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Introduction

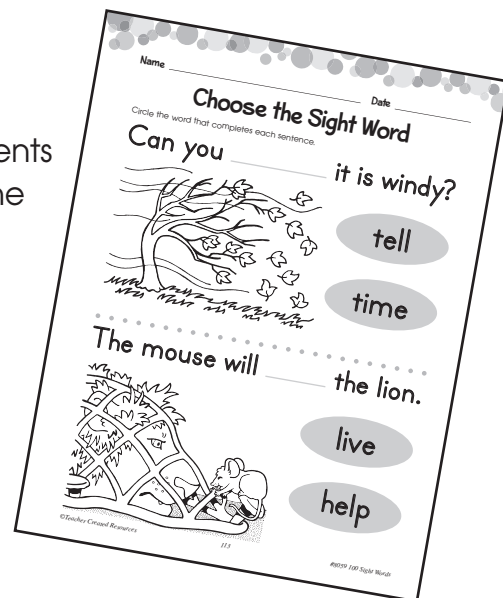
Sight words are the most frequently used words in reading and writing. They are called “sight words” because they must be recognized instantly, on sight, for reading fluency. Many sight words do not follow standard phonics rules or spelling patterns, which makes them difficult for early readers to recognize, sound out, and comprehend. In this book, 100 sight words are provided for practice. Words 1–50 are intended for first-grade students, while words 51–100 are intended for second-grade students. The words are organized by Dr. Fry’s order of frequency, with the word *will* 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
- write the words with proper letter formation
- identify the letters in the words
- write the words with correct spelling
- 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.

Identifying the Word in a Group

This activity requires students to choose the new sight word from amongst other similarly spelled or similar sounding words. In doing so, students are learning to distinguish the word from other common words.

Circling the Word's Vowels

This activity reinforces the idea that language has rules. Every word requires at least one vowel. Learning which vowels are in which words will help students later when they experience phonics, syllabication, and spelling exercises.

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 **its**

Trace the word **its**. _____

its its its

Write the word **its** on the lines.

Circle the word **its**.

tip pit
sit mitt
its tin

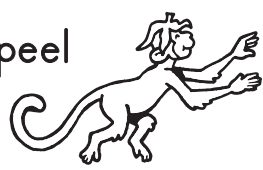
Circle the vowel in the word **its**. The vowels are **a, e, i, o, u**.

i t s

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

Write the word to finish this sentence.

There is a banana peel
on _____ head.



©Teacher Created Resources 43 #8059 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 includes the sight word with a related picture. *Note:* Sometimes the word is used at the beginning of the sentence. (See page 5 for an example.) In these cases, the capital letter will need to be taught and practiced.

Name _____ Date _____

SIGHT WORD

its

Trace the word **its**.

its its its

Write the word **its** on the lines.

Handwriting practice lines for the word 'its'.

Circle the word **its**.

- tip pit
sit mitt
its tin

Circle the vowel in the word **its**. The vowels are a, e, i, o, u.

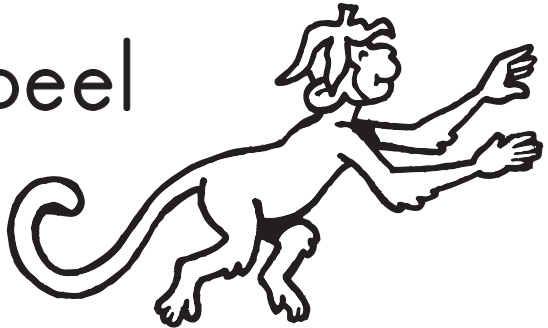
i t s

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

Three sets of boxes for word matching: 1-2-1, 1-1-2, 1-2-2.

Write the word to finish this sentence.

There is a banana peel
on _____ head.



Choose the Sight Word

Circle the word that completes each sentence.

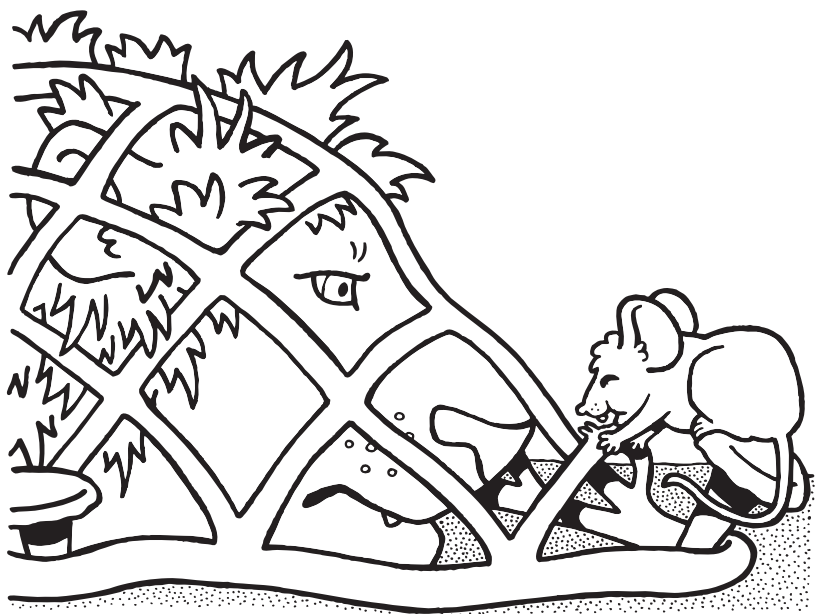
Can you _____ it is windy?



tell

time

.....
The mouse will _____ the lion.



live

help