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# Introduction

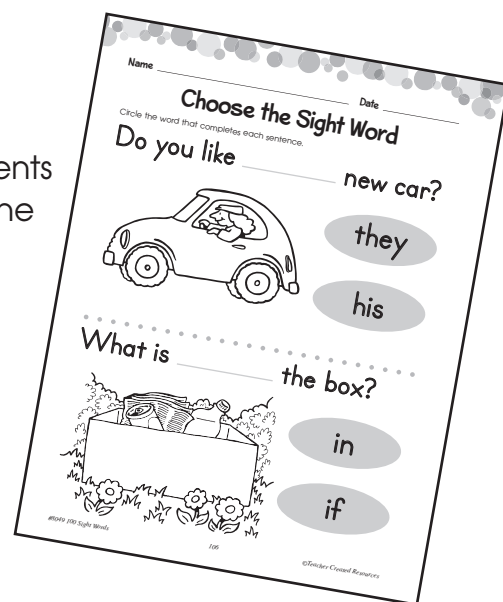
Sight words are the most frequently used words in reading and writing. They are called “sight words” because they must be recognized instantly, on sight, for reading fluency. Many sight words do not follow standard phonics rules or spelling patterns, which makes them difficult for early readers to recognize, sound out, and comprehend. In this book, 100 sight words are provided for practice. Words 1–50 are intended for kindergarten students, while words 51–100 are intended for first-grade students. The words are organized by Dr. Fry’s order of frequency, with the word *the* being the most frequently used word in the English language. The words can be taught sequentially, but, depending on what an individual student needs, a teacher can choose to skip some words or teach some words before others.

Each word is introduced and taught individually. A series of exercises develops, reinforces, and strengthens students’ ability to do the following:

- follow directions
- recognize the words on sight
- read the words in context
- write the words with correct spelling
- identify the letters in the words
- write the words with proper letter formation
- use the written-out words in sentences

Additional activities, starting on page 105, encourage students to choose the correct sight word from two choices. All of the answer choices (sight words) can be found in this book. These activities provide extra practice for students who are familiar with sight words and want to continue their learning.

The flash cards at the back of this book can be used for reinforcement and testing. Consider punching holes through them so that the cards can be held together by a string or binder ring.



The activities in this book have been aligned to the Common Core State Standards for Language Arts. These standards can be found on the last page of this book.

# How to Use This Book

The following exercises are included in this book:

## Tracing and Writing the Word

This activity allows students to recognize a new sight word. When students trace a word, they become familiar with the letters and sequence that make up the new word. This activity also invites students to practice their letter formation.

## Circling the Word's Letters from the Alphabet

This activity reinforces alphabet sequence while providing an opportunity for visual matching. Additionally, it helps students realize the manageability of language, in that every word will be formed from these same 26 letters—regardless of the number of letters a word contains and what the letters are.

## Finding the Box the Word Fits Into

This activity allows students to focus on the shape of the new sight word. It invites students to think about how the letters fit against each other—whether letters go above or below the line and whether those upward or downward letters go at the beginning or end of the word.

Name \_\_\_\_\_ Date \_\_\_\_\_

**SIGHT WORD** and

Trace the word **and**.

and and

Write the word **and** on the lines.

She has a dog and a cat.

Circle the letters from the alphabet found in the word **and**.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Find the set of boxes that **and** fits into. Write **and** in the correct set of boxes.

Write the word to finish this sentence.

She has a dog \_\_\_\_\_ a cat.

©Teacher Created Resources 7 #8049 100 Sight Words

## Writing the Word in a Sentence

This activity encourages students to practice writing the new sight word in a sentence. The sentence appears twice on the page. The first appearance is in the top, right-hand side of the page. The sentence includes the sight word with a related picture. The sentence appears a second time at the bottom of the page, where students are asked to complete the sentence by writing the sight word in question. *Note:* Sometimes the word is used at the beginning of the sentence. (See page 12 for an example.) In these cases, the capital letter will need to be taught and practiced.

Name \_\_\_\_\_ Date \_\_\_\_\_

SIGHT  
WORD

and

Trace the word **and**.

and and

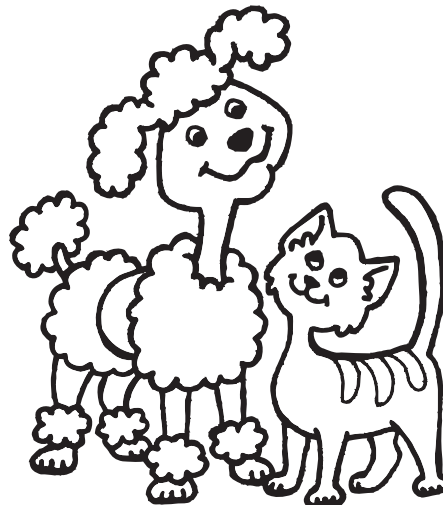
Write the word **and** on the lines.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



She has a dog  
**and** a cat.

Circle the letters from the alphabet found in the word **and**.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Find the set of boxes that **and** fits into. Write **and** in the correct set of boxes.

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Write the word to finish this sentence.

She has a dog \_\_\_\_\_ a cat.

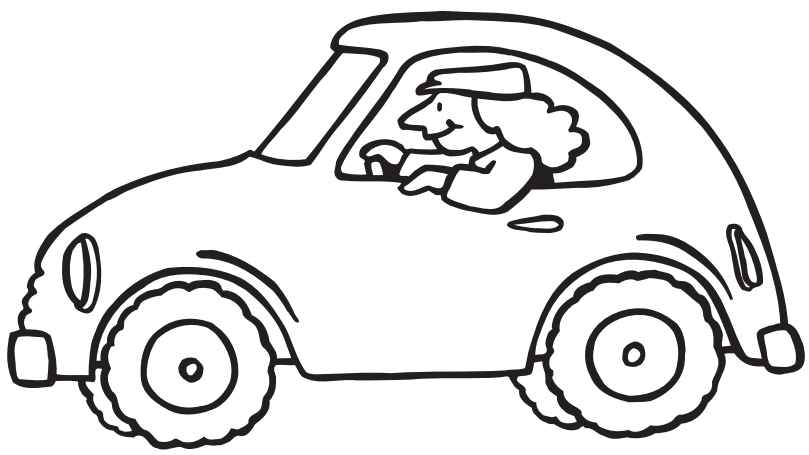
Name \_\_\_\_\_

Date \_\_\_\_\_

# Choose the Sight Word

Circle the word that completes each sentence.

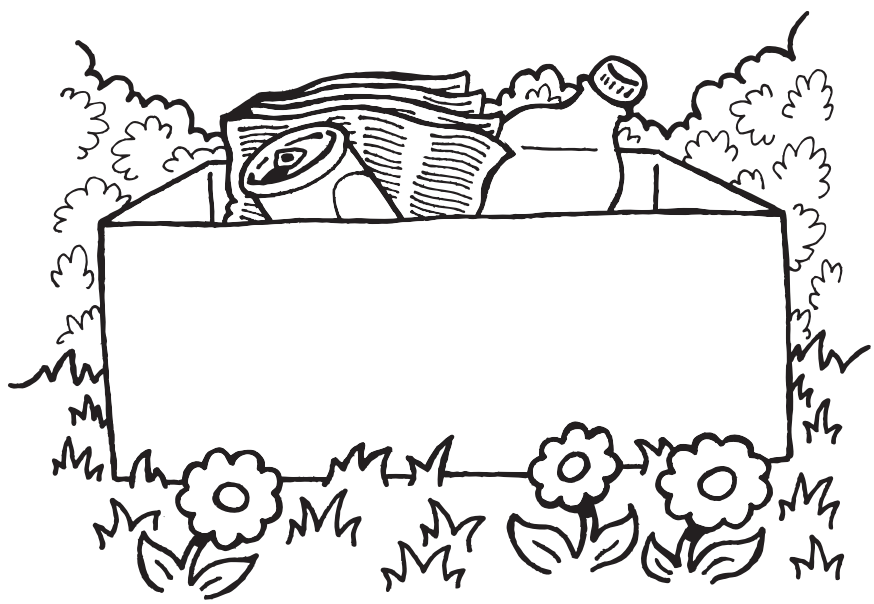
Do you like \_\_\_\_\_ new car?



they

his

.....  
What is \_\_\_\_\_ the box?



in

if