\_

**Target words: she, then, did, your, not**

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



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

Directions: Write the missing word in the sentence.

1. Is that \_\_\_\_\_ bear?

2. \_\_\_\_\_ the bear take your ball?

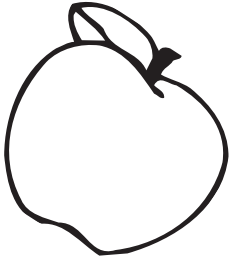
3. She did \_\_\_\_\_ take my ball.

4. \_\_\_\_\_ where did she get it?

5. \_\_\_\_\_ got the ball from the boy.

**Target words: she, give, boy, they, eat**

Directions: Say each word as you write it on a line.



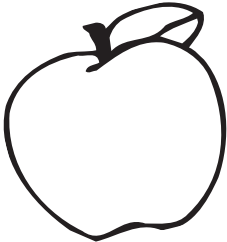

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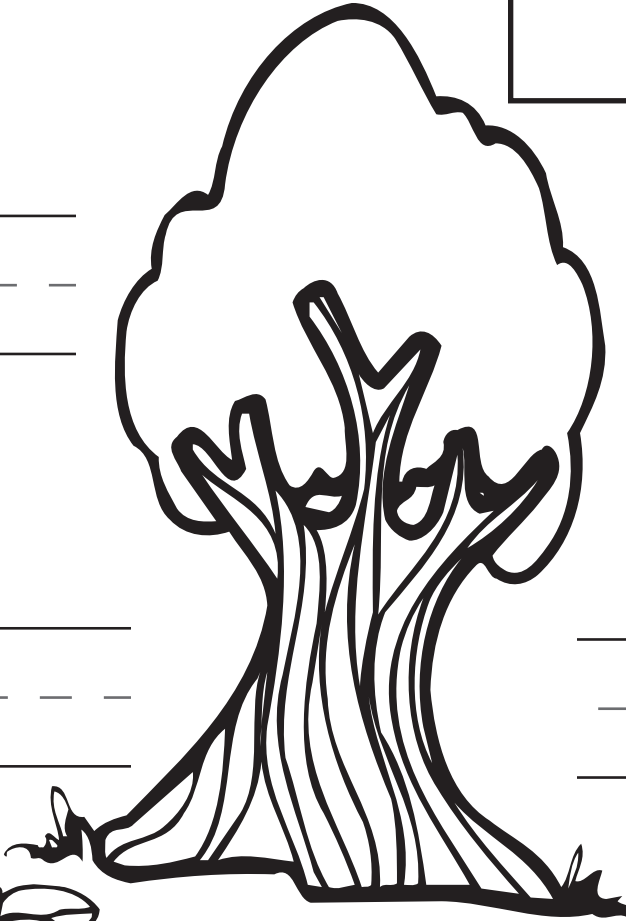

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she	they	give
eat	boy	



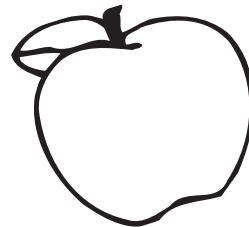

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Directions: Fill in the missing word.

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She will give the \_\_\_\_\_ an apple to eat.

**Target words: will, his**

Directions: Say each word as you trace it. Then, write each word on the line.

will	
his	

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

they	the	they	than
his	is	his	him
when	will	we	will
was	saw	want	saw

Directions: Say the words as you write this sentence:

**I will give the boy his toy.**




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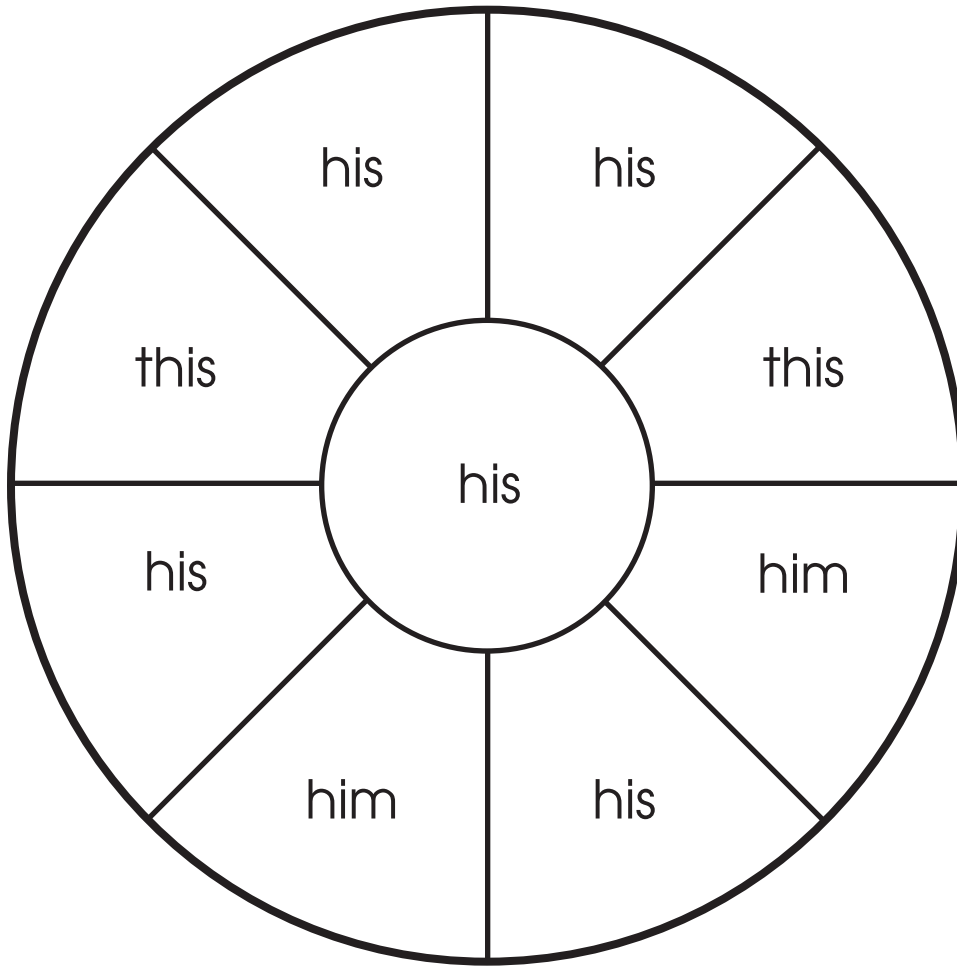
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**Target words: his**

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



Directions: Write a sentence using the word in the middle of the circle.

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**Target words: her, their, him**

Directions: Say each word as you trace it. Then, write each word on the line.

her	
their	
him	

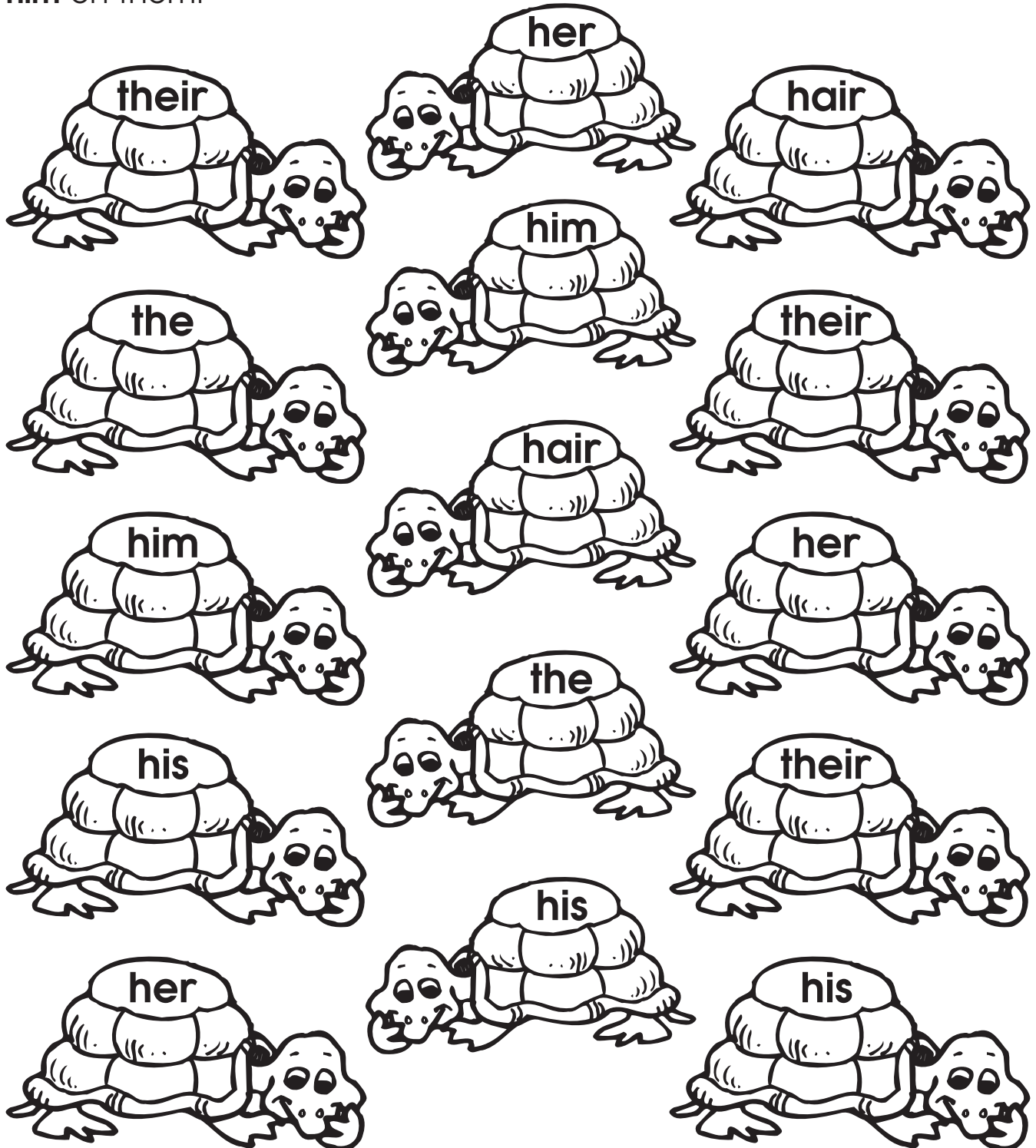
Directions: Color the squares that have **her**, **their**, and **him** in them. Use a different color for each word.

his	the	him	her
him	their	the	him
them	his	got	here
he	their	him	her

Which word did you color the most? \_\_\_\_\_

**Target words:** her, their, him

Directions: Find and circle the turtles that have the words **her**, **their**, and **him** on them.

**her****their****him**

How many turtles did you circle? \_\_\_\_\_

**Target words: will, his, her, their, him**

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



m	h	u	b	u	y
b	i	t	l	a	o
i	s	h	e	r	u
d	w	i	l	l	r
i	o	m	o	t	y
d	t	h	e	i	r

Directions: Write the missing word in each sentence.

1. The boy and girl have a bear. They like \_\_\_\_\_  
bear.

2. \_\_\_\_\_ the bear let the balloon go?

3. Did the girl give \_\_\_\_\_ balloon to the bear?

4. No, the boy gave \_\_\_\_\_ balloon to the bear.

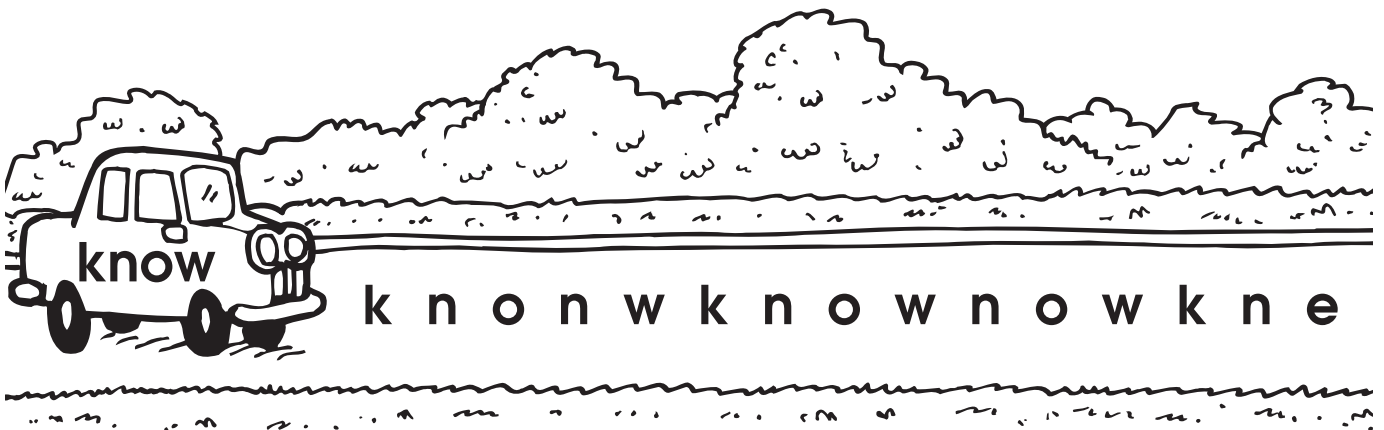
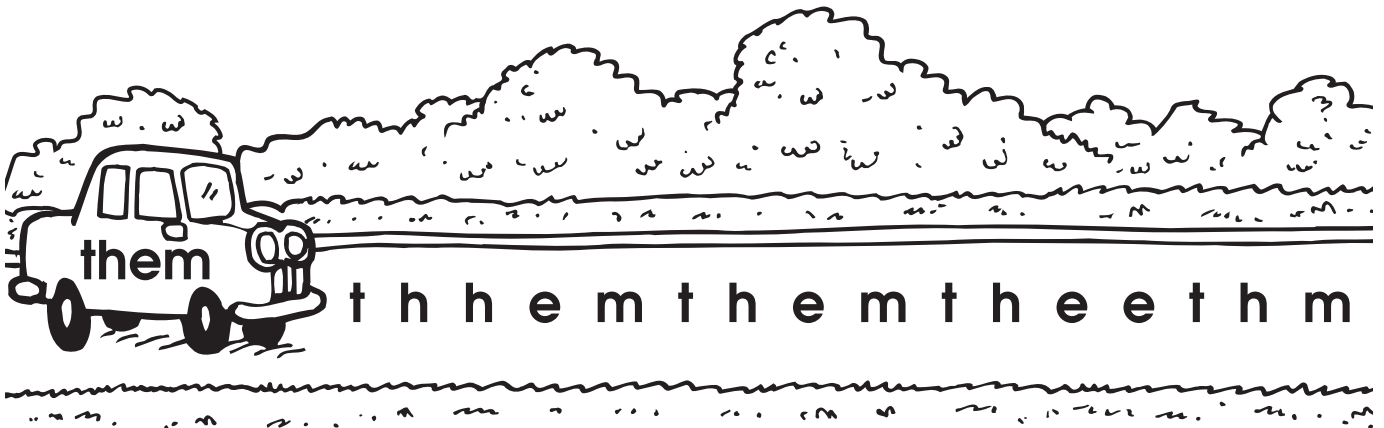
5. Will the girl give \_\_\_\_\_ her balloon now?

**Target words: them, know**

Directions: Say each word as you trace it. Then, write each word on the line.

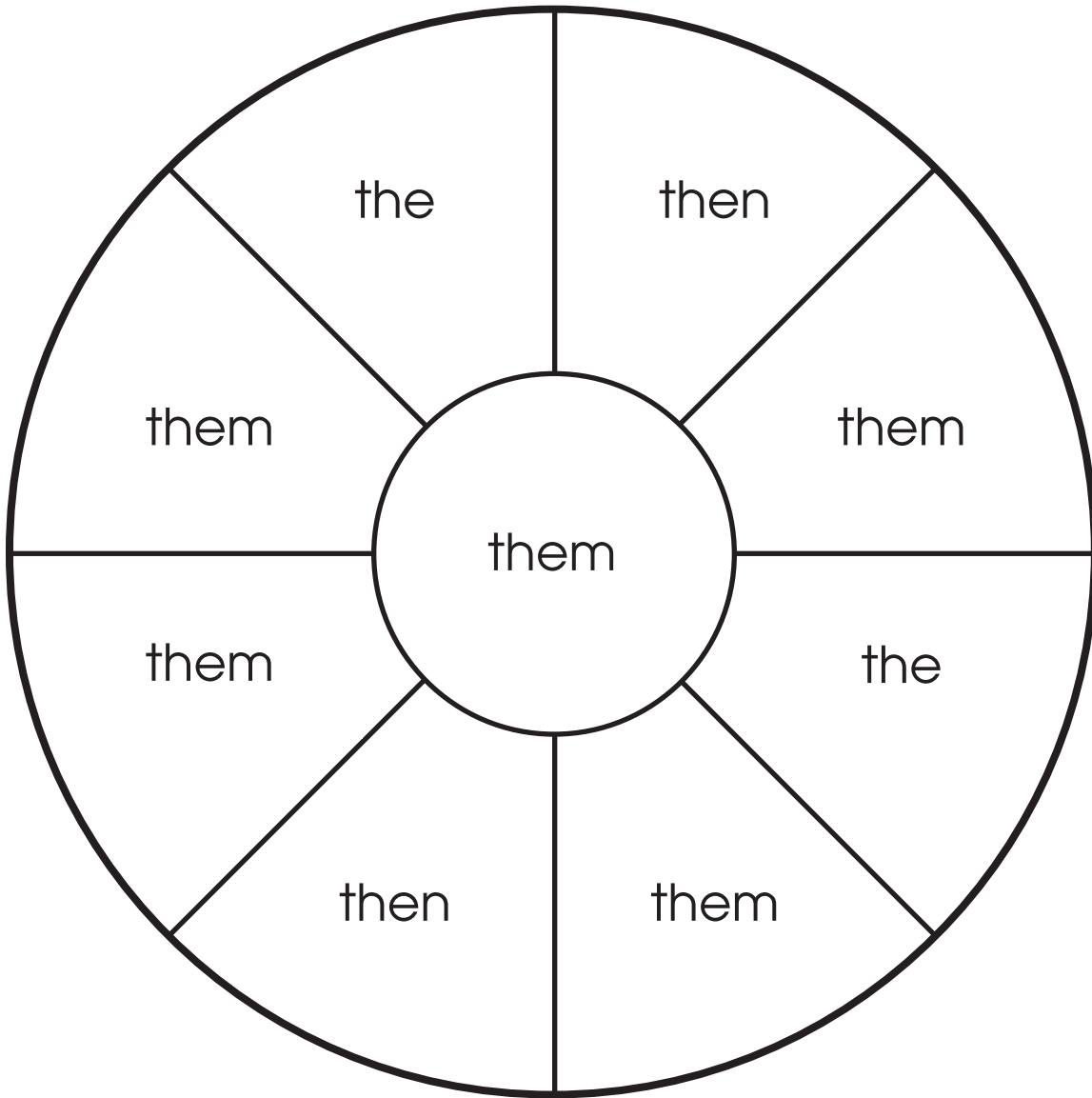
them	
know	

Directions: The words **them** and **know** are hiding in the lines below. Find and circle them.



**Target words: them**

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: day, after, before**

Directions: Find and circle the letters that have **day**, **after**, and **before** on them.



How many of each did you find?

day \_\_\_\_\_

after \_\_\_\_\_

before \_\_\_\_\_

**Target words: day, after, before**

Directions: Say each word as you trace it. Then, write each word on the line.

day	
after	
before	

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

day	date	day	dart
before	begin	been	before
after	ate	often	after
go	got	gone	go

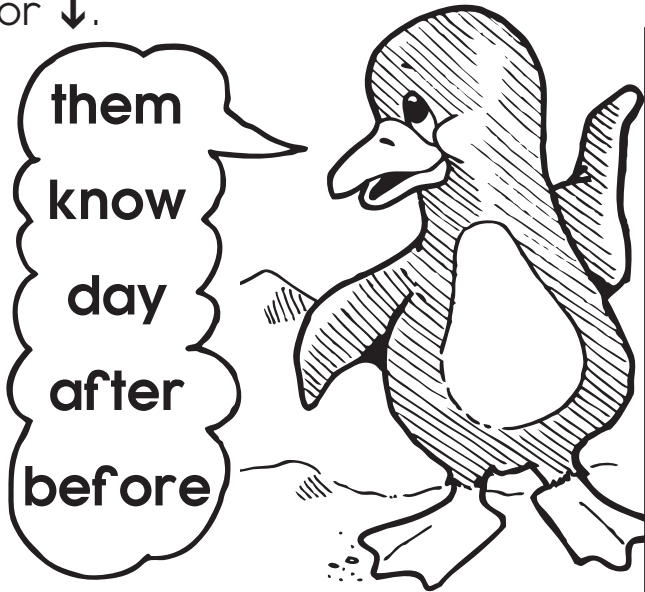
Directions: Say the words as you write this sentence:

**Go the day after today.**

Sun.	Mon.	Tues.	Wed.	Thu.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

**Target words: them, know, day, after, before**

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



k	n	t	h	e	m
b	e	f	o	r	e
a	d	a	t	t	d
y	e	s	h	h	a
a	f	t	e	r	y
k	n	o	w	n	s

Directions: Write the missing word in each sentence.

\_\_\_\_\_

\_\_\_\_\_

1. Do you \_\_\_\_\_ about penguins?

\_\_\_\_\_

\_\_\_\_\_

2. What do you know about \_\_\_\_\_?

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_ they swim, they jump in the water.

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_ they swim, they can rest.

\_\_\_\_\_

\_\_\_\_\_

5. It is a long \_\_\_\_\_ for them!

**Target words: long, again, been**

Directions: Say each word as you trace it. Then, write each word on the line.

long	
again	
been	

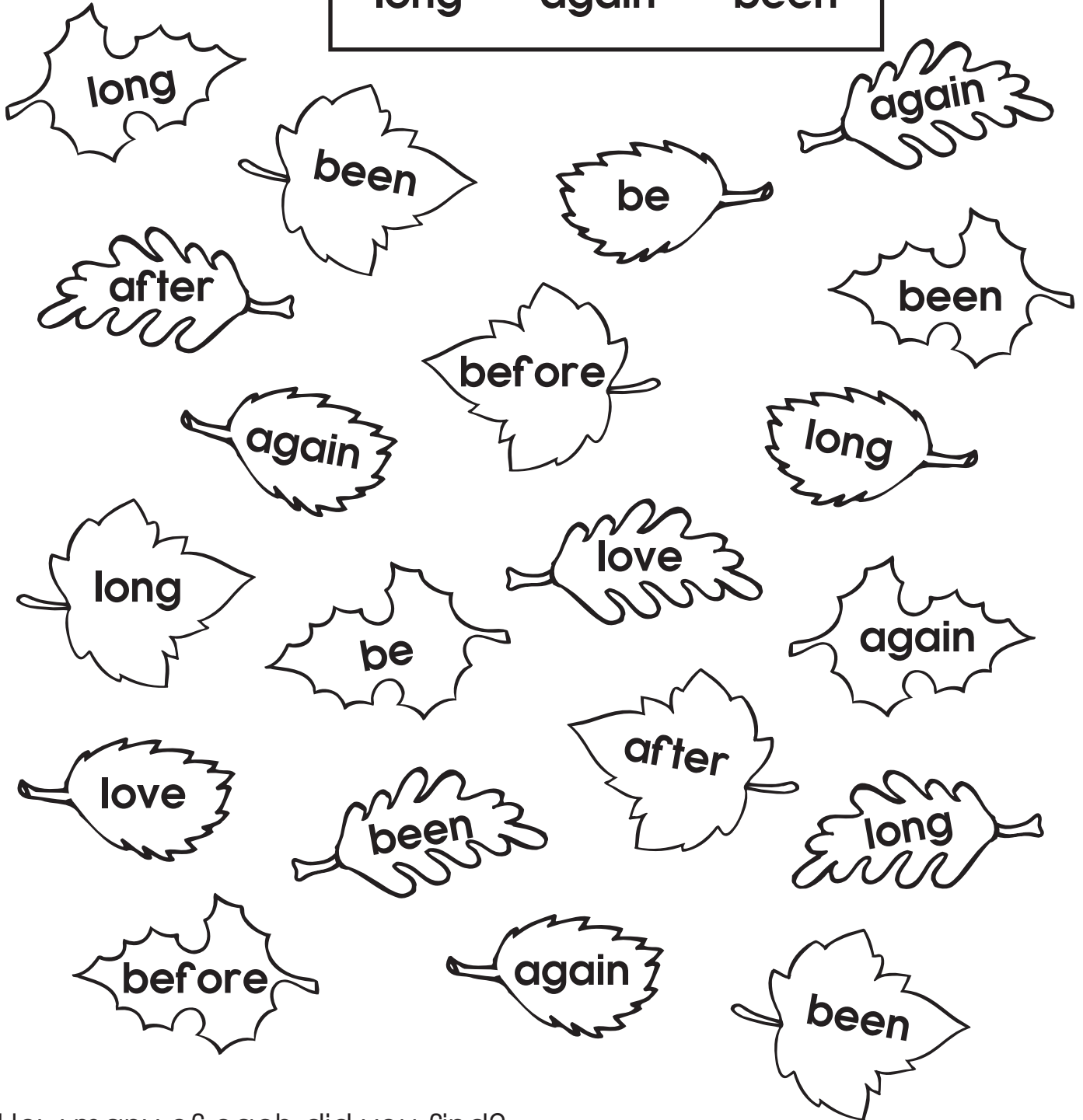
Directions: Color the boxes that have these words in them. Use a different color for each word.

**long      again      been**

before	like	long	again
long	again	the	been
long	after	rain	again
been	look	been	then

**Target words: long, again, been**

Directions: Find and circle the leaves with the words **long**, **again**, and **been** on them.

**long****again****been**

How many of each did you find?





long \_\_\_\_\_

again \_\_\_\_\_

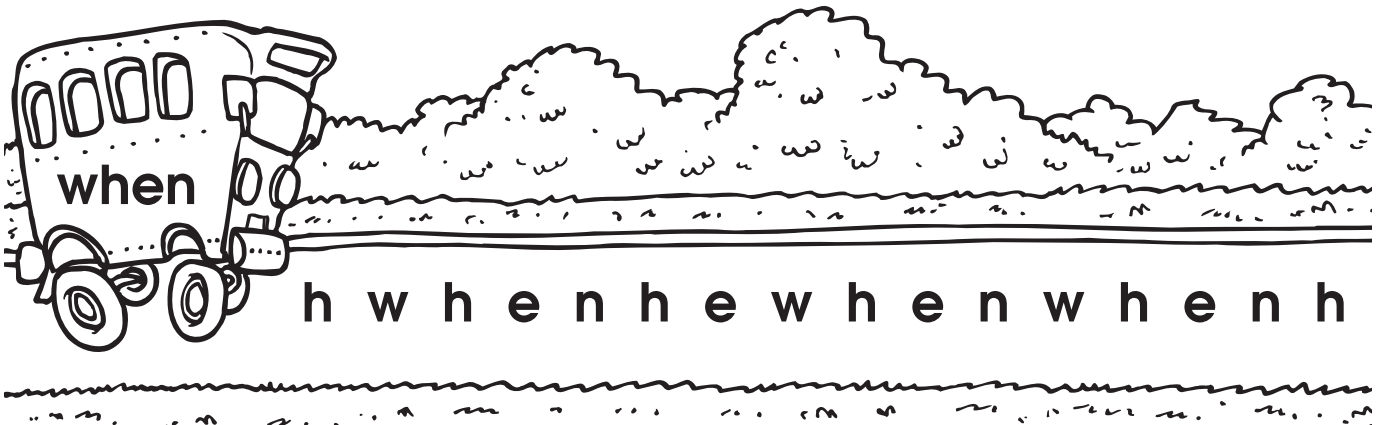
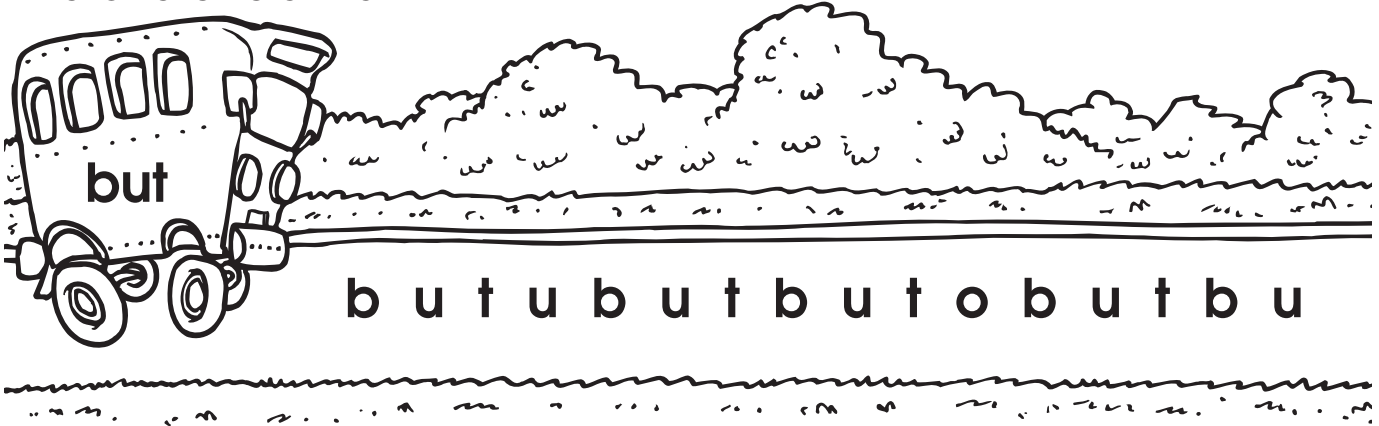
been \_\_\_\_\_

**Target words: but, when**

Directions: Say each word as you trace it. Then, write each word on the line.

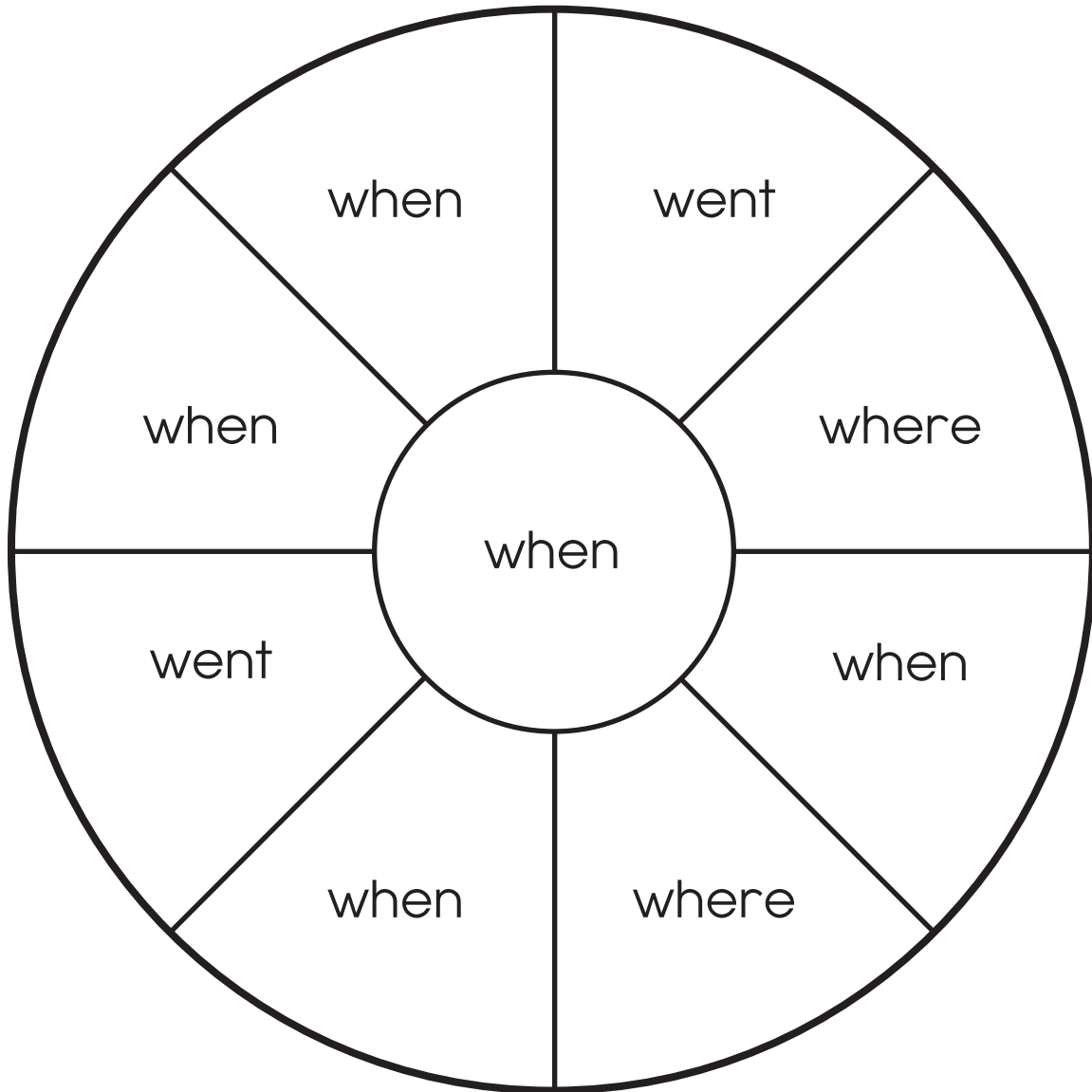
Directions: The words **but** and **when** are hiding in the lines below. Find and circle them.



How many did you find? but \_\_\_\_\_ when \_\_\_\_\_

**Target words: when**

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: long, again, been, but, when**

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



a	b	u	t	u	y
g	e	r	l	a	n
a	e	b	o	y	m
i	n	l	o	n	g
n	o	t	h	e	y
f	m	w	h	e	n

Directions: Write the missing word in each sentence.

- \_\_\_\_\_
- — — — —
1. \_\_\_\_\_ did the frog get here?
- \_\_\_\_\_
- — — — —
2. He hopped back here \_\_\_\_\_ after he left.
- \_\_\_\_\_
- — — — —
3. Where has he \_\_\_\_\_?
- \_\_\_\_\_
- — — — —
4. I do not know, \_\_\_\_\_ he was gone a
- \_\_\_\_\_
- — — — —
- \_\_\_\_\_ time.

**Target words:** been, long, when, they, on

Directions: Say each word as you write it on a line.

been	long	when	they	on
------	------	------	------	----




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Directions: Fill in the missing word:

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They have been \_\_\_\_\_ a long ride.

**Target words:** day, after, before, the, is, on, go, to, know

Directions: Fill in the missing words. Use a calendar to help you.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1. Sunday is the day \_\_\_\_\_ Monday.

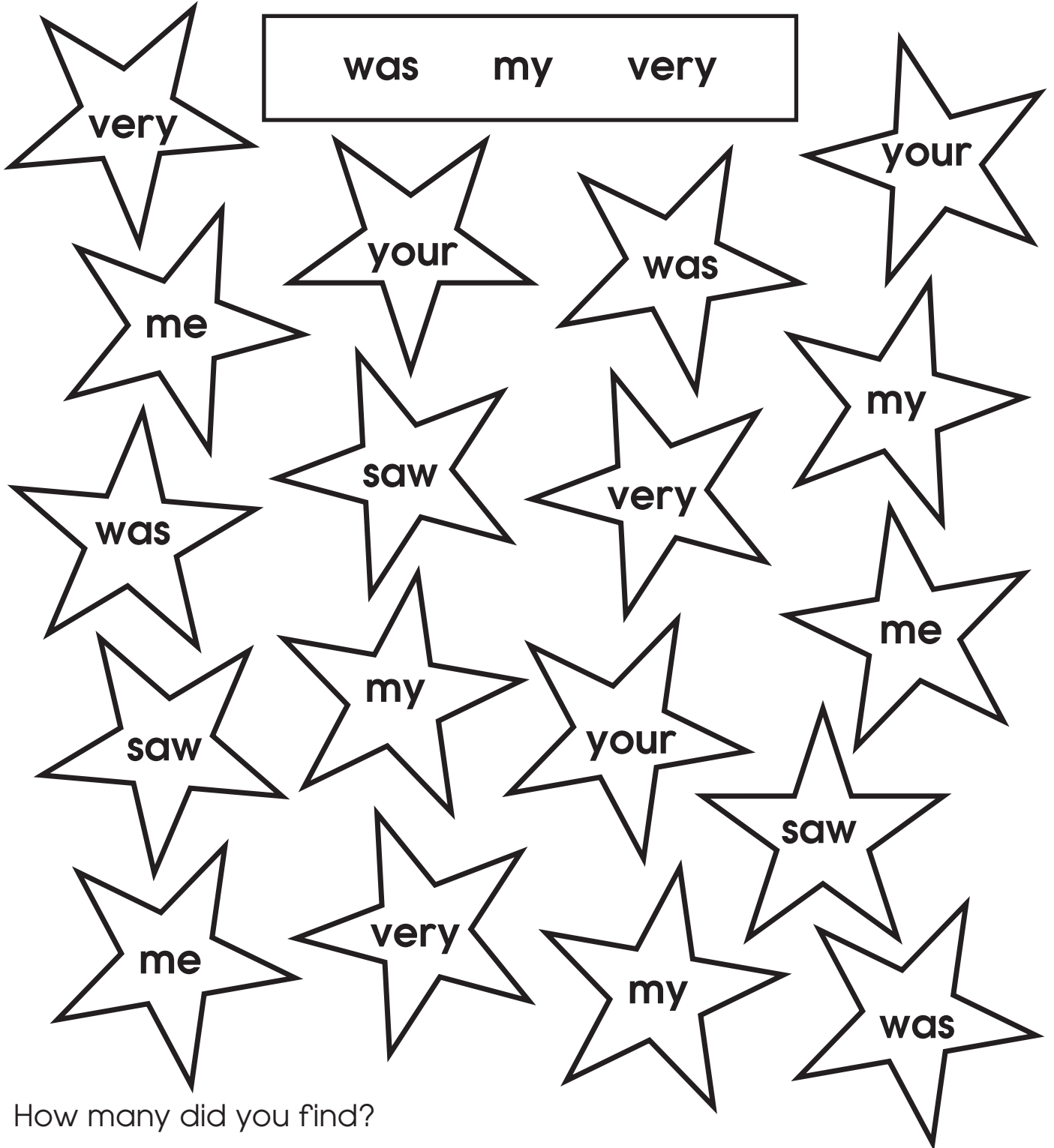
2. Friday is the day \_\_\_\_\_ Thursday.

3. On Monday I \_\_\_\_\_ to school.

4. I \_\_\_\_\_ there is no school \_\_\_\_\_ Saturday.

**Target words: was, my, very**

Directions: Find and circle the stars with the words **was**, **my**, and **very** on them.



How many did you find?

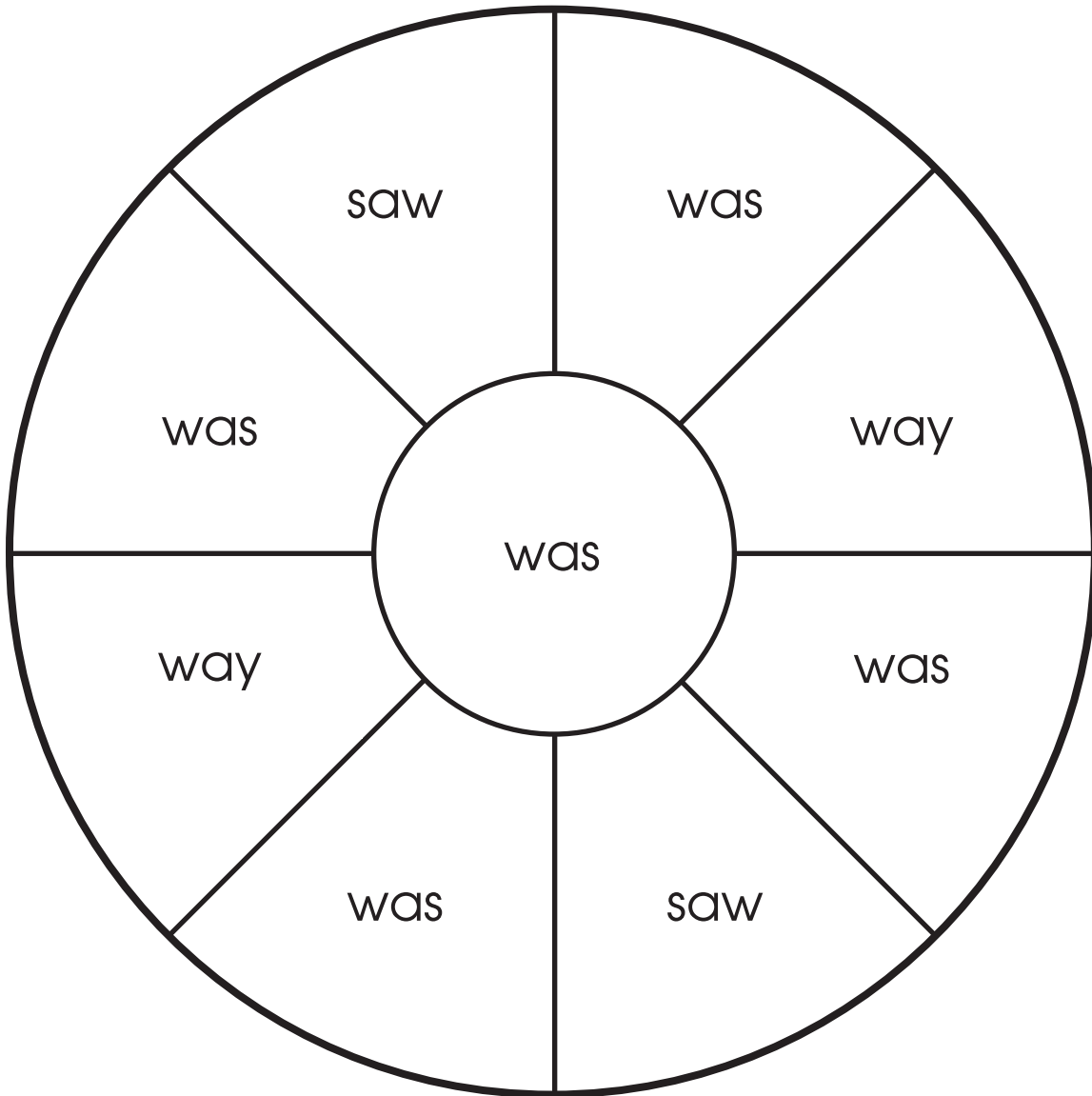
was \_\_\_\_\_

my \_\_\_\_\_

very \_\_\_\_\_

**Target words: was**

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: had, for, come**

Directions: Say each word as you trace it. Then, write each word on the line.

had	
for	
come	

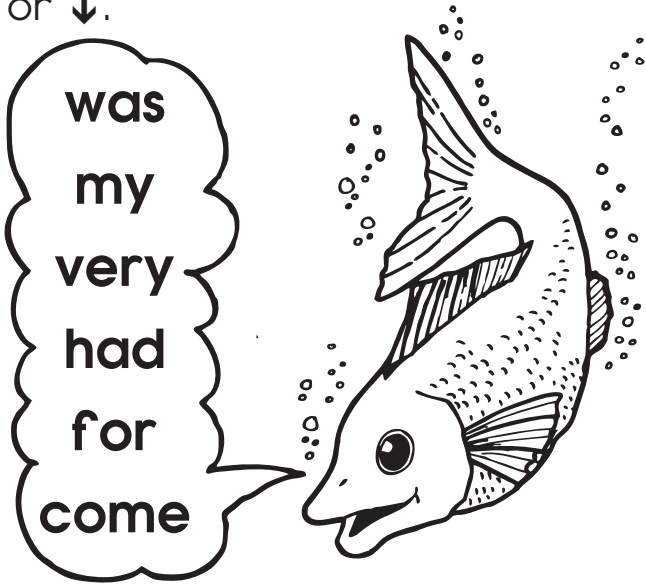
Directions: Color the boxes that have these words in them. Use a different color for each word.

**had      for      come**

come	for	some	had
had	come	had	have
long	after	from	some
for	come	has	for

**Target words: was, my, very, had, for, come**

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



b	y	u	b	m	y
c	o	m	e	a	w
v	f	o	r	y	a
e	h	a	b	o	s
r	o	t	h	a	d
y	m	c	a	n	e

Directions: Write the missing word in each sentence.

1. This is \_\_\_\_\_ fish.

2. He is my \_\_\_\_\_ favorite fish. He

\_\_\_\_\_ little when I got him.

3. When I feed him, he will \_\_\_\_\_ to the top of the tank.

**Target words: be, of, that**

Directions: Say each word as you trace it. Then, write each word on the line.

be	
of	
that	

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

been	be	but	be
if	on	of	of
at	that	that	ate
have	has	his	has

Directions: Say the words as you write this sentence:

**It is king of the jungle.**




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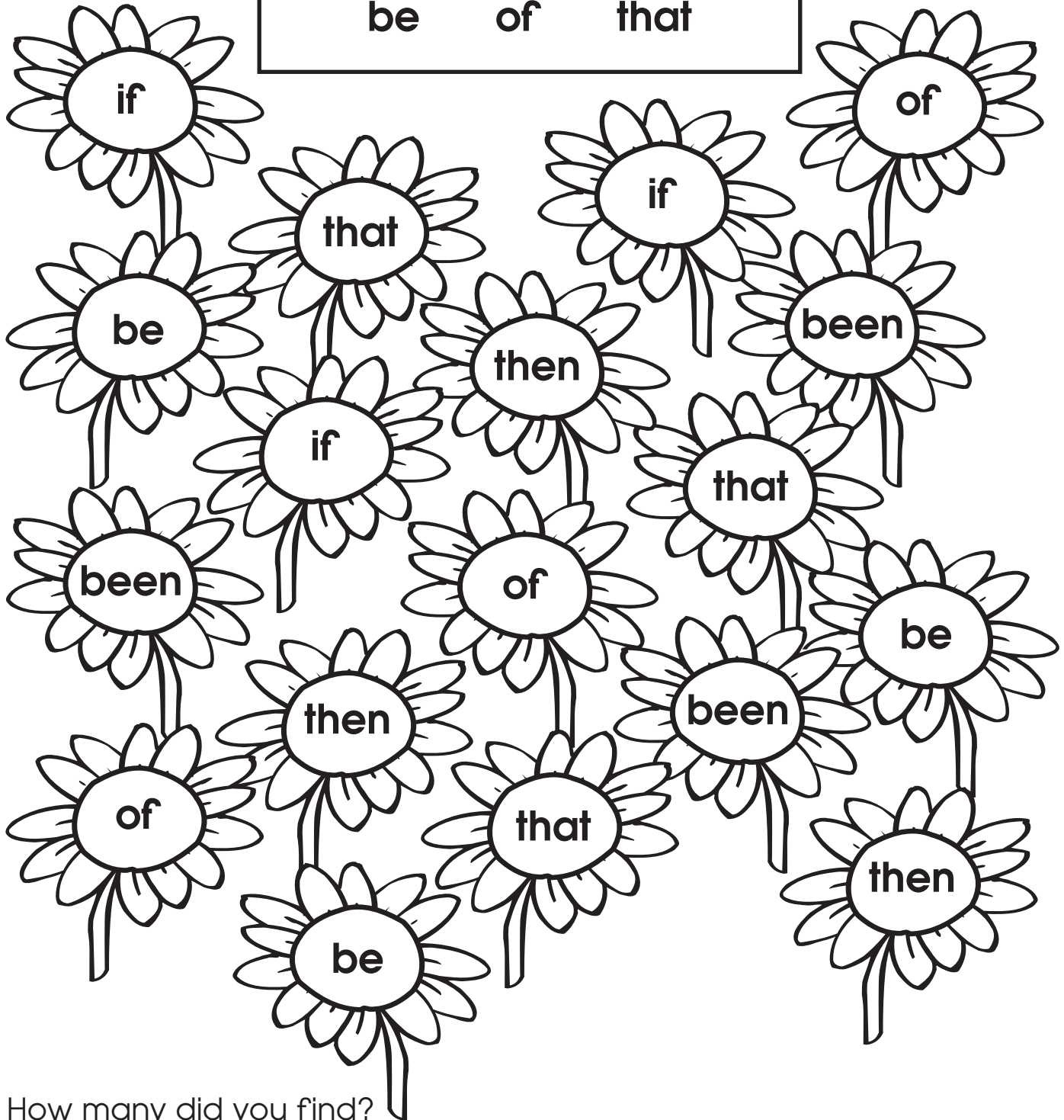


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**Target words: be, of, that**

Directions: Find and circle the flowers with the words **be**, **of**, and **that** on them.

be      of      that



How many did you find?

be \_\_\_\_\_ of \_\_\_\_\_ that \_\_\_\_\_

**Target words: were, if, would**

Directions: Say each word as you trace it. Then, write each word on the line.

<div style="text-align: center;"> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-top: 1px dashed black; border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 1.2em;"></div> </div> <div style="text-align: center; font-family: cursive;">were</div>	<div style="text-align: center;"> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-top: 1px dashed black; border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 1.2em;"></div> </div>
<div style="text-align: center;"> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-top: 1px dashed black; border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 1.2em;"></div> </div> <div style="text-align: center; font-family: cursive;">if</div>	<div style="text-align: center;"> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-top: 1px dashed black; border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 1.2em;"></div> </div>
<div style="text-align: center;"> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-top: 1px dashed black; border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 1.2em;"></div> </div> <div style="text-align: center; font-family: cursive;">would</div>	<div style="text-align: center;"> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-top: 1px dashed black; border-bottom: 1px solid black; height: 1.2em; margin-bottom: 2px;"></div> <div style="border-top: 1px solid black; border-bottom: 1px solid black; height: 1.2em;"></div> </div>

Directions: Color the boxes that have these words in them. Use a different color for each word.

**were      if      would**

was	for	would	if
if	for	of	have
long	would	from	where
of	were	has	for

How many did you find?

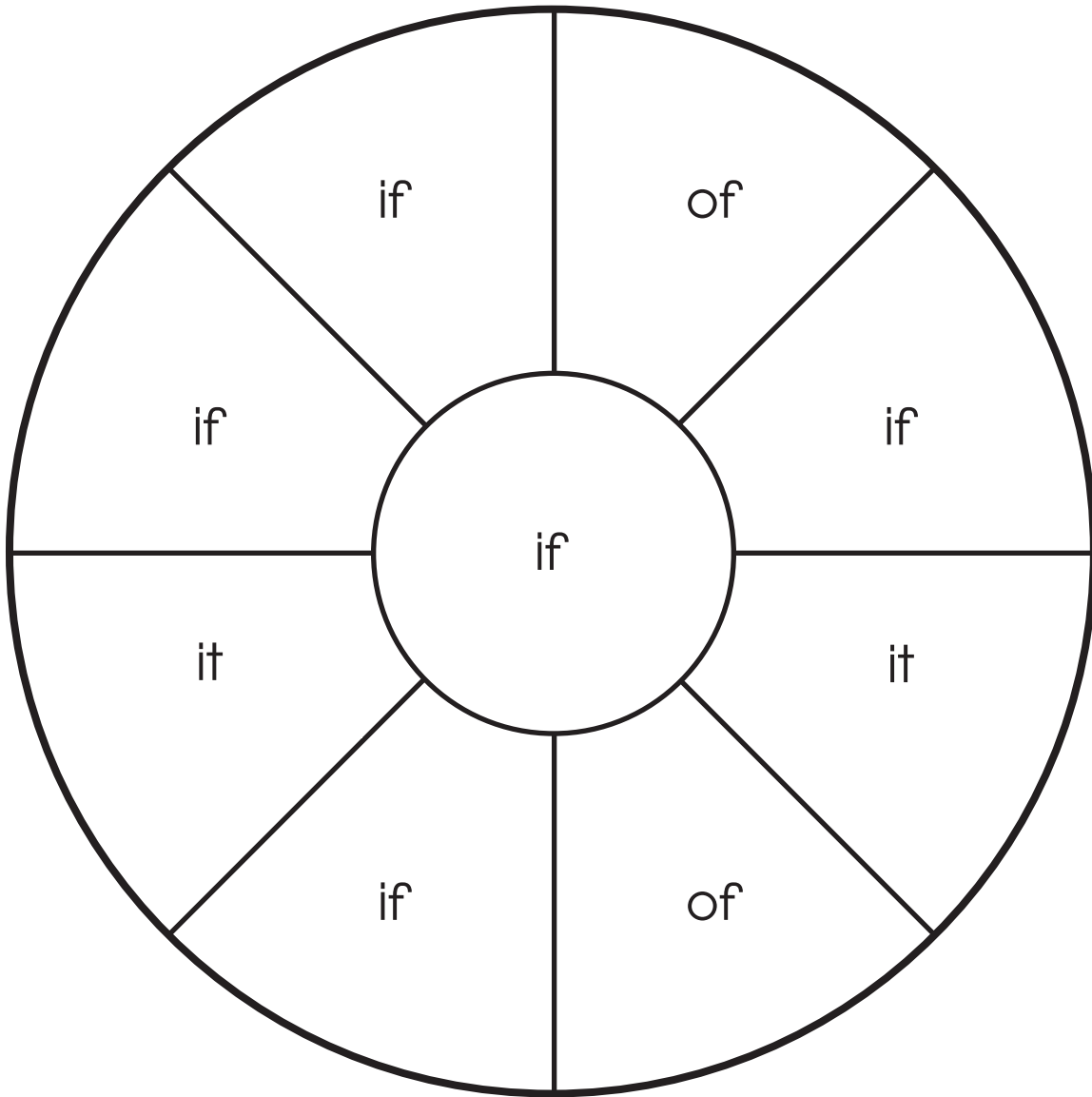
were \_\_\_\_\_

if \_\_\_\_\_

would \_\_\_\_\_

**Target words: if**

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

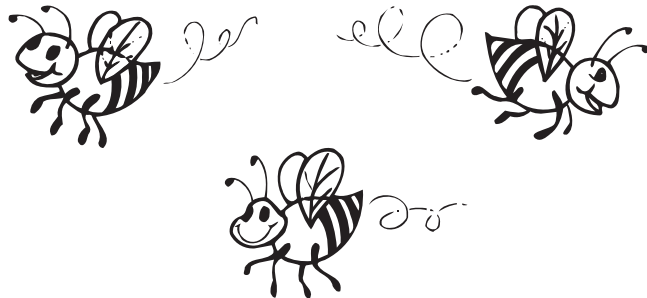


How many spaces did you color? \_\_\_\_\_

**Target words: come, be, that, were, of**

Directions: Say each word as you trace it. Then, write each word on the line.

come	
be	
that	
were	
of	



**Target words: just, there, so**

Directions: Say each word as you trace it. Then, write each word on the line.

just	
there	
so	

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

on	one	so	so
just	jeep	just	jump
then	there	the	there
was	were	went	were

Directions: Say the words as you write this sentence:

**There are so many dogs!**




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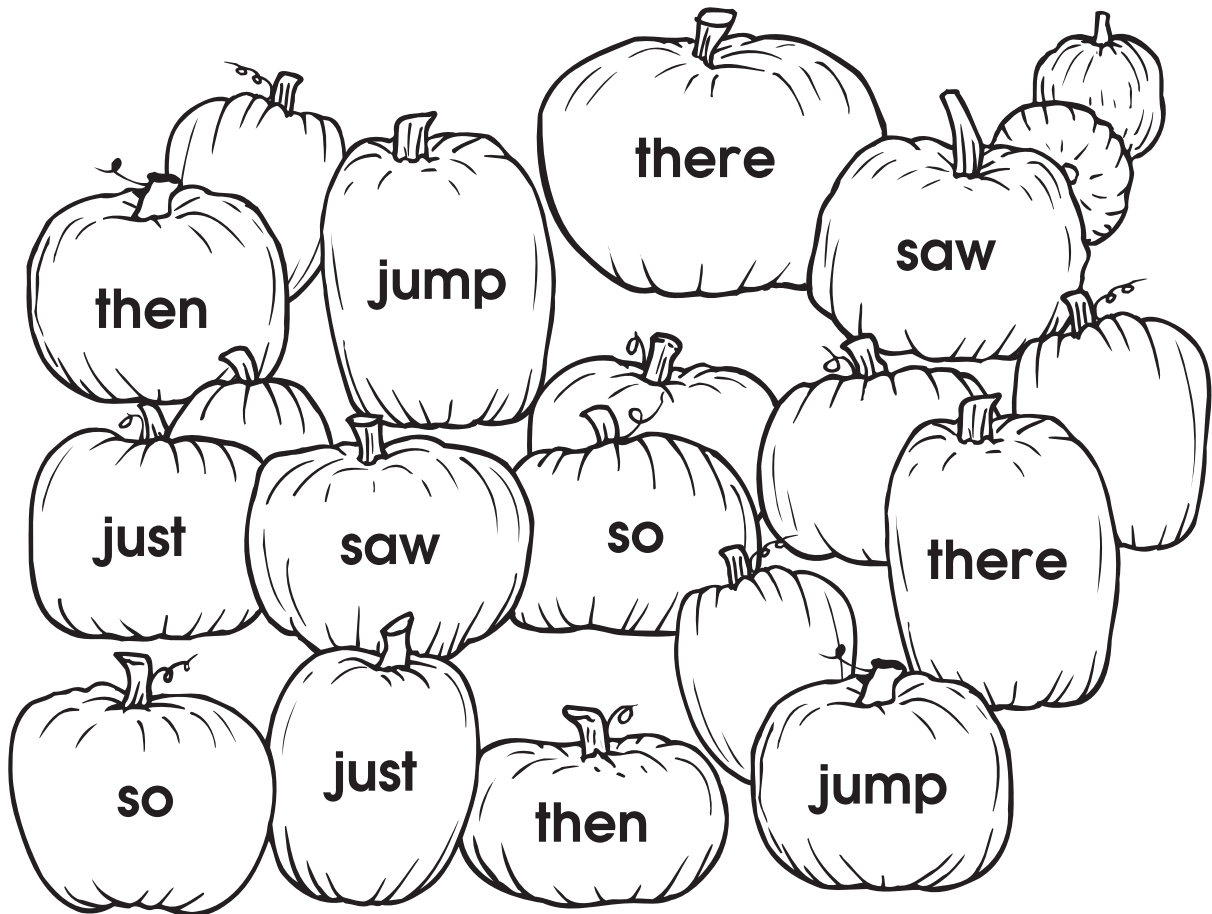


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**Target words: just, there, so**

Directions: Find and circle the pumpkins with the words **just**, **there**, and **so** on them.

**just      there      so**



How many did you find?

just \_\_\_\_\_      there \_\_\_\_\_      so \_\_\_\_\_

**Target words: little, or, with**

Directions: Say each word as you trace it. Then, write each word on the line.

little	
or	
with	

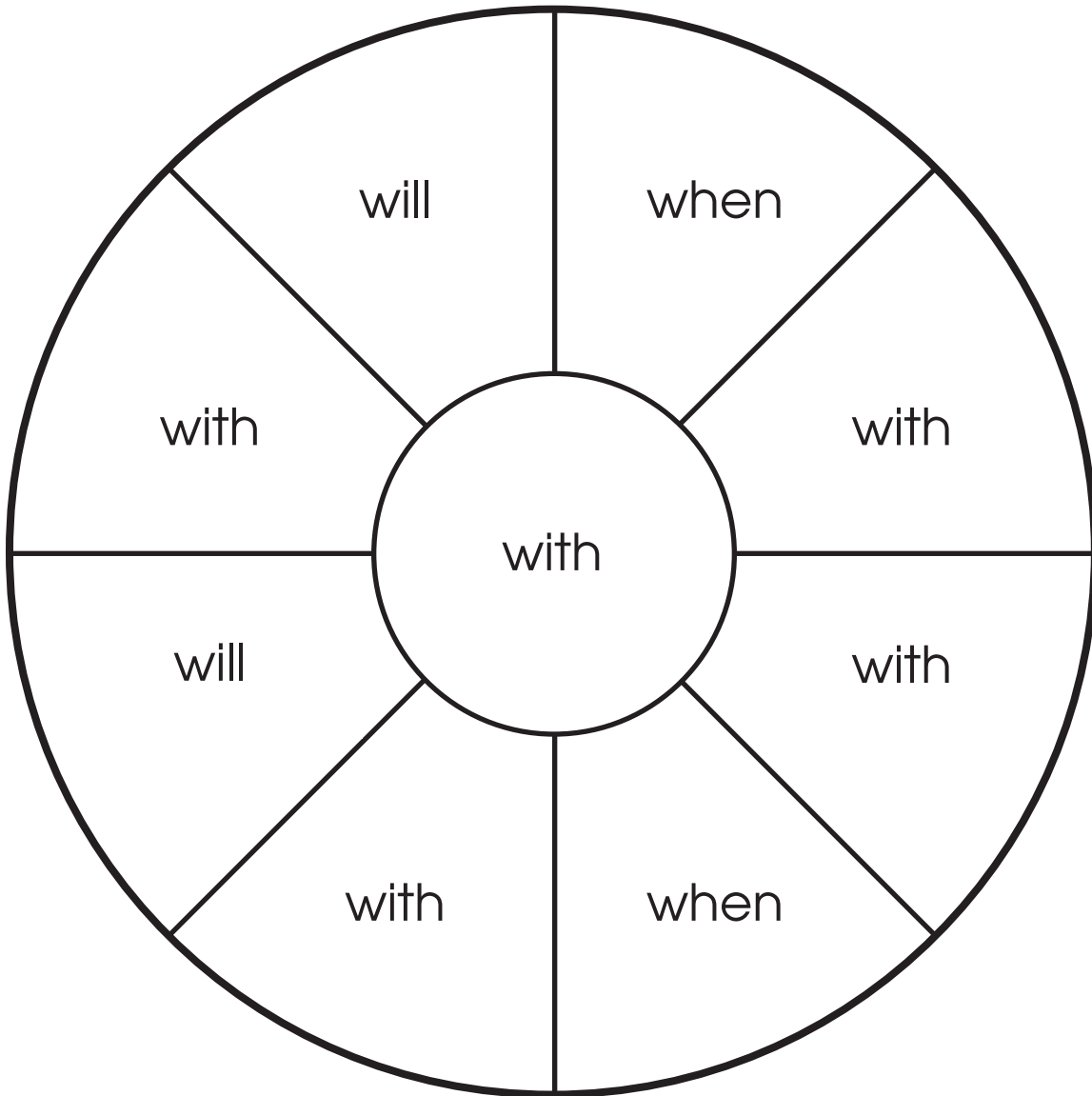
Directions: Help the duck find the words that start with the same letter. Draw a line to connect the words that match. Draw a baby duck by your favorite words.

little	old
	bill
with	look
	open
or	hike
	were



**Target words: with**

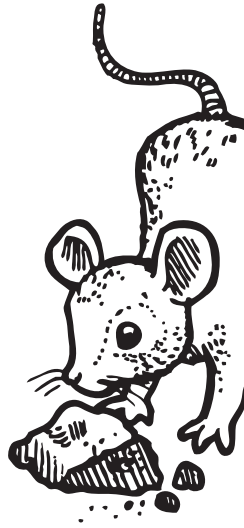
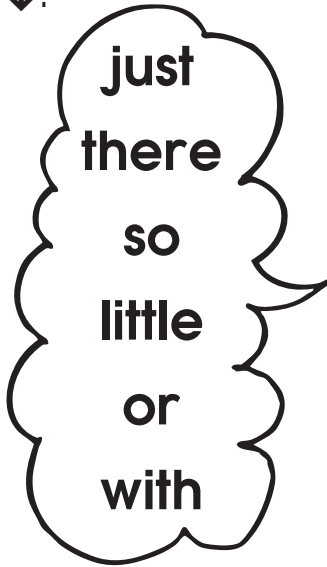
Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? \_\_\_\_\_

**Target words: just, there, so, little, or, with**

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



q	t	r	e	l	x
w	h	g	u	i	j
i	e	j	u	t	u
t	r	s	o	t	s
h	e	t	r	l	t
d	j	o	r	e	n

Directions: Write each missing word in the sentences.

1. \_\_\_\_\_ is a \_\_\_\_\_ mouse.

2. Is he there \_\_\_\_\_ a piece of cheese?

3. Is he brown \_\_\_\_\_ gray?

4. Why is he \_\_\_\_\_ little?

5. He is \_\_\_\_\_ a baby.

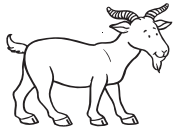
**Target words: be, very, little, from, the, up**

Directions: Say each word as you trace it. Then, write each word on the line.

be	
very	
little	
from	
the	
up	

**Target words: one, two, three**

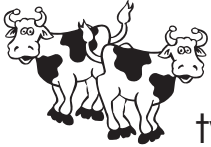
Directions: Say each word as you trace it. Then, write each word on the line.



one

one

\_\_\_\_\_



two

two

\_\_\_\_\_



three

three

\_\_\_\_\_

Directions: Draw a line to match the numbers to their words.

three

2

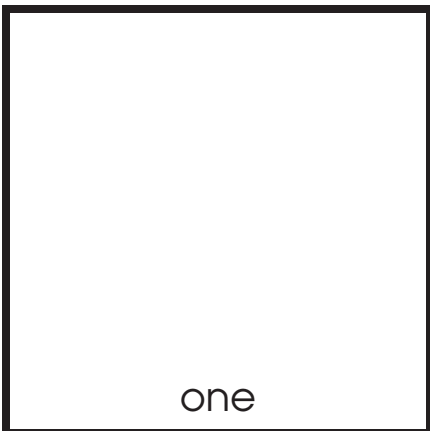
one

3

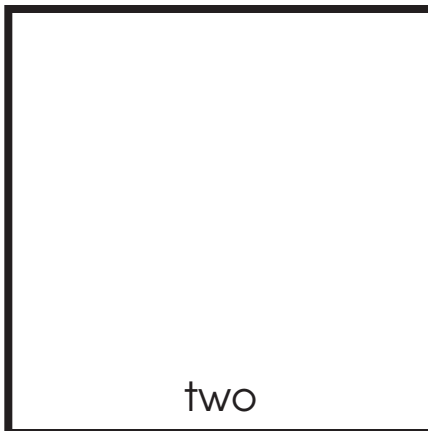
two

1

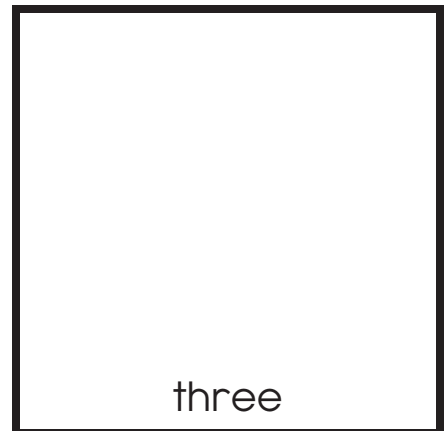
Draw a picture to show each number.



one



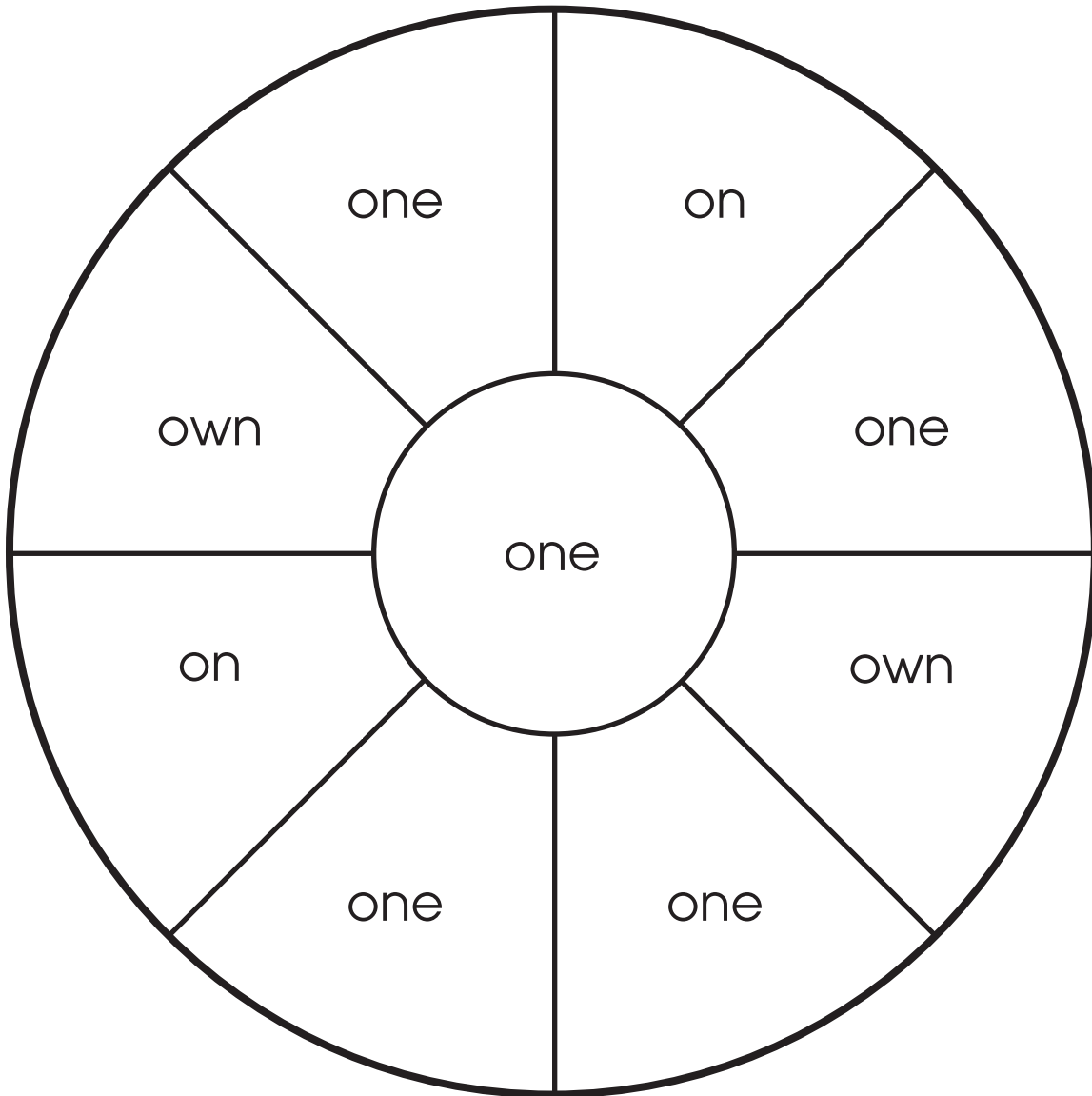
two



three

**Target words: one**

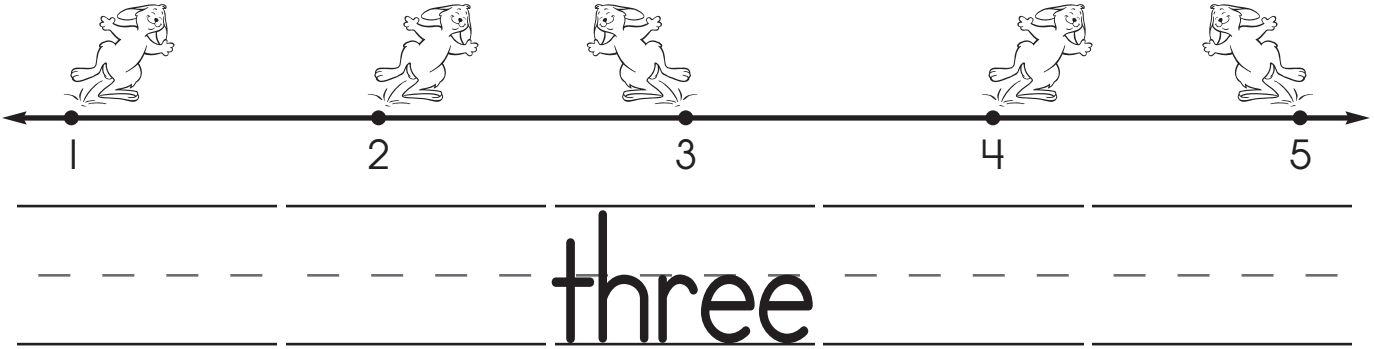
Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? \_\_\_\_\_

**Target words: four, five, work**

Directions: Write each number word under the correct number.



Directions: Use the words in the box to complete these sentences.

**four      work      five**

1. Start at two and jump three places ahead. Where did you

stop? \_\_\_\_\_

2. This is hard \_\_\_\_\_.

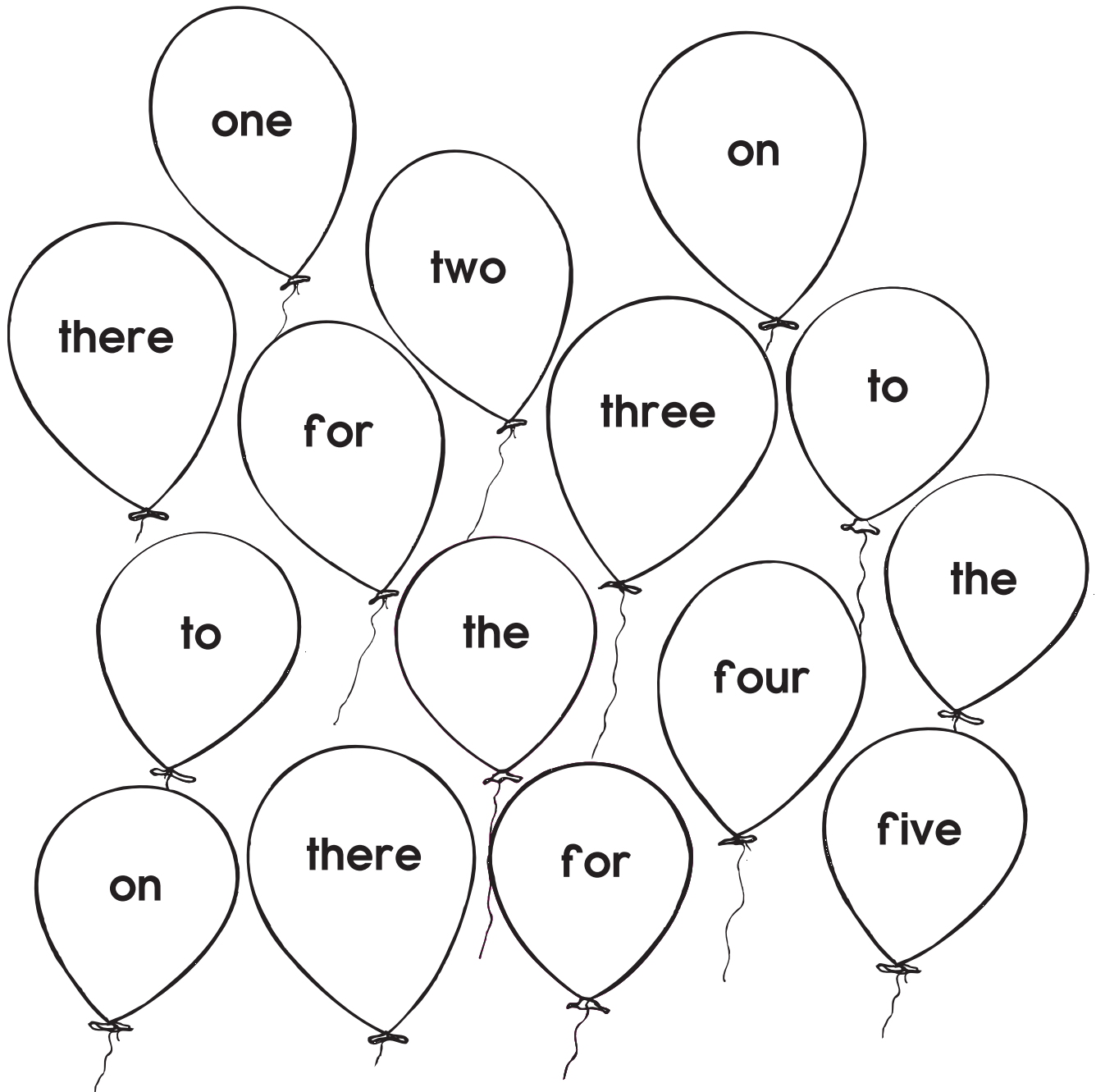
3. Start at five and jump back one space. Where did you

stop? \_\_\_\_\_

**Target words: one, two, three, four, five**

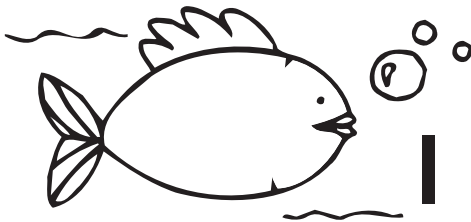
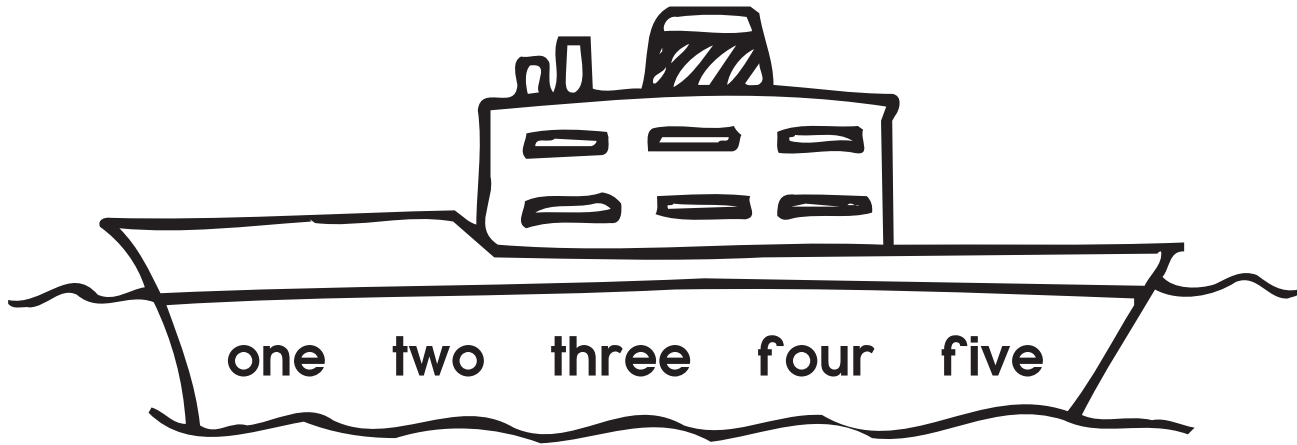
Directions: Draw a line to connect the number words in order. Start with **one**.

one	two	three	four	five
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**Target words: one, two, three, four, five**

Directions: Write the correct number word on each line.



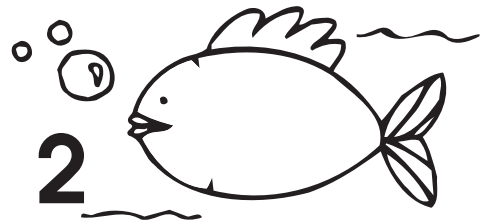

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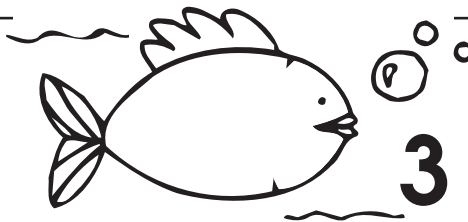

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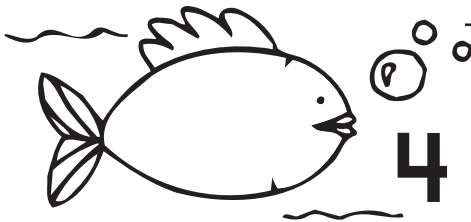

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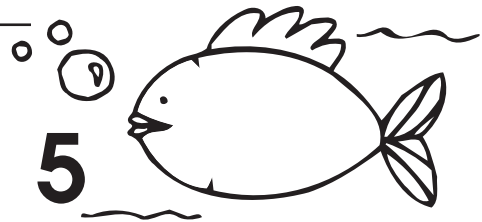

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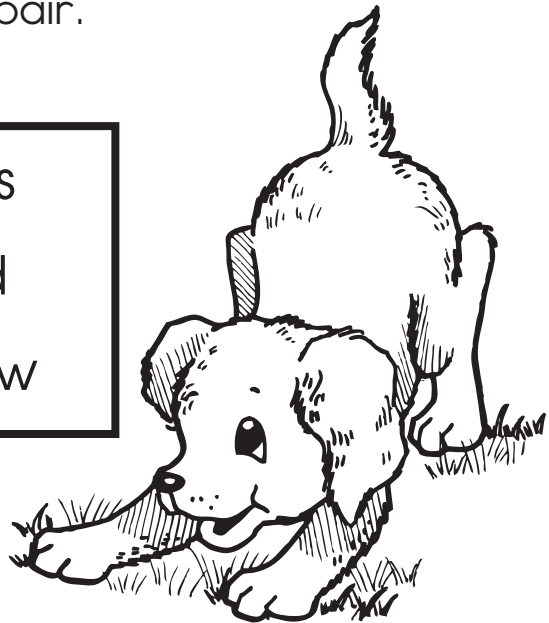
**Target words: how, old, as**

Directions: Say each word as you trace it. Then, write each word on the line.

how	
old	
as	

Directions: Draw a line to connect the words that rhyme. Then, draw a paw print by your favorite pair.

cold	has
now	old
as	how



**Target words: how, old, as**

Directions: Read and answer the questions below.

1. How old are you?

\_\_\_\_\_

— — — — —

I am \_\_\_\_\_ years old.

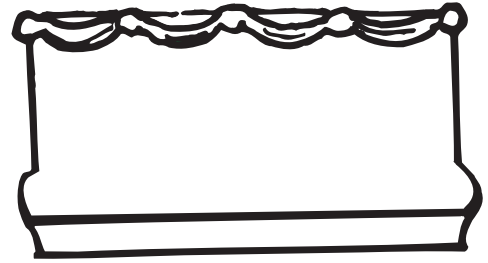
2. Draw candles on the cake to show how old you are.

3. How old will you be next year?

\_\_\_\_\_

— — — — —

I will be \_\_\_\_\_ years old.



4. Draw a picture of a present that you want for your birthday.

5. How tall will you be?

\_\_\_\_\_

— — — — —

I will be as tall as a \_\_\_\_\_.

**Target words: said, take, some**

Directions: Say each word as you trace it. Then, write each word on the line.

said	
take	
some	

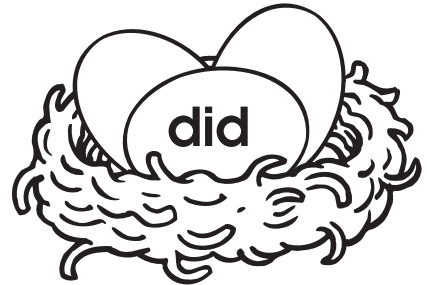
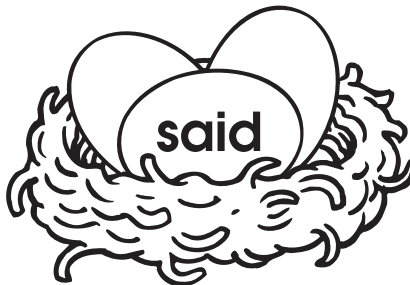
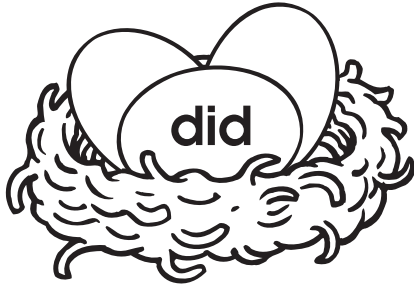
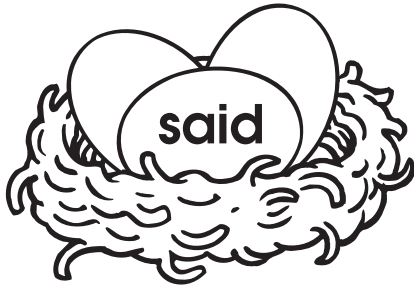
Directions: Color the boxes that have these words in them. Use a different color for each word.

**said      take      some**

take	then	said	some
so	take	the	she
the	two	take	that
said	some	said	some

**Target words: said, take, some**

Directions: Find and circle the eggs with the words **said**, **take**, and **some** on them.

**said****take****some**

How many eggs did you circle?

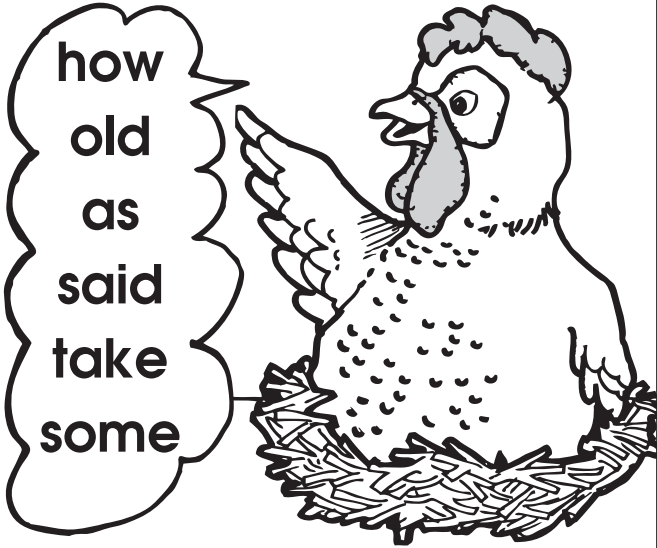
said \_\_\_\_\_

take \_\_\_\_\_

some \_\_\_\_\_

**Target words: how, old, as, said, take, some**

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



b	s	o	m	e	a
g	i	r	l	a	s
a	t	h	o	w	m
s	a	i	d	o	e
e	k	o	l	d	y
f	e	c	a	n	e

Directions: Write the missing word in the sentence.

1. Do you want \_\_\_\_\_ eggs?

2. \_\_\_\_\_ many do you want to take?

3. The hen \_\_\_\_\_, "Cluck, cluck, cluck."

4. She does not want you to \_\_\_\_\_ her eggs.

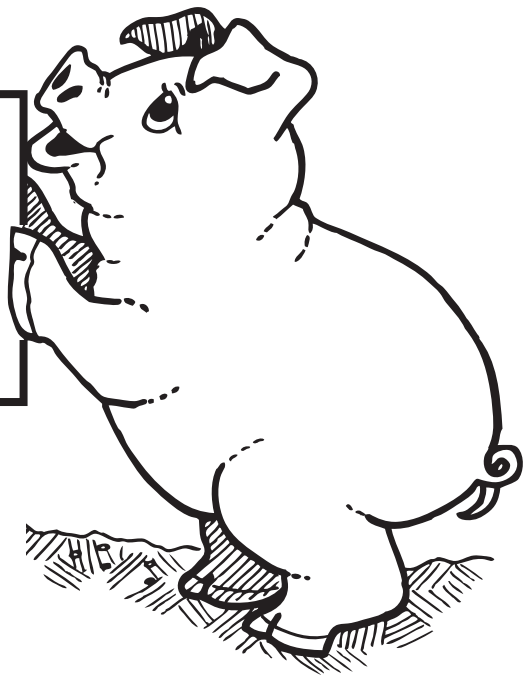
**Target words: other, any, much**

Directions: Say each word as you trace it. Then, write each word on the line.

other	
any	
much	

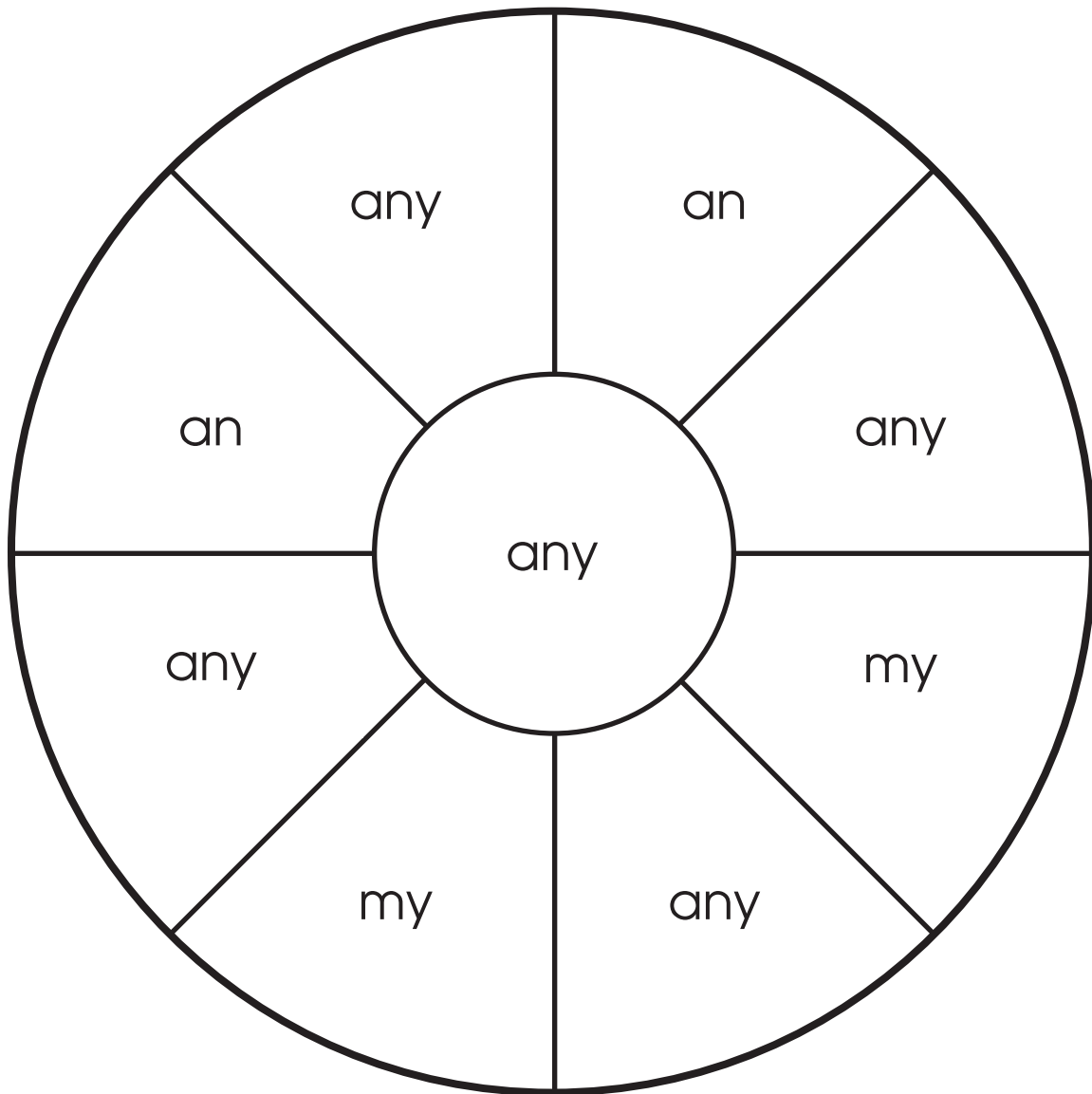
Directions: Draw a line to connect the words that rhyme.

other	many
any	such
much	mother



**Target words: any**

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



How many times did you find the word **any**? \_\_\_\_\_

What other words did you find? \_\_\_\_\_

**Target words: many, new, which, man**

Directions: Say each word as you trace it. Then, write each word on the line.

many	
new	
which	
man	

Directions: Draw a line to connect the words that start with the same sound.

which	me
new	make
man	not
many	when



**Target words:** many, new, which, man

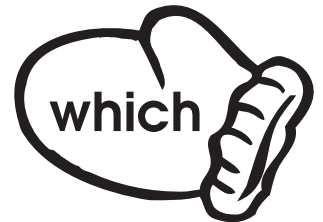
Directions: Find and circle the mittens with the words from the box on them.

many

new

which

man



**Target words: many, which, much, other, man**

Directions: Read the words in the box. Then, write the words under the flowers.

**many****which****much****other****man**

### Sight Word Sentence Strips

Sight word sentence strips provide additional practice recognizing and using sight words in the context of sentences, a critical first step in reading comprehension and fluency. The sight words used in the following sentence strips appear in the order they were introduced.

The sentence strips can be used in a number of ways, depending on each child's developmental level. Begin by encouraging your child to read each sentence strip aloud with the goal of fluent sight word recognition, offering praise for spontaneous recognition. Revisit the tracing activities for those sight words that still need additional practice, and evaluate progress by having your child locate those words from among the sight word flash cards.

Help your child develop sentence sense by helping him or her notice the characteristics of the first and last words in each sentence, such as the capitalized first word and the ending punctuation following the last word. Then, ask if the sentence would still make sense if those words were in a different order. Finally, point out the specific order of the words in the "middle." Ask your child to say the words aloud in a different order to see if the sentence would still make sense.

For a more challenging activity, encourage your child to write a single sentence strip on a separate sheet of paper, cutting it into individual words. Then, using the sentence strip in the workbook as a model, ask your child to rearrange the cut-apart words into the correct sentence order. Remind him or her to pay attention to the capitalized word and the word with ending punctuation. Provide lots of encouragement and praise as your child recognizes the sight words in context of these sentences and begins to demonstrate an understanding of sentence sense.

I want to play.

We see the cat.

The car can go.

Do you like dogs?

Can he go up?

She plays with us.

The pig can eat.

A boy lives here.

She did not go.

I know about it.

It is for him.

Where is he?

This is my fish.

I see that girl.

There are so many!

Would you come?

He is not little.

There are five cats.

Do you have dogs?

How old are you?

We will take that.

I have a new toy.

Which book is that?

## Sight Word Tracing

The words below are intended for extra practice in writing the sight words. They can be used for independent work, as a review, or for remediation. Some additional ways to use the words include the following:

- For individual assessment, say the sight words and have the child trace the words in different colors.
- For extended small-group practice after tracing the words, have children cut apart and alphabetize the words.
- For extended independent work after tracing the words, have children locate the words in books.

Directions: Say each word as you trace it. Then spell the word aloud.

the

I

like

to

here

is

a

and

# Tracing

see

we

have

us

our

it

all

about

me

no

this

do

go

down

who

put

on

by

up

has

are

in

out

can

what

you

make

an

good

at

eat

get

give

from

they

boy

girl

he

she

then

did

your

not

will

his

her

their

him

them

know

day

after

before

long

again

been

but

when

was

my

very

had

for

come

be

of

that

were

if

would

just

there

so

little

or

with

one

two

three

four

five

work

how

old

as

said

take

some

other

any

much

many

new

which

man

### 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.

the

I

like

to

here

is

a

and

see

we

have

us

our

it

all

about

me

no

this

do

go

up

down

has

who

are

put

in

on

out

by

can

what

you

make

an

good

at

eat

get

give

from

they

boy

girl

he

she

then

did

your

not

will

his

her

their

him

them

know

day

after

before

long

again

been

but

when

was

my

very

had

for

come

be

of

that

were

if

would

just

there

so

little

or

with

one

two

three

four

five

work

how

old

as

said

take

some

other

any

much

many

new

which

man

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	

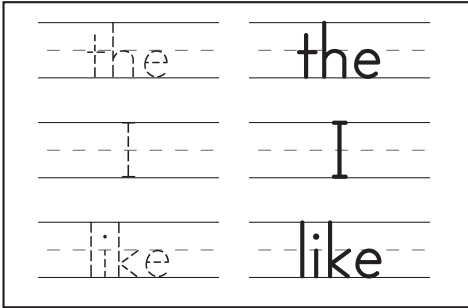
## Fry Instant Sight Word List

### 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: Say each word as you trace it. Then, write each word on the line.



Directions: Color the boxes that have these words in them:

I the like

the	like	long	I
in	it	the	like
like	I	in	that
then	look	I	the

4

Directions: Write the missing word in each sentence.

I the like

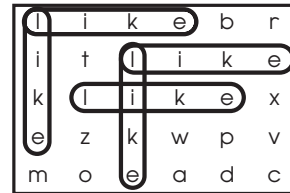
1. I want to play.

2. Do you like dogs?

3. Where is the cat?



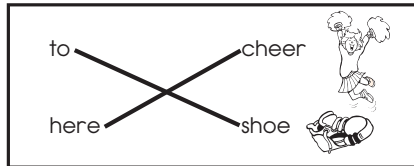
Directions: Find and circle the word **like**. It can go → or ↓.



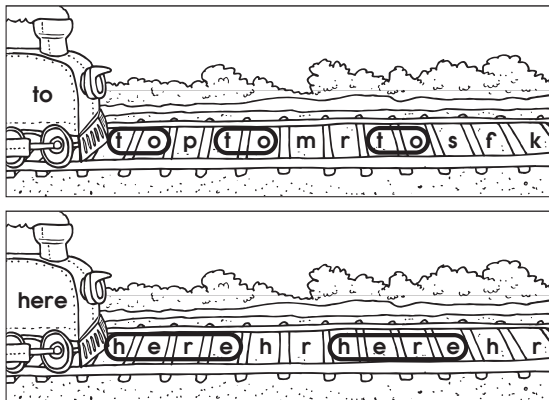
How many did you circle? 5

5

Directions: Draw a railroad track to connect the words that rhyme.



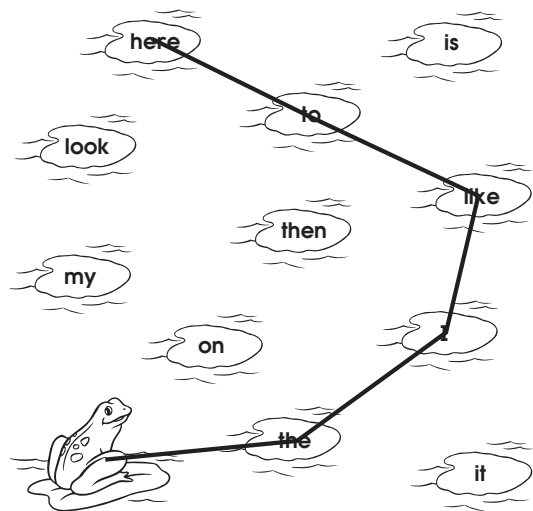
Directions: Look for the words **to** and **here** in each track. Circle them each time you see them.



7

Directions: Help the frog cross the pond. Find these words and draw a line from each lily pad.

the I like to here



8

# Answer Key

Directions: Write the missing word in each sentence.

is a and

1. This is a monkey.



2. This is a cat.



3. Here is a cat and a fish.



Directions: Find and circle the word **and**. It can go → or ↓.

a	n	d	e	b	r
i	t	a	n	d	e
k	l	a	n	e	x
e	z	n	a	n	b
m	o	d	a	d	c

How many did you circle? 3

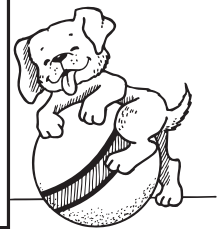
9

Directions: Say each word as you trace it. Then, write each word on the line.

is	is
a	a
and	and

Directions: Draw lines to connect the words that match. Then, draw a dog bone by your favorite word.

and	a
a	as
is	and
	is



10

Directions: Write the missing word in each sentence.

see we

1. Do you see the monkey?



2. We can see the monkey.

3. I can see him swing.

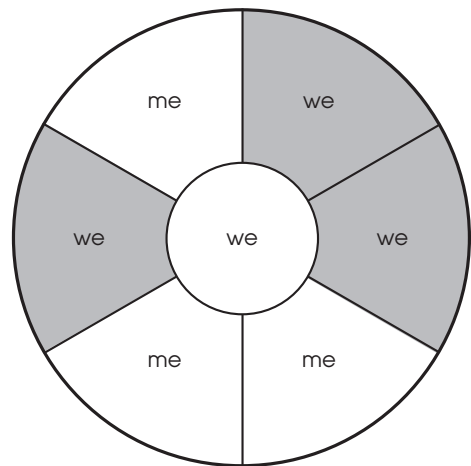
Directions: Find and circle the word **see**. It can go → or ↓.

m	e	k	e	s	r
o	t	s	e	e	t
q	l	i	k	e	x
e	s	e	e	p	v
s	o	e	a	d	c

How many did you circle? 3

11

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



How many spaces did you color? 3

12

# Answer Key

Directions: Find and circle the words **is**, **a**, **and**, **see**, and **we**. Words can go → or ↓.

Directions: Write the missing word in each sentence.

- I see a cat.
- I see a cat and a bee.
- The cat can see a bee.
- The cat is happy.
- We like the cat.

13

Directions: Say each word as you trace it. Then, write each word on the line.

Directions: Draw lines to connect the words that match. Then, draw a teddy bear face by your favorite words.

14

Directions: Draw lines to connect the words that rhyme.

Directions: Look for the words on the road. Circle them each time you see them.

15

Directions: Say each word as you trace it. Then, write each word on the line.

Directions: Draw lines to connect all the words that rhyme.

16

# Answer Key

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

How many spaces did you color? 2

17

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

Directions: Write the missing word in each sentence.

- All of the ducks are in the water.
- We have a pond on our farm.
- The mother duck has a baby. It can swim.
- I have a toy duck.
- Will they play with us?

18

Directions: Draw a picture of yourself. Then, fill in the sentences to make a story.

**All About Me**

about me

Pictures will vary.

Do you want to know about me? I am \_\_\_\_\_

Answers will vary.

I have a \_\_\_\_\_. Now you know some things \_\_\_\_\_

about me.

20

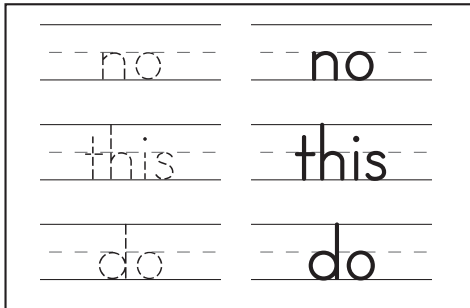
Directions: Color the spaces that have the same word as the one in the middle of the circle.

How many spaces did you color? 3

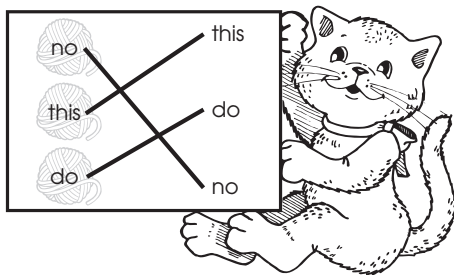
21

# Answer Key

Directions: Say each word as you trace it. Then, write each word on the line.



Directions: Draw lines to connect the words that match. Then, put a cat face by your favorite words.



22

Directions: Write the missing word in each sentence. Use the words in the box.

no this do about me

1. Do you know about mice and elephants?

2. Do you like the mouse?

3. No, I do not like the mouse.

4. This mouse does not like me.



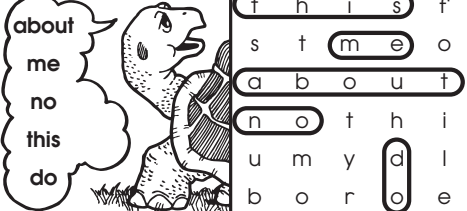
Directions: Follow the words across the elephant tracks. Write them in a sentence.



This one has no trunk.

23

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



Directions: Write the missing word in each sentence.

1. I know about turtles.

2. Do you know about turtles?

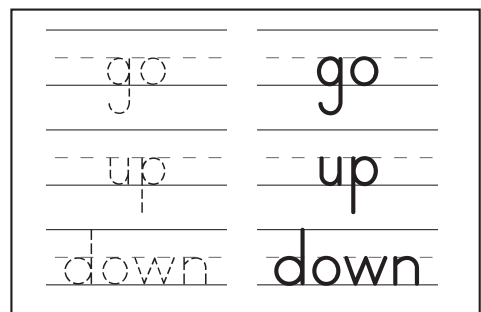
3. This turtle is happy.

4. Will it bite me?

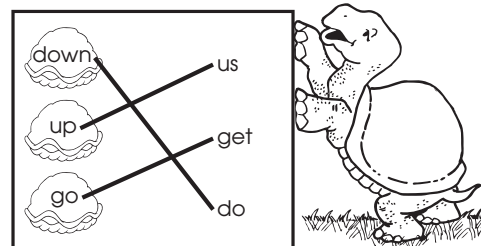
5. No, it will not bite you!

24

Directions: Say each word as you trace it. Then, write each word on the line.



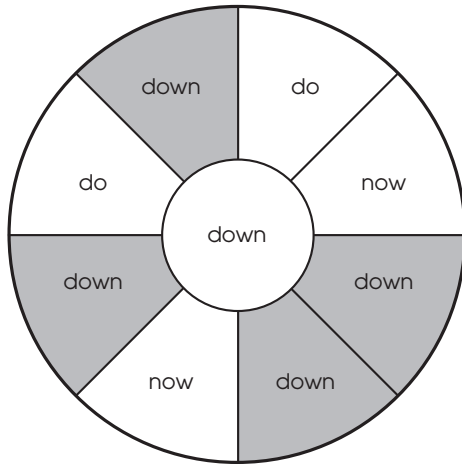
Directions: Turtle needs your help. Draw lines to connect the words that start with the same sound. Then, draw a turtle by your favorite words.



25

# Answer Key

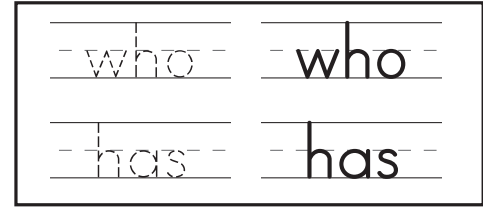
Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? 4

26

Directions: Say each word as you trace it. Then, write each word on the line.



Directions: Read this sentence aloud. Then, write it on the line: **Who has the stick?**



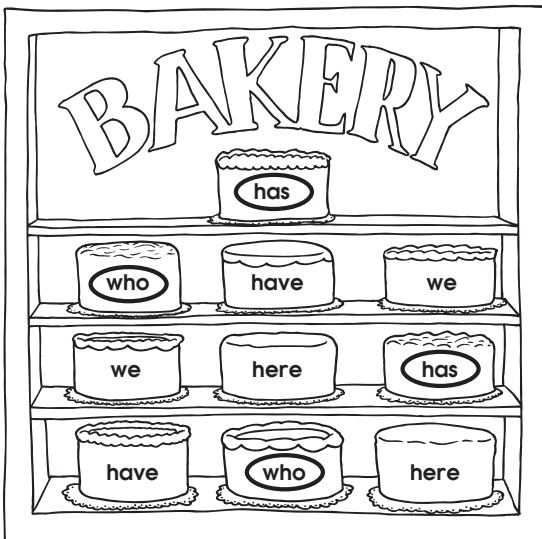
Who has the stick?

Directions: Color the boxes that have the words **who** and **has** in them:

who	have	we	has
has	we	who	have
who	has	we	has
have	who	has	who

27

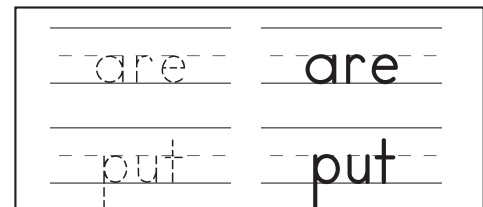
Directions: Read the words in the box. Find and circle the birthday cakes that have the words **who** and **has** on them.



How many cakes did you circle? 4

28

Directions: Say each word as you trace it. Then, write each word on the line.



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

put	put	pet	pat
out	our	out	over
are	at	art	are
and	an	am	and

Directions: Say the words as you write this question: **Where did you put the car?**



Where did you put the car?

31

# Answer Key

Directions: Help the monkey find the bananas with **are** and **put**. Circle those bananas.

are put

How many bananas did you circle? 6

32

Directions: Say each word as you trace it. Then, write each word on the line.

in on out

Directions: Find and circle the fish that have **in**, **on**, and **out** on them.

in on out

How many fish did you circle? 9

33

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

How many spaces did you color? 4

34

Directions: Say each word as you trace it. Then, write each word on the line.

by can

Directions: Write the missing word in each sentence. Then, say the words as you write the whole sentence.

by can

I can see a bird.

I can see a bird

It is sitting by the tree.

It is sitting by the tree.

36

# Answer Key

Directions: Find and circle the apples that have **by** and **can** on them.

How many apples did you circle? 6

37

Directions: Write the words from the box on the lines.

what    you    make

what    you    make

Directions: The word **what** is hiding in the rows below. It can go → or ↓. Find and circle it.

t	h	a	t	h	e	t
w	h	a	t	h	e	e
h	t	a	w	a	h	t
a	w	h	a	t	w	a
w	h	e	a	h	t	w
h	a	w	h	a	t	h

38

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

How many spaces did you color? 4

39

Directions: Write each word from the box on a line.

an    good

an    good

Directions: The word **good** is hiding below. It can go → or ↓. Find and circle it.

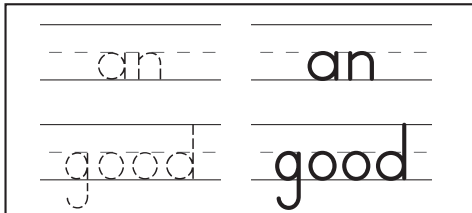
g	o	n	e	g	o	n
o	n	e	g	o	o	g
o	g	o	n	o	n	o
d	o	g	e	d	o	d
g	o	o	d	n	o	d
d	o	n	g	o	o	d

How many times did you find it? 5

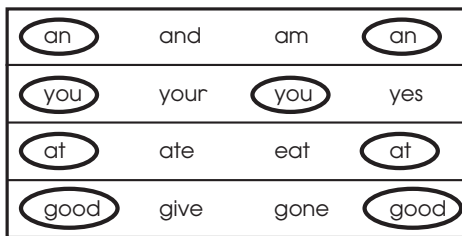
41

# Answer Key

Directions: Say each word as you trace it. Then, write each word on the line.



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



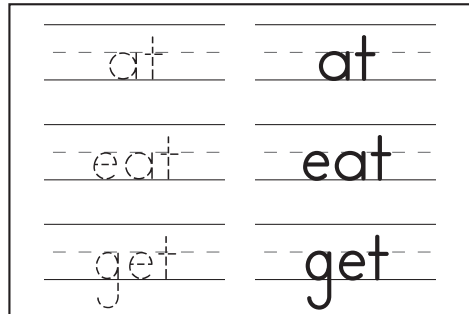
Directions: Say the words as you write this question:  
Can you make a pie that is good?



Can you make a pie that is good?

42

Directions: Say each word as you trace it. Then, write each word on the line.



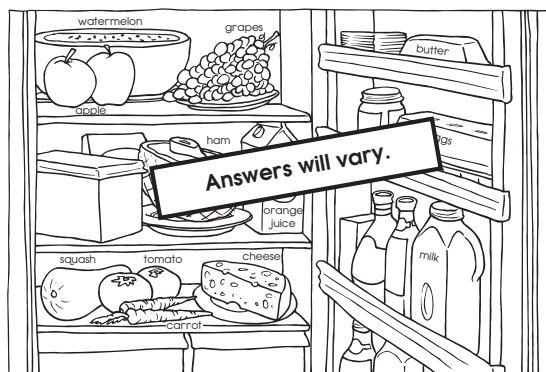
Directions: Color the boxes that have **at**, **eat**, and **get** in them. Use a different color for each word.

get	an	at	go
gone	ate	the	get
ate	eat	got	and
at	get	eat	at

43

Directions: Say the word **eat** as you trace it. Then, write it on the line.  
Circle the foods that you like to eat.

eat eat



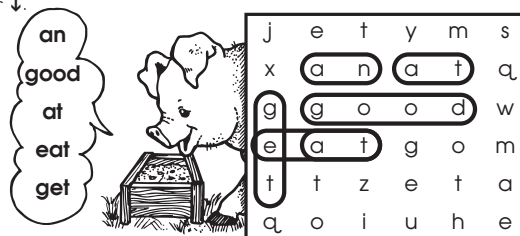
Which is your favorite food? Write a sentence about it. Then, read your sentence aloud.

I like \_\_\_\_\_

Answers will vary.

44

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



Directions: Write the missing word in each sentence.

- The pig is at the food bin.
- The pig will eat/get the food.
- Is the food good?
- The pig will get/eat a good snack.
- The pig will make an oink when he is full!

45

# Answer Key

Directions: Say each word as you write it on a line. Then circle the word that rhymes with **hat**.

at can get make you

at can

get

make you

Directions: Fill in the missing word.

Can you make a hat?

46

Directions: Find and circle the hearts that have **give** and **from** on them.

gift for give

from gift from

give from

for from

from give

for

How many did you circle? give 4 from 4

47

Directions: Say each word as you trace it. Then, write each word on the line.

give from

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

can	cat	car	can
from	four	from	for
ate	eat	at	ate
give	good	gone	give

Directions: Say the words as you write this sentence: **Give him the note from me.**

Dear Jack,  
I will see you  
after school.  
Love, Mom

Give him the note from me.

48

Directions: Write the missing word in each sentence.

they boy girl he

1. A boy named Ted lives in the house.

2. He has a sister. She is a girl.

3. They like to play outside in the yard.

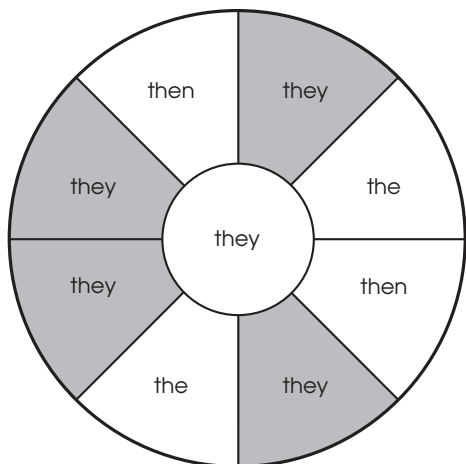
Directions: Draw a picture of the boy and girl playing in the yard.

Pictures will vary.

49

# Answer Key

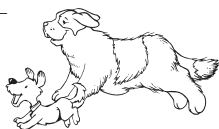
Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? 4

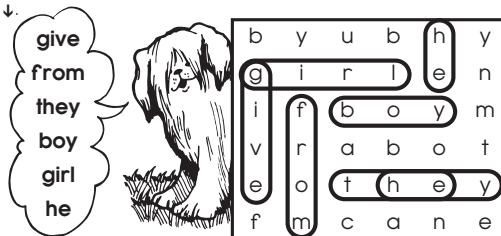
Directions: Finish this sentence.

They like to run.



50

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



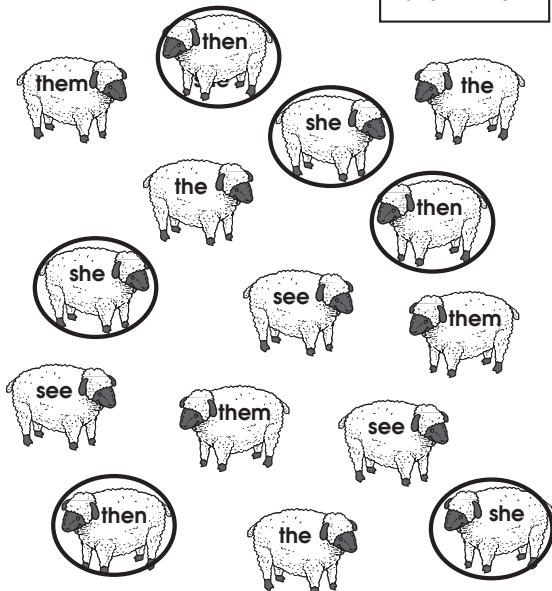
Directions: Write the missing word in each sentence.

- He is a shaggy dog.
- He belongs to a girl/boy and a boy/girl.
- They like the dog.
- The dog will get a good snack from the boy.
- The girl will give the dog a hug.

51

Directions: Find and circle the sheep that have the words **she** and **then** on them.

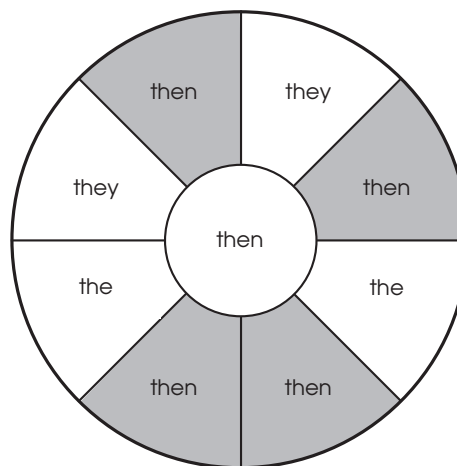
she then



How many did you circle? 6

52

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

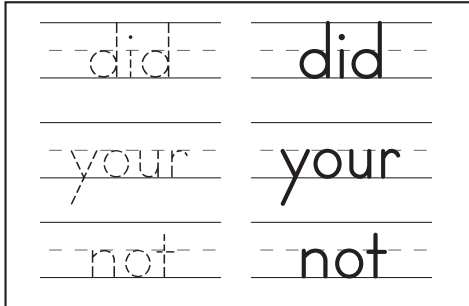


How many spaces did you color? 4

53

# Answer Key

Directions: Say each word as you trace it. Then, write each word on the line.



Directions: Color the boxes that have **did**, **your**, and **not** in them. Use a different color for each word.

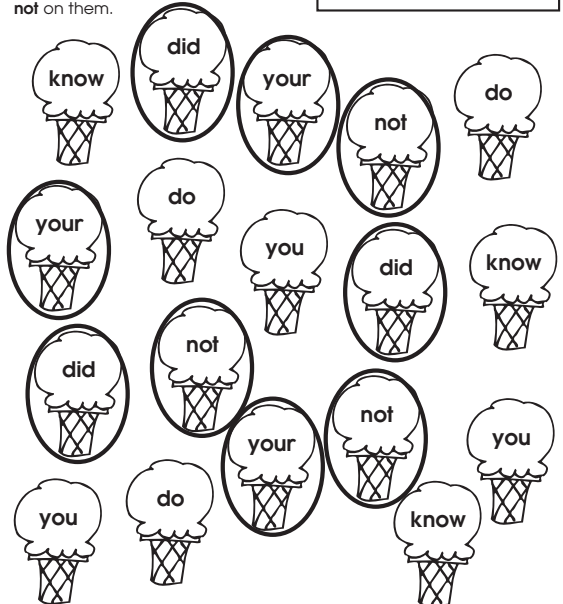
you	on	no	not
your	did	the	you
do	not	got	no
did	no	your	did

Which word did you color the most? did

54

Directions: Find and circle the ice cream cones with **did**, **your**, and **not** on them.

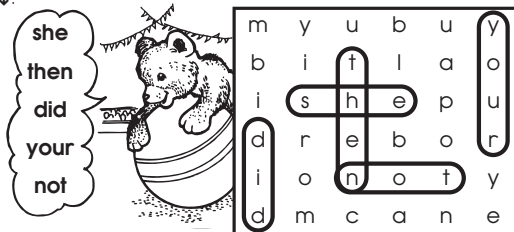
did your not



How many ice cream cones did you circle? 9

55

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



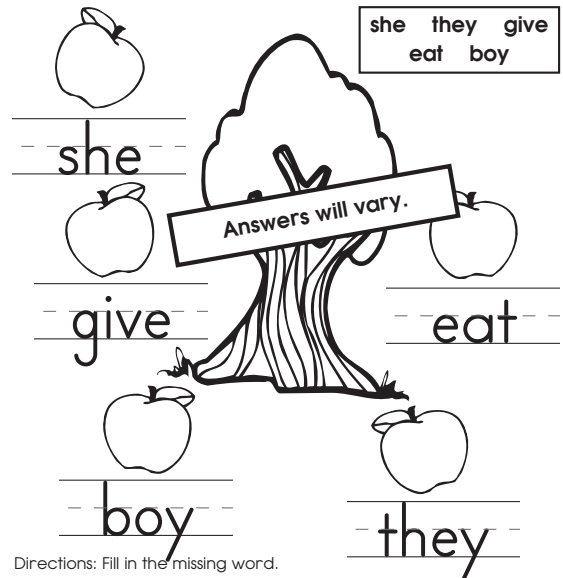
Directions: Write the missing word in the sentence.

- Is that your bear?
- Did the bear take your ball?
- She did not take my ball.
- Then where did she get it?
- She got the ball from the boy.

56

Directions: Say each word as you write it on a line.

she they give  
eat boy



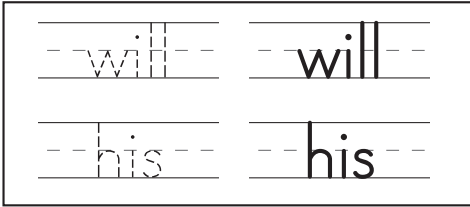
Directions: Fill in the missing word.

She will give the boy an apple to eat.

57

# Answer Key

Directions: Say each word as you trace it. Then, write each word on the line.



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

they	the	they	than
his	is	his	him
when	will	we	will
was	saw	want	saw

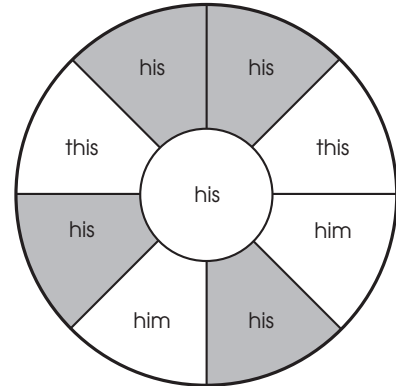
Directions: Say the words as you write this sentence:  
I will give the boy his toy.



I will give the boy his toy.

58

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

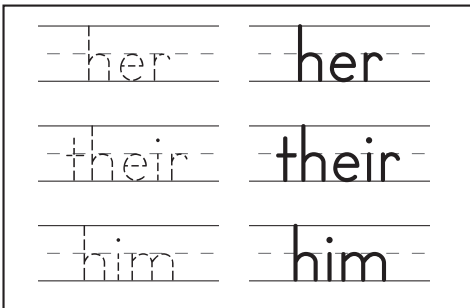


Directions: Write a sentence using the word in the middle of the circle.

Sentences will vary.

59

Directions: Say each word as you trace it. Then, write each word on the line.



Directions: Color the squares that have **her**, **their**, and **him** in them.  
Use a different color for each word.

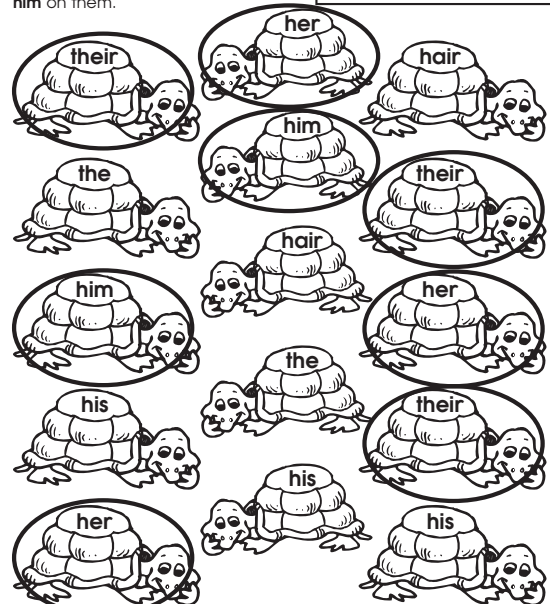
his	the	him	her
him	their	the	him
them	his	got	here
he	their	him	her

Which word did you color the most? him

60

Directions: Find and circle the turtles that have the words **her**, **their**, and **him** on them.

her their him

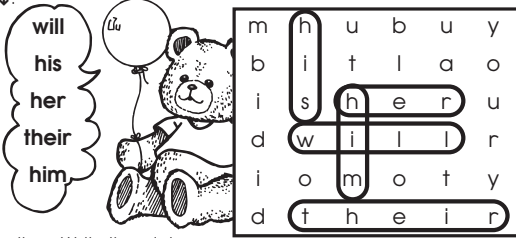


How many turtles did you circle? 8

61

# Answer Key

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

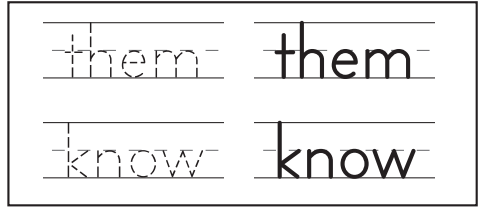


Directions: Write the missing word in each sentence.

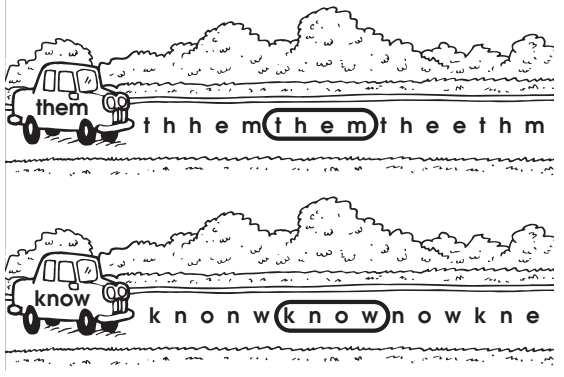
- The boy and girl have a bear. They like their bear.
- Will the bear let the balloon go?
- Did the girl give her balloon to the bear?
- No, the boy gave his balloon to the bear.
- Will the girl give him her balloon now?

62

Directions: Say each word as you trace it. Then, write each word on the line.

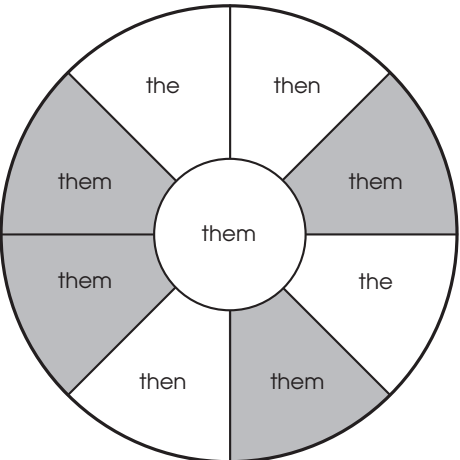


Directions: The words **them** and **know** are hiding in the lines below. Find and circle them.



63


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



How many spaces did you color? 4

64

Directions: Find and circle the letters that have **day**, **after**, and **before** on them.



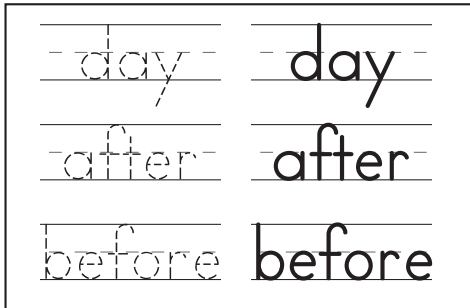
How many of each did you find?

day 4 after 4 before 4

65

# Answer Key

Directions: Say each word as you trace it. Then, write each word on the line.



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

day	date	day	dart
before	begin	been	before
after	ate	often	after
go	got	gone	go

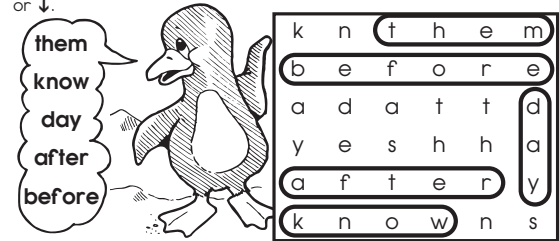
Directions: Say the words as you write this sentence:  
Go the day after today.

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Go the day after today.

66

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

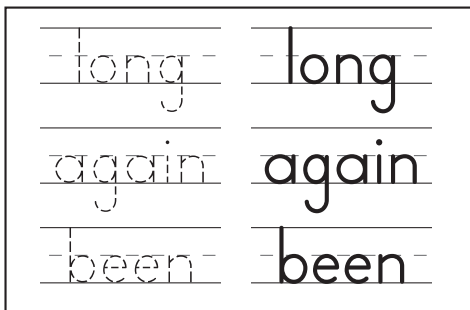


Directions: Write the missing word in each sentence.

1. Do you know about penguins?
2. What do you know about them?
3. Before they swim, they jump in the water.
4. After they swim, they can rest.
5. It is a long day for them!

67

Directions: Say each word as you trace it. Then, write each word on the line.



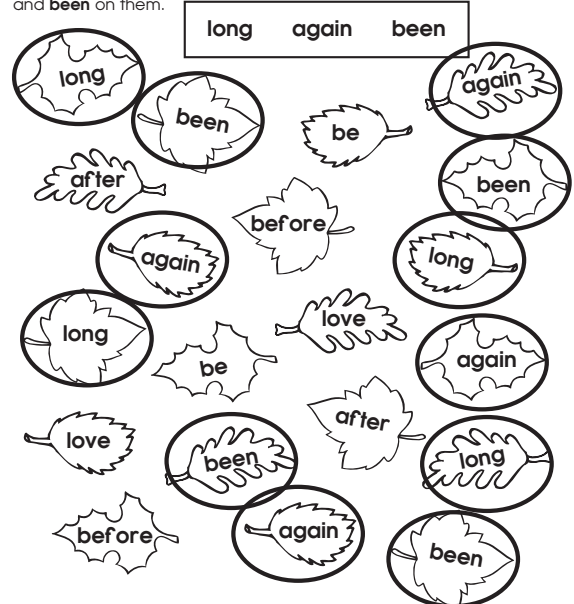
Directions: Color the boxes that have these words in them. Use a different color for each word.

long again been

before	like	long	again
long	again	the	been
long	after	rain	again
been	look	been	then

68

Directions: Find and circle the leaves with the words **long**, **again**, and **been** on them.



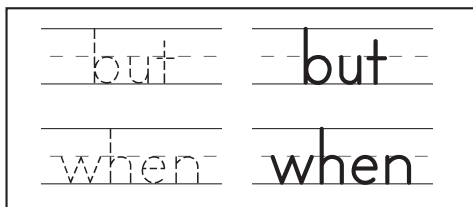
How many of each did you find?

long 4 again 4 been 4

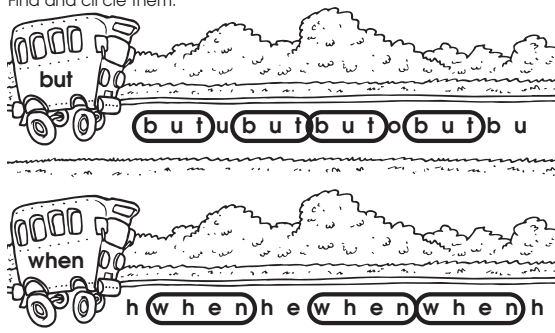
69

## Answer Key

Directions: Say each word as you trace it. Then, write each word on the line.



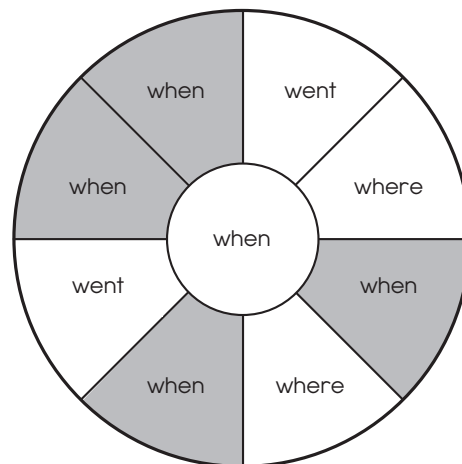
Directions: The words **but** and **when** are hiding in the lines below. Find and circle them.



How many did you find? but 4 when 3

70

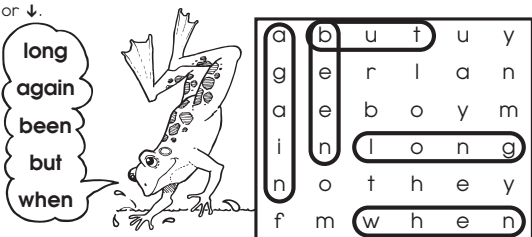
Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? 4

71

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

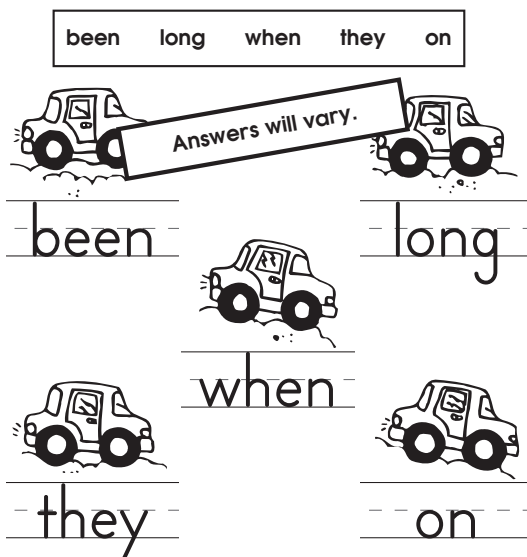


Directions: Write the missing word in each sentence.

1. When did the frog get here?
2. He hopped back here again after he left.
3. Where has he been?
4. I do not know, but he was gone a  
long time.

72

Directions: Say each word as you write it on a line.



Directions: Fill in the missing word:

They have been on a long ride.

73

# Answer Key

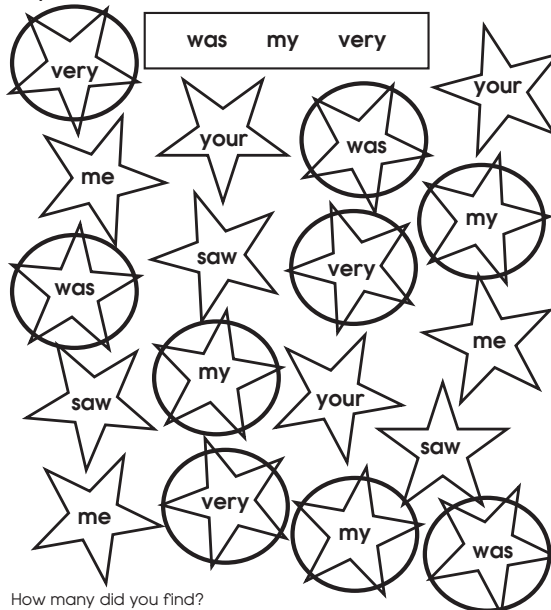
Directions: Fill in the missing words. Use a calendar to help you.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Sunday is the day before Monday.
- Friday is the day after Thursday.
- On Monday I go to school.
- I know there is no school on Saturday.

74

Directions: Find and circle the stars with the words **was**, **my**, and **very** on them.

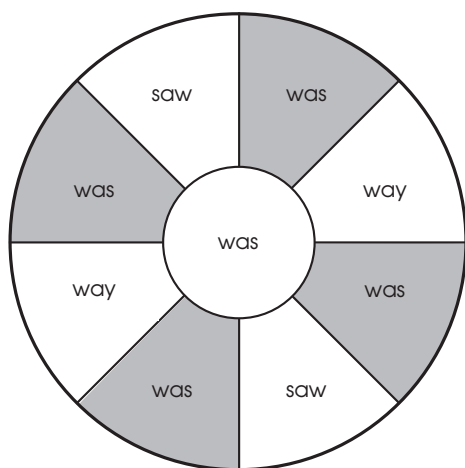


How many did you find?

was 3 my 3 very 3

75

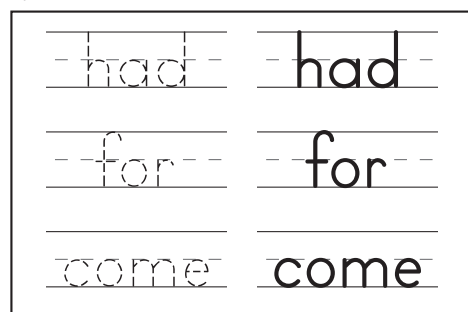
Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? 4

76

Directions: Say each word as you trace it. Then, write each word on the line.



Directions: Color the boxes that have these words in them. Use a different color for each word.


**had for come**

come	for	some	had
had	come	had	have
long	after	from	some
for	come	has	for

77

# Answer Key

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



Directions: Write the missing word in each sentence.

1. This is my fish.

2. He is my very favorite fish. He was little when I got him.

3. When I feed him, he will come to the top of the tank.

78


Directions: Say each word as you trace it. Then, write each word on the line.

be be  
of of  
that that

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

been	be	but	be
if	on	of	of
at	that	that	ate
have	has	his	has

Directions: Say the words as you write this sentence:  
It is king of the jungle.

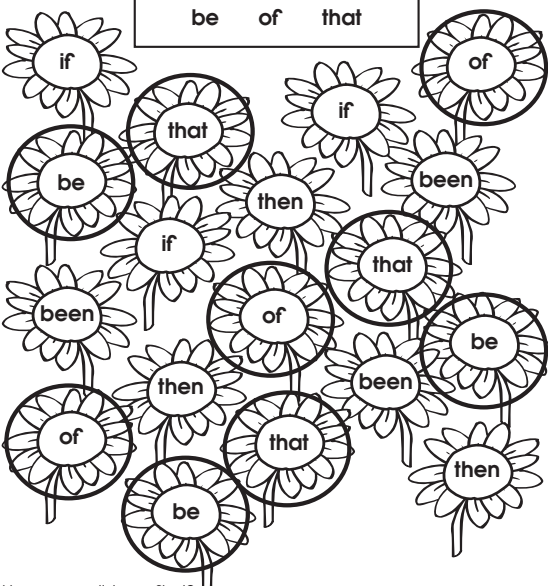


It is king of the jungle.

79

Directions: Find and circle the flowers with the words **be**, **of**, and **that** on them.

be of that



How many did you find?

be 3 of 3 that 3

80

Directions: Say each word as you trace it. Then, write each word on the line.

were were  
if if  
would would

Directions: Color the boxes that have these words in them. Use a different color for each word.

was	for	would	if
if	for	of	have
long	would	from	where
of	were	has	for

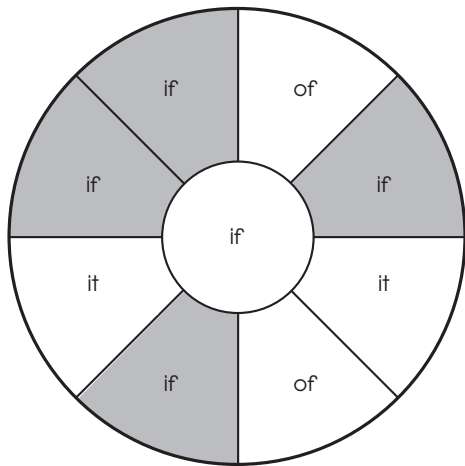
How many did you find?

were 1 if 2 would 2

81

# Answer Key

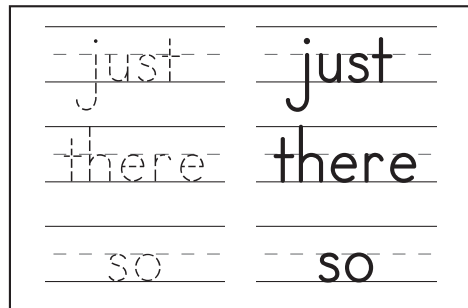
Directions: Color the spaces that have the same word as the one in the middle of the circle.



How many spaces did you color? 4

82

Directions: Say each word as you trace it. Then, write each word on the line.



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

on	one	so	so
just	jeep	just	jump
then	there	the	there
was	were	went	were

Directions: Say the words as you write this sentence:

**There are so many dogs!**

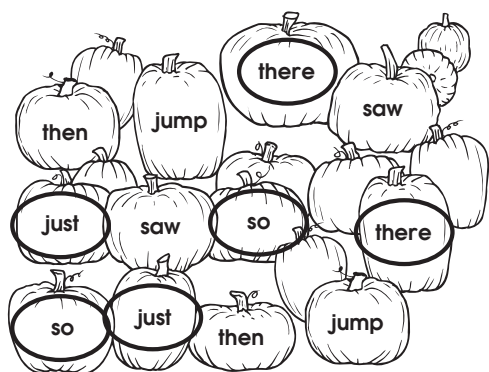


There are so many dogs!

84

Directions: Find and circle the pumpkins with the words **just**, **there**, and **so** on them.

just    there    so

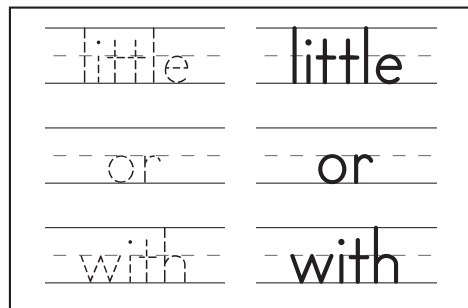


How many did you find?

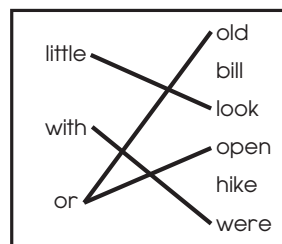
just 2    there 2    so 2

85

Directions: Say each word as you trace it. Then, write each word on the line.



Directions: Help the duck find the words that start with the same letter. Draw a line to connect the words that match. Draw a baby duck by your favorite words.



86

# Answer Key

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

How many spaces did you color? 4

87

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

Directions: Write each missing word in the sentences.

- There is a little mouse.
- Is he there with a piece of cheese?
- Is he brown or gray?
- Why is he so little?
- He is just a baby.

88

Directions: Say each word as you trace it. Then, write each word on the line.

Directions: Draw a line to match the numbers to their words.

Draw a picture to show each number.

one two three

90

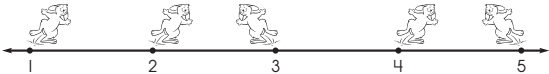
Directions: Color the spaces that have the same word as the one in the middle of the circle.

How many spaces did you color? 4

91

# Answer Key

Directions: Write each number word under the correct number.



one two three four five

Directions: Use the words in the box to complete these sentences.

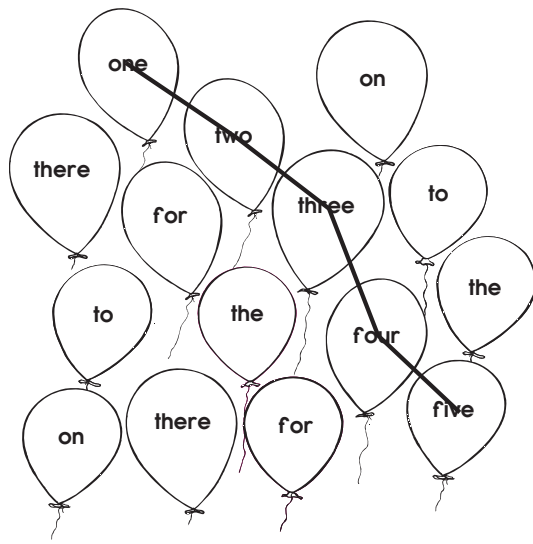
four   work   five

- Start at two and jump three places ahead. Where did you stop? five
- This is hard work.
- Start at five and jump back one space. Where did you stop? four

92

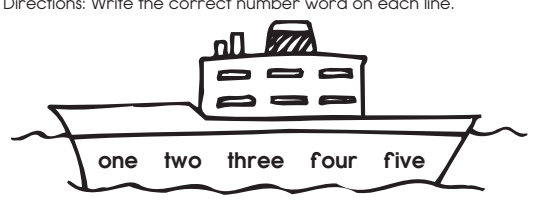
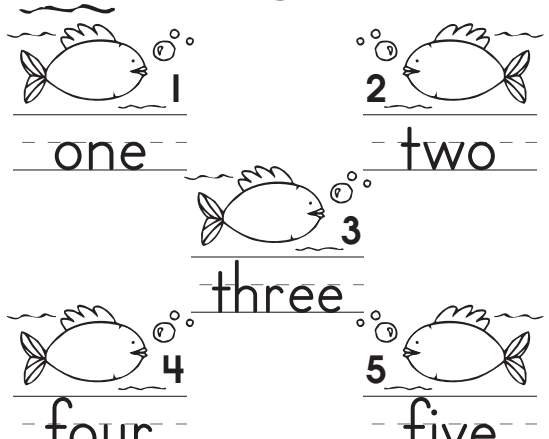
Directions: Draw a line to connect the number words in order. Start with **one**.

one   two   three   four   five



93

Directions: Write the correct number word on each line.

one two three four five

one two three four five

94

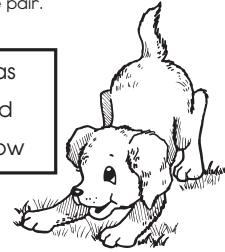
Directions: Say each word as you trace it. Then, write each word on the line.

how   how  
old   old  
as   as

Directions: Draw a line to connect the words that rhyme. Then, draw a paw print by your favorite pair.

cold  
now  
as

has  
old  
how



95

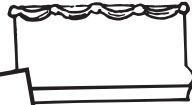
# Answer Key

Directions: Read and answer the questions below.

1. How old are you?

I am \_\_\_\_\_ years old.

2. Draw candles on the cake to show how old you are.

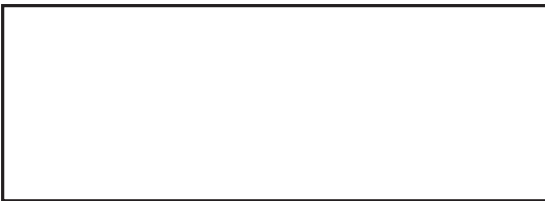


3. How old will you be next year?

I will be \_\_\_\_\_ years old.

**Answers will vary.**

4. Draw a picture of a present that you want for your birthday.

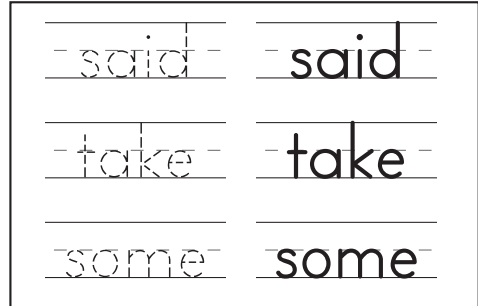


5. How tall will you be?

I will be as tall as a \_\_\_\_\_.

96

Directions: Say each word as you trace it. Then, write each word on the line.



Directions: Color the boxes that have these words in them. Use a different color for each word.

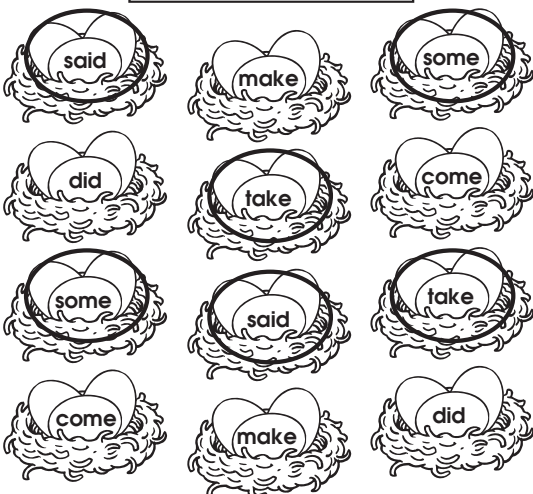
**said take some**

take	then	said	some
so	take	the	she
the	two	take	that
said	some	said	some

97

Directions: Find and circle the eggs with the words **said**, **take**, and **some** on them.

**said take some**

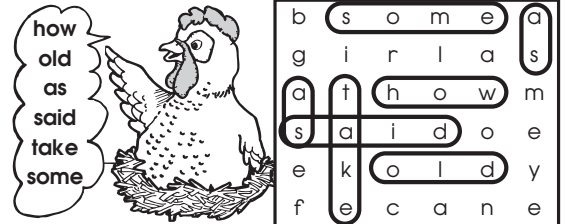


How many eggs did you circle?

said 2 take 2 some 2

98

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



Directions: Write the missing word in the sentence.

1. Do you want some eggs?

2. How many do you want to take?

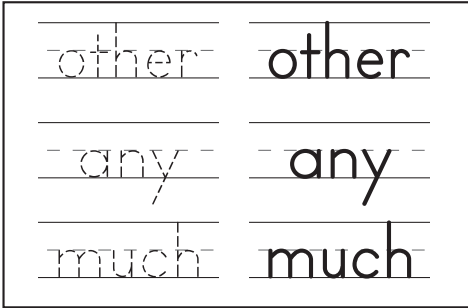
3. The hen said, "Cluck, cluck, cluck."

4. She does not want you to take her eggs.

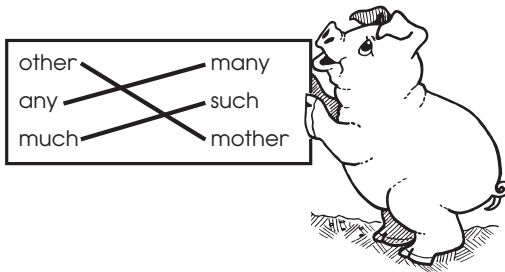
99

# Answer Key

Directions: Say each word as you trace it. Then, write each word on the line.

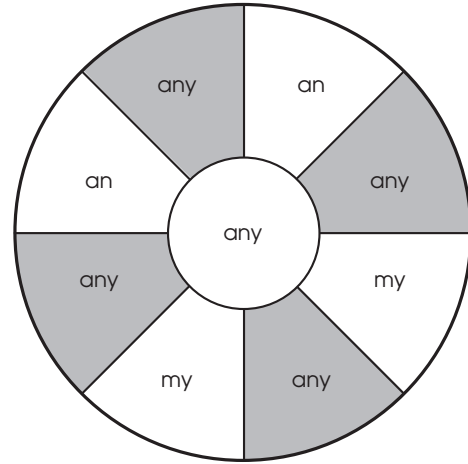


Directions: Draw a line to connect the words that rhyme.



100

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

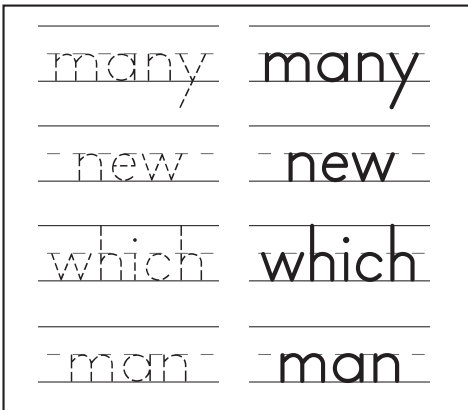


How many times did you find the word **any**? 4

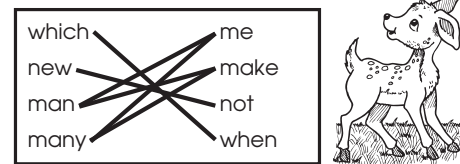
What other words did you find? an, my

101

Directions: Say each word as you trace it. Then, write each word on the line.

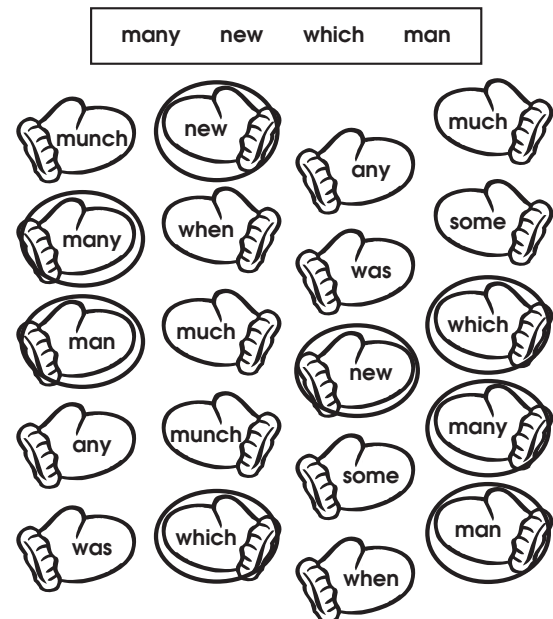


Directions: Draw a line to connect the words that start with the same sound.



102

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



103

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