

# Kids Master Skills<sup>®</sup> Take Home Packet



## Sight Word Practice

# All About this Resource!

## Background and Best Practice for Teaching Sight Words:

- Sight words are often words that children cannot sound out phonetically, such as “have”, “there”, and “of”. Other sight words can be decoded, including “and”, “like”, and “get”. Sight words are often referred to as high-frequency words and can make up half of the words in many reading passages according to the Reading Research Center at the University of Iowa.
- Children typically master sight words through frequent, meaningful, and repeated exposure. Repeated practice to sight words solidifies child’s ability to memorize them. Exposure can include seeing, writing, finding, coloring, and building sight words.

## How to Use This Resource:

- This resource provides 100 sight word activity pages. Practice reading sight words, decorate the sight words, or build them with snap cubes!
- This list of Fry Sight Words are presented in a sequential sequence according to the list of Fry Sight Words below. But feel welcome to mix up these words depending on children’s exposure to these words in other reading work. Enjoy!

## First 100 Fry Sight Words Are Included in this Resource:

Sight words included in this packet are the First 100 Fry words. They are as follows:

the	you	are	be	by	we	an	if	then	make	two	way	been	long	may
of	that	as	this	words	when	each	will	them	like	more	could	called	down	part
and	it	with	have	but	your	which	up	these	him	write	people	who	day	
a	he	his	from	not	can	she	other	so	into	go	my	am	did	
to	was	they	or	what	said	do	about	some	time	see	than	its	get	
in	for	I	one	all	there	how	out	her	has	number	first	now	come	
is	on	at	had	were	use	their	many	would	look	no	water	find	made	



# Read sentences to practice "the".

- 1- Read the sentence.
- 2- Circle "the".

I see the dog.

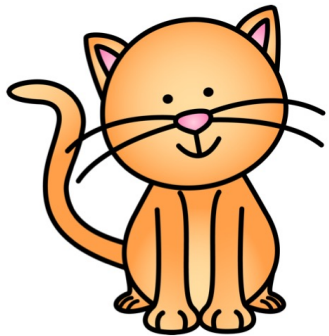
I see the cat.

The dog is big.

The cat is big.

The cat and the dog sit.

Add to the picture!



# Read sentences to practice "of".

- 1- Read the sentence.
- 2- Circle "of".

I am out of cake.

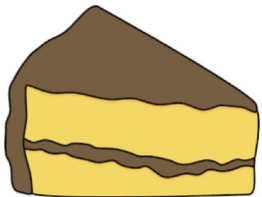
He is out of cake.

She is out of cake.

I am out of pie.

He is out of pie.

Add to the picture!



# Read sentences to practice “and”.

- 1- Read the sentence.
- 2- Circle “and”.

I see dogs and cats.

I see cats and dogs.

I can run and jump.

I can jump and run.

I run with cats and dogs.

Add to the picture!



Read sentences to practice "a".

- 1- Read the sentence.
- 2- Circle "a".

I see a car. I see a truck.

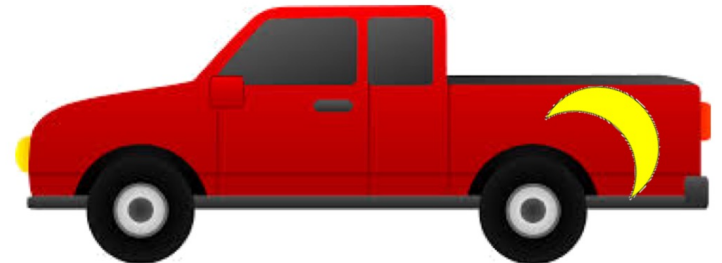
I see a blue car.

I see a red truck.

The car has a star.

The truck has a moon.

Add to the picture!





# Read sentences to practice "to".

- 1- Read the sentence.
- 2- Circle "to".

I like to swim.

You like to swim.

We like to swim.

It is fun to play.

It is fun to jump.

Add to the picture!



# Read sentences to practice "in".

- 1- Read the sentence.
- 2- Circle "in".

I am in bed.

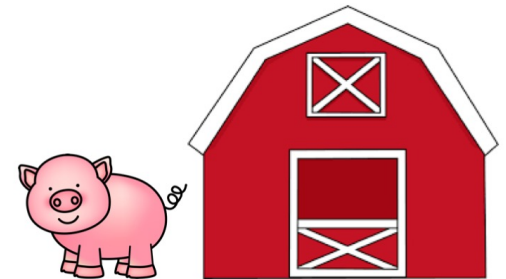
The pig is in bed.

I am in the house.

The pig is in the house.

The pig is in the barn.

Add to the picture!



# Read sentences to practice "is".

- 1- Read the sentence.
- 2- Circle "is".

The sun is shining.

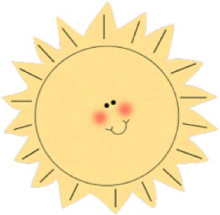
The sun is so bright.

The rain is falling.

Is it cold? Is it hot?

Is it time to go out?

Add to the picture!



Read sentences to practice “you”.

- 1- Read the sentence.
- 2- Circle “you”.

You are happy.

You are not sad.

I like you. You like me.

Do you want a snack?

Do you want a drink?

Add to the picture!





Read sentences to practice "that".

- 1- Read the sentence.
- 2- Circle "that".

I like that hat.

You like that hat.

He likes that shirt.

She likes that shirt.

We love that tie!

Add to the picture!



# Read sentences to practice "it".

1- Read the sentence.

2- Circle "it".

It is time to eat food.

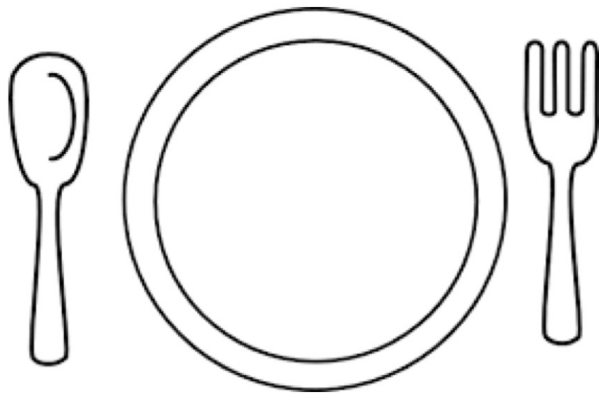
It is time to drink water.

Is it good? Is it yummy?

Do you like to eat it?

Do you like to drink it?

Add to the picture!



# Read sentences to practice "he".

- 1- Read the sentence.
- 2- Circle "he".

He likes to swim.

He likes to splash.

He plays in the water.

He swims more.

He swims in the water.

Add to the picture!



Read sentences to practice “was”.

- 1- Read the sentence.
- 2- Circle “was”.

The bee was here.

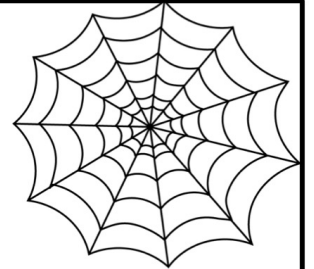
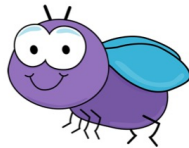
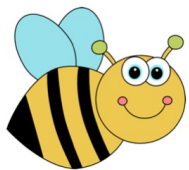
The fly was here.

The spider was not here.

Where was the spider?

Where was he?

Add to the picture!





# Read sentences to practice "for".

- 1- Read the sentence.
- 2- Circle "for".

I asked for a snack.

I asked for food.

I hoped for chips.

She hoped for an apple.

We looked for snacks.

Add to the picture!



Read sentences to practice “on”.

- 1- Read the sentence.
- 2- Circle “on”.

The bird is on the fence.

The bee is on the fence.

The boy is on the fence.

Is the girl on the fence?

Is the girl on the grass?

Add to the picture!



Read sentences to practice “are”.

1- Read the sentence.

2- Circle “are”.

The dogs are happy.

The dogs are running.

Are the cats happy?

Are the cats running?

Are the pigs happy?

Add to the picture!



# Read sentences to practice "as".

- 1- Read the sentence.
- 2- Circle "as".

I smile as I run.

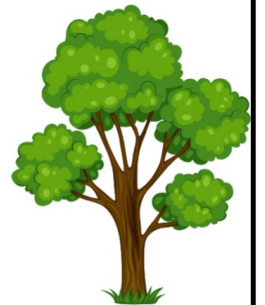
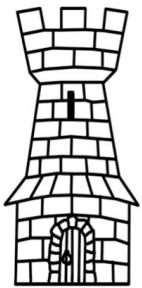
He smiles as he runs.

She smiles as she hops.

I am as tall as a tower.

I am as tall as a tree.

Add to the picture!





Read sentences to practice “with”.

- 1- Read the sentence.
- 2- Circle “with”.

You are with the prince.

I am with the princess.

Who is with the prince?

Are you with the frog?

Who is with the frog?

Add to the picture!



Read sentences to practice "his".

- 1- Read the sentence.
- 2- Circle "his".

That is his scooter.

That is not his bike.

This is his wagon.

This is not his ball.

Where are his toys?

Add to the picture!



Read sentences to practice “they”.

- 1- Read the sentence.
- 2- Circle “they”.

They love the rain.

They love the snow.

They play together.

They enjoy today.

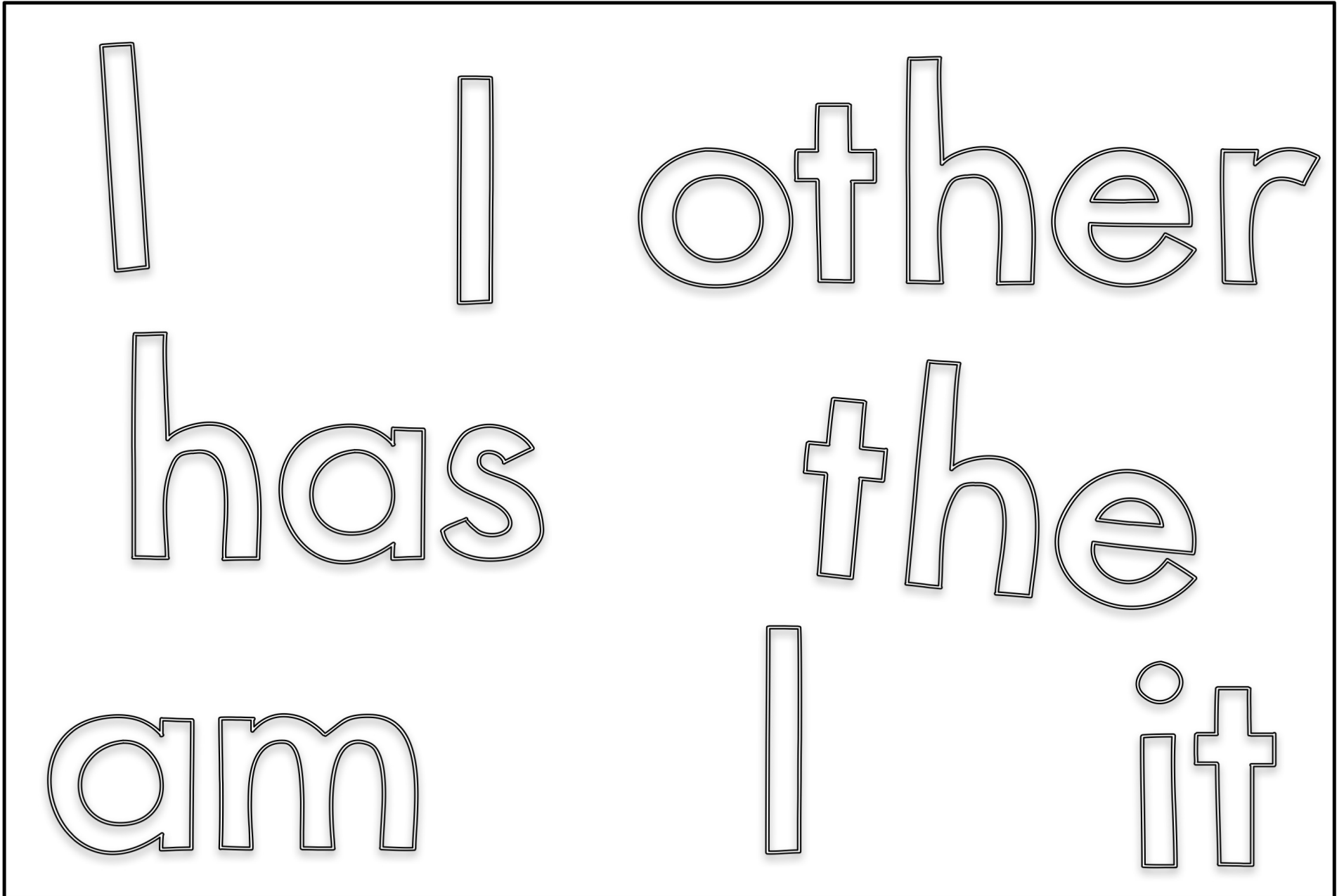
They have fun!

Add to the picture!



Decorate “I”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!



Decorate “at”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

and at be

at

each

all

at

Decorate “be”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

be

be

at

be

way

but

Decorate “this”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

the this  
a this this  
he they



Decorate “have”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

it have I  
have he  
this have

Decorate “from”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

from for  
from it  
she from

Decorate “or”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

two or or  
or the  
first but

Decorate “one”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

one one  
have the  
from one

Decorate “had”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

he had is  
had had  
do he

Decorate “by”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

it have by  
by by  
he now

Decorate “words”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

I words  
at was  
words  
words



Decorate “but”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

but

but

but

been

by

time

Decorate “not”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

he

not

I

no

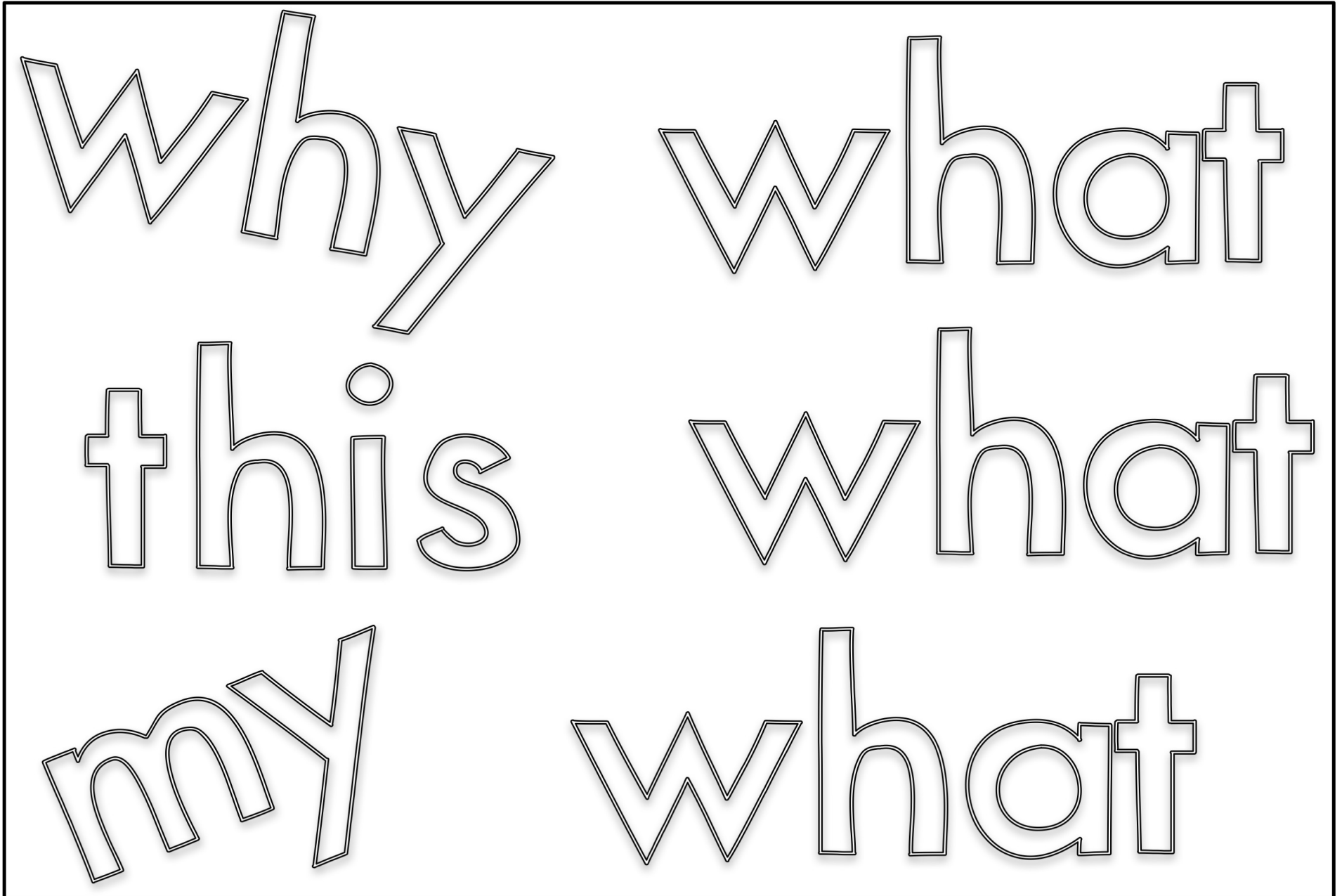
not

not

down

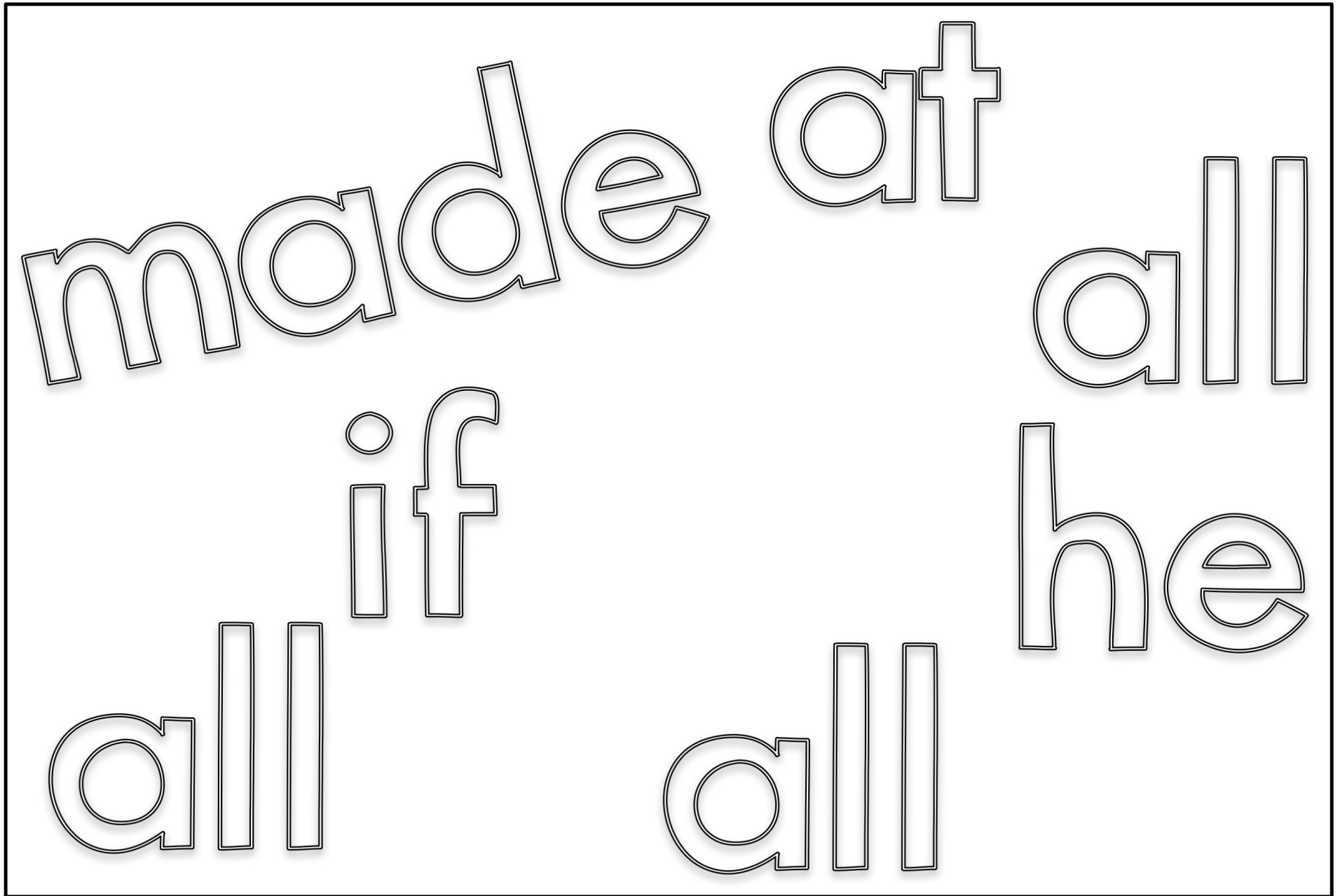
Decorate “what”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!



Decorate “all”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!



Decorate “were”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!



Decorate “we”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

we would  
where we  
we when

Decorate “when”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

we when  
when I  
who when



Decorate “your”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

go your on  
may your  
they your

Decorate “can”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

two

on

is

can

I

can

like

can

Decorate “said”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

she said I  
said see  
so said

Decorate “there”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

there how  
to there  
toss there

Decorate “use”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

use he Use  
have Use  
the she

Decorate “an”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

an

an

are

so

no

call

an

words

Decorate “each”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

our each

have each

each are



Decorate “which”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!



Decorate “she”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

she

I

she

he

she

said

then

Decorate “do”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

did do do  
do so  
I people

Decorate “how”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

how is its  
time who  
how how

Decorate “their”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

their their  
them he  
she their

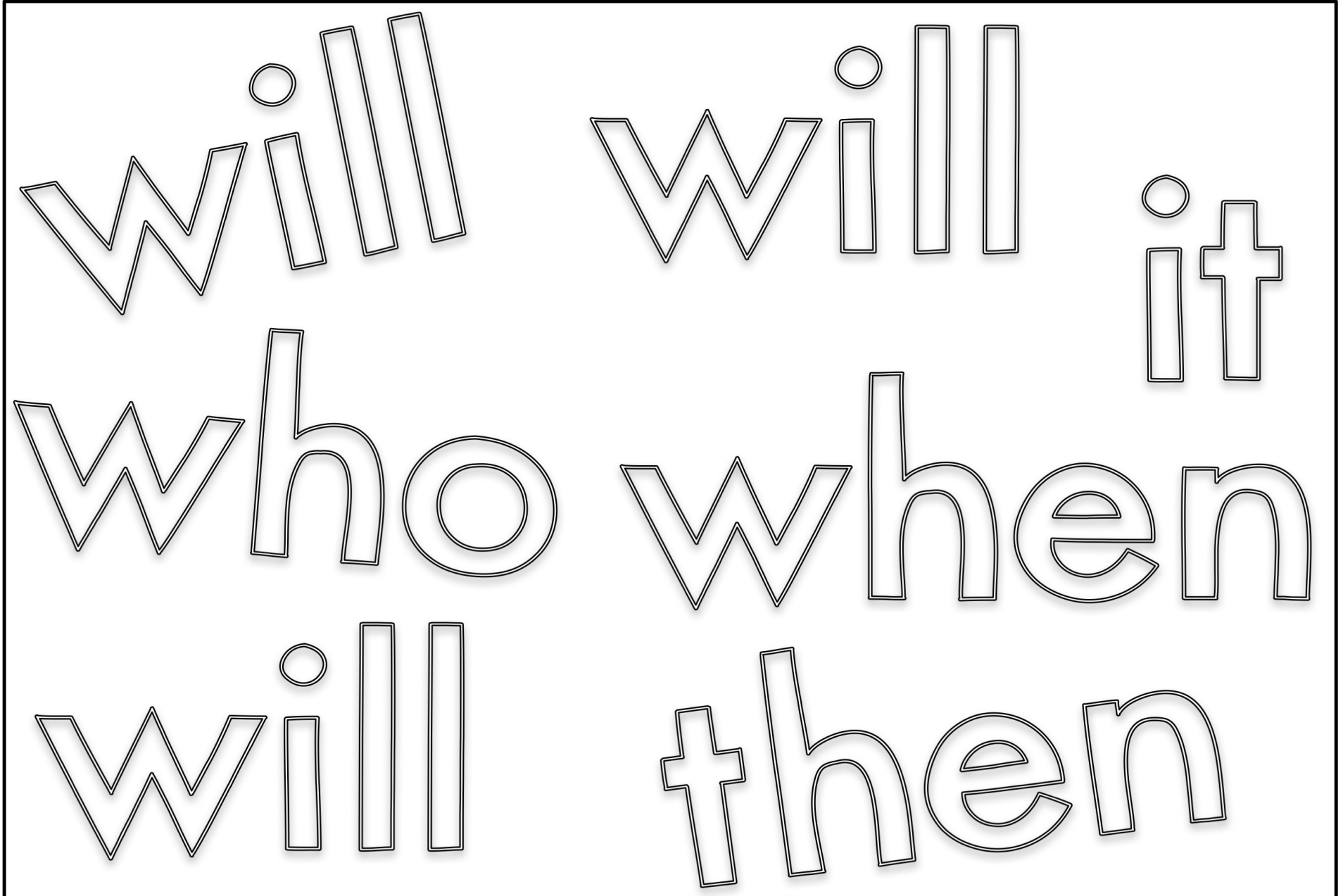
Decorate “if”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

if its if  
like their  
hers if

Decorate “will”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!



Decorate “up”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

up hope  
so up he  
up some



Decorate “other”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

he other  
other the  
at other

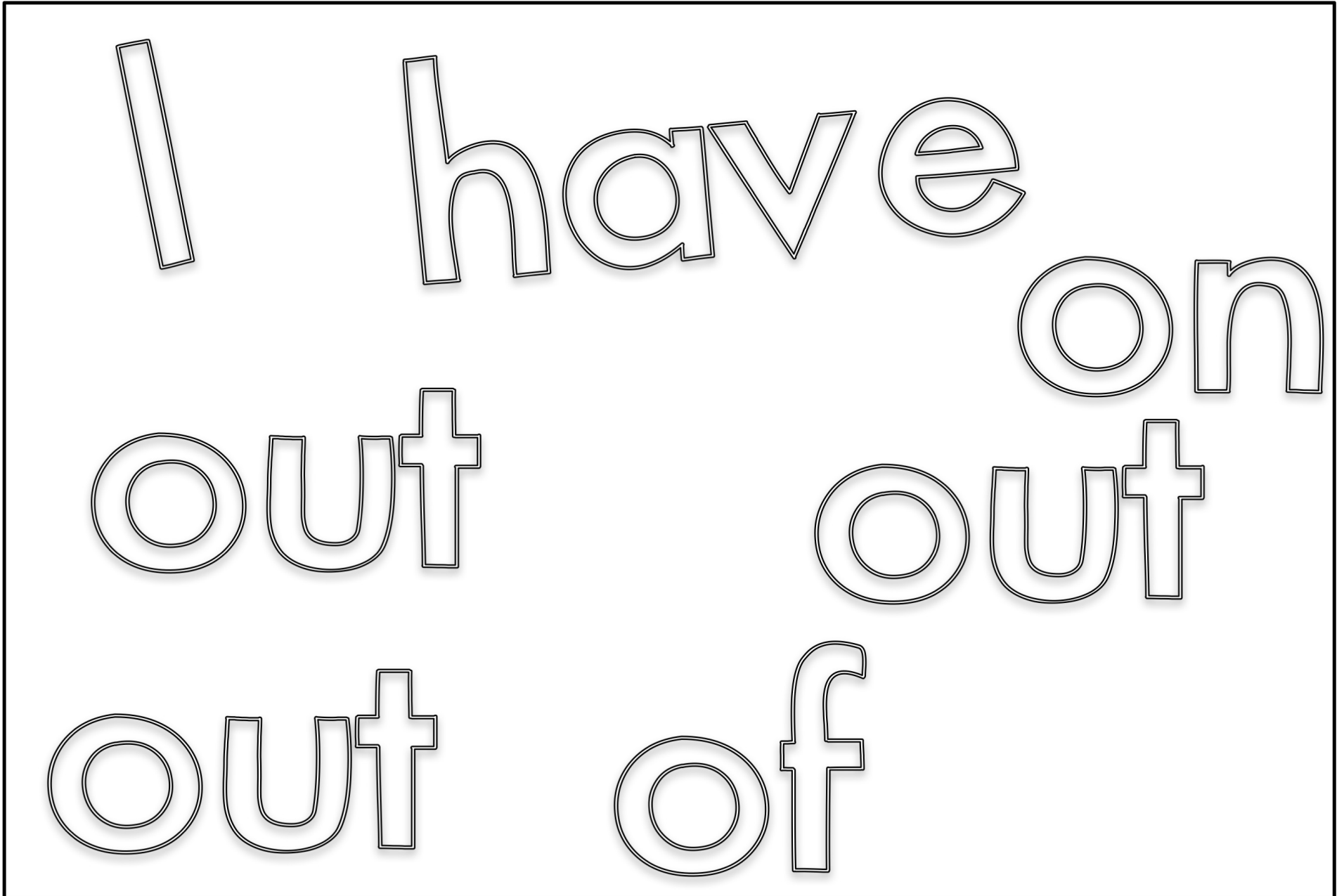
Decorate “about”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

and about  
about she  
ate about

Decorate “out”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!



Decorate “many”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

am many  
many an  
made many

Decorate “then”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

them the  
he then  
then then

Decorate “them”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

they them  
them the  
them he

Decorate “these”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

these the  
too these  
these he

Decorate “so”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

is I

so

use

see

ask

so



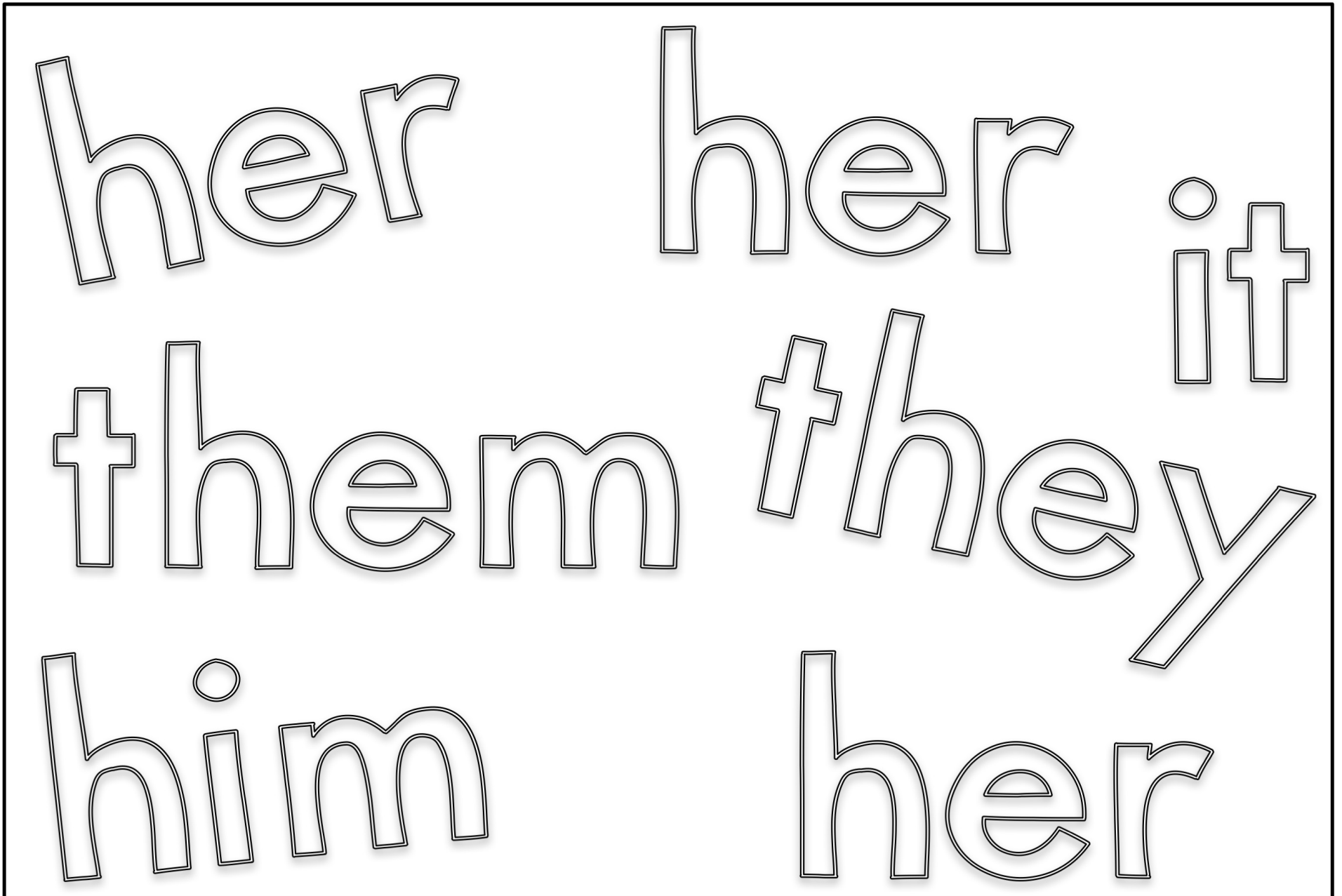
Decorate “some”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

some our  
had some  
the some

Decorate “her”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!



Decorate “would”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

would  
we would  
would on

Decorate “make”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

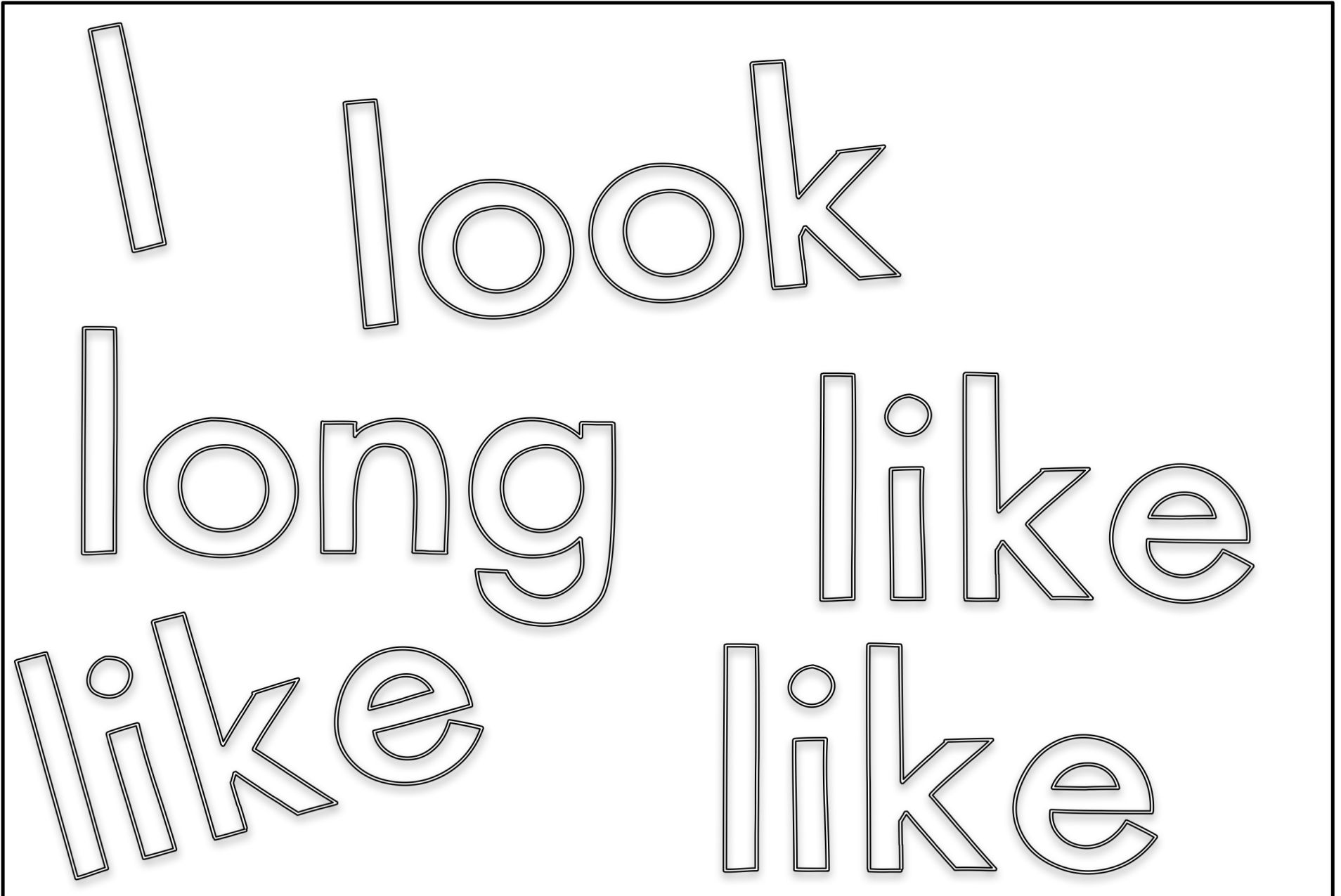
am make

make my

make me

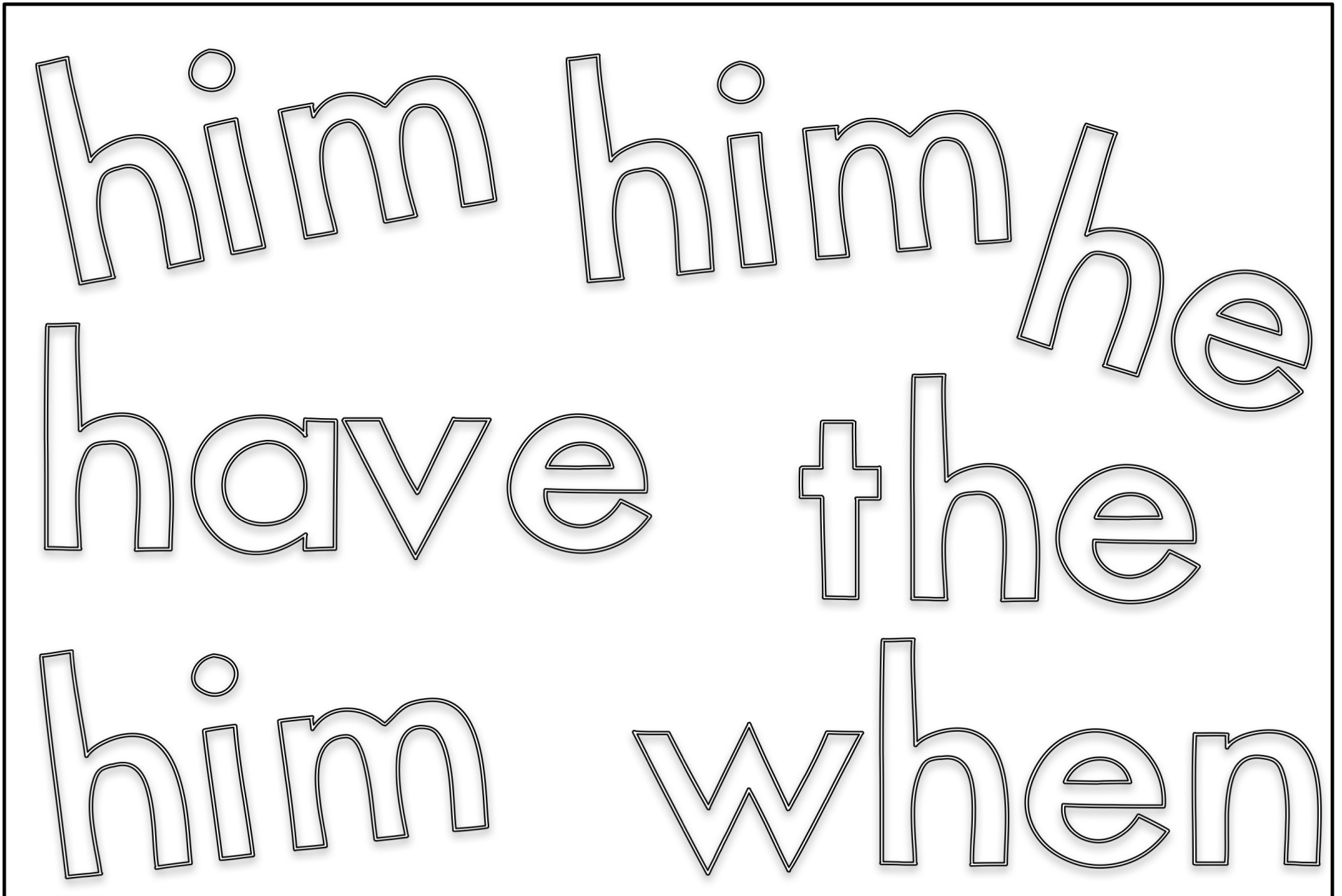
Decorate “like”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!



Decorate “him”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!



Decorate “into”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

no into  
time its  
into I into

Decorate “time”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

time the  
he  
they time  
time



Decorate “has”.

Use CRAYONS, MARKERS, GLUE with  
a Q-tip, GLITTER, or FINGERPAINT!

the has

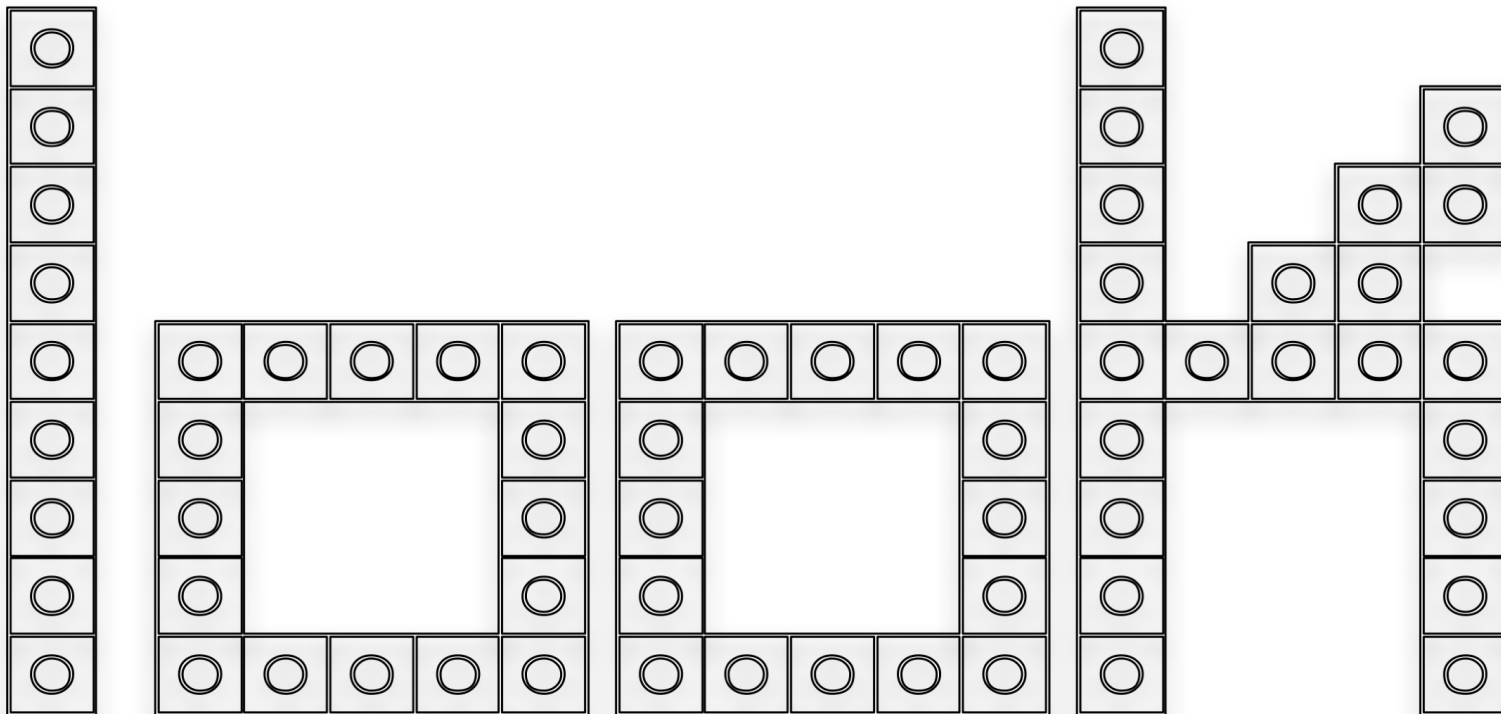
has had

he has

# Build the word “look”.

1- Look at the word.

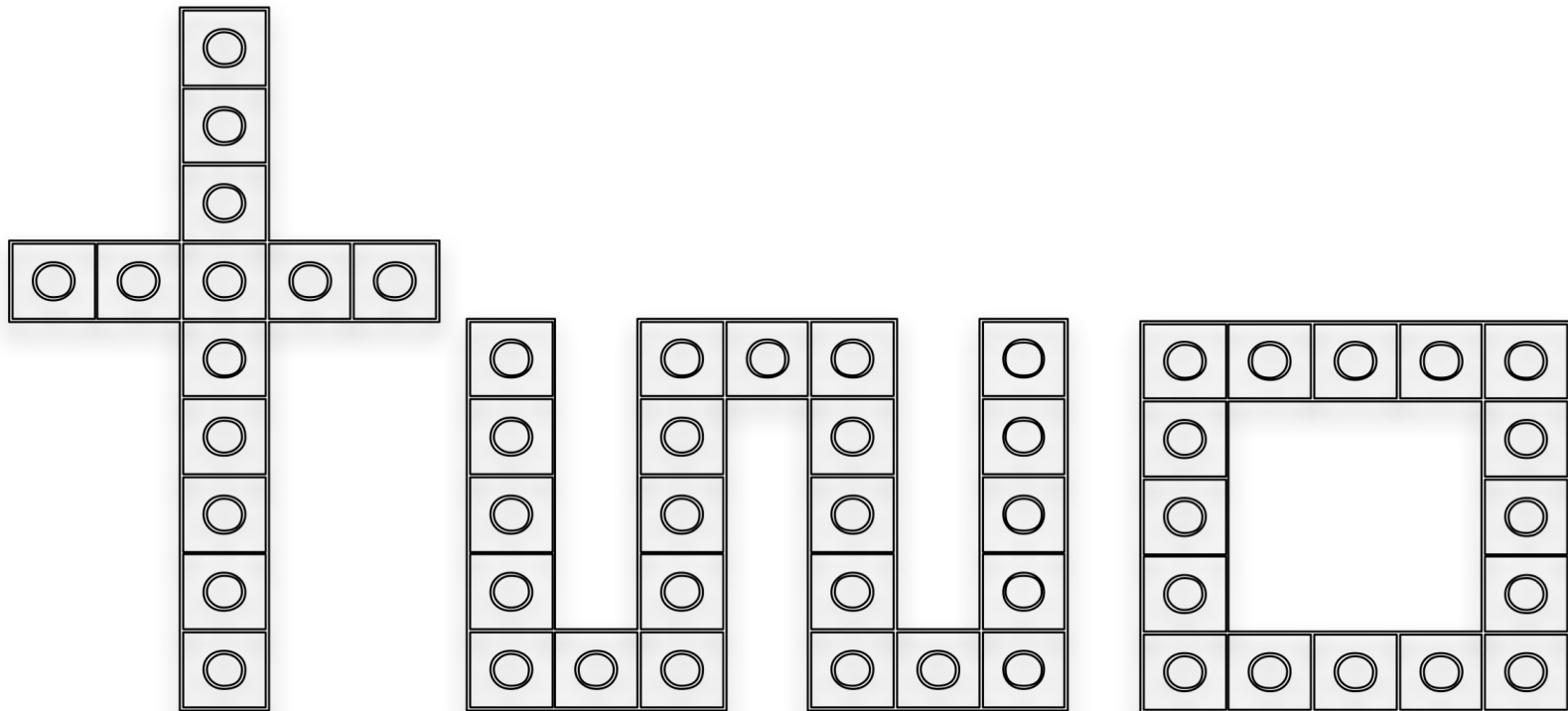
2- Build it yourself with snap cubes!



# Build the word “two”.

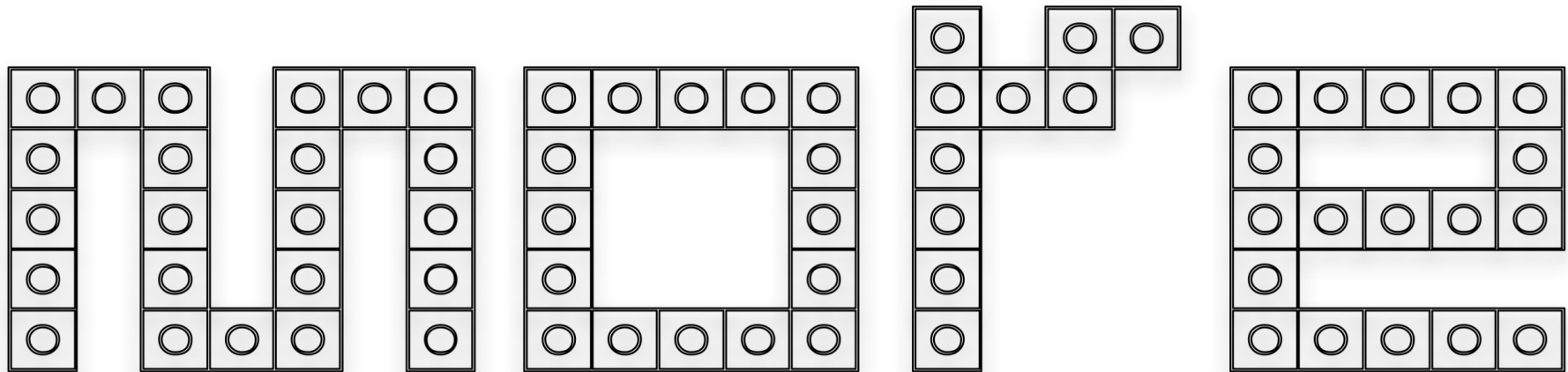
1- Look at the word.

2- Build it yourself with snap cubes!



# Build the word “more”.

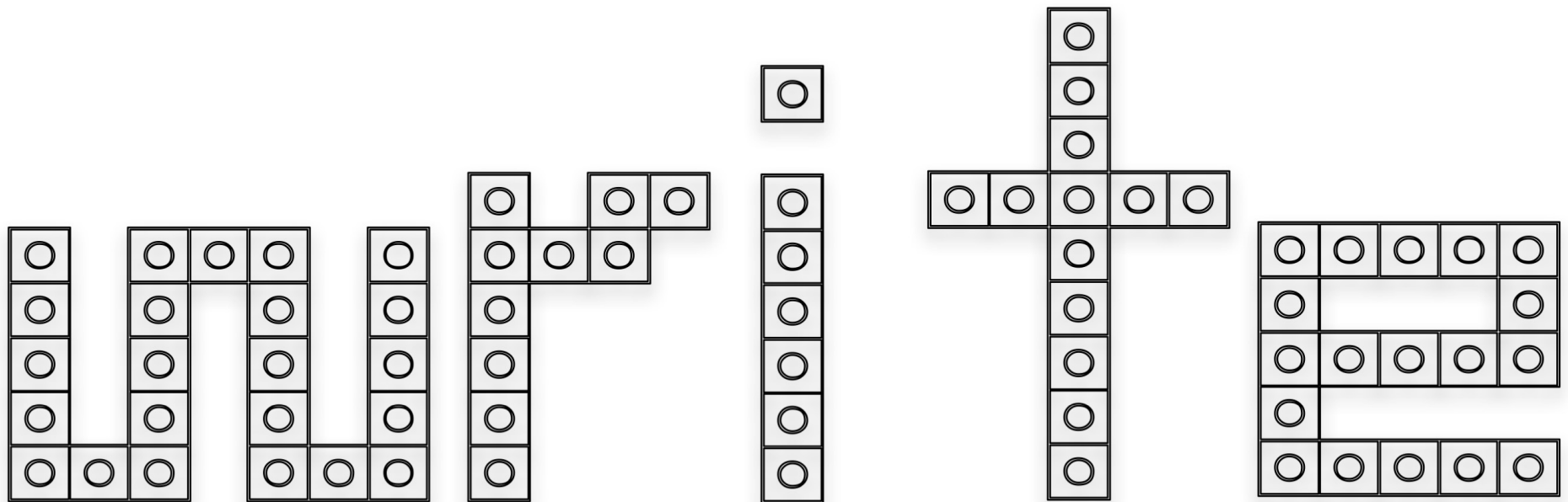
- 1- Look at the word.
- 2- Build it yourself with snap cubes!



# Build the word “write”.

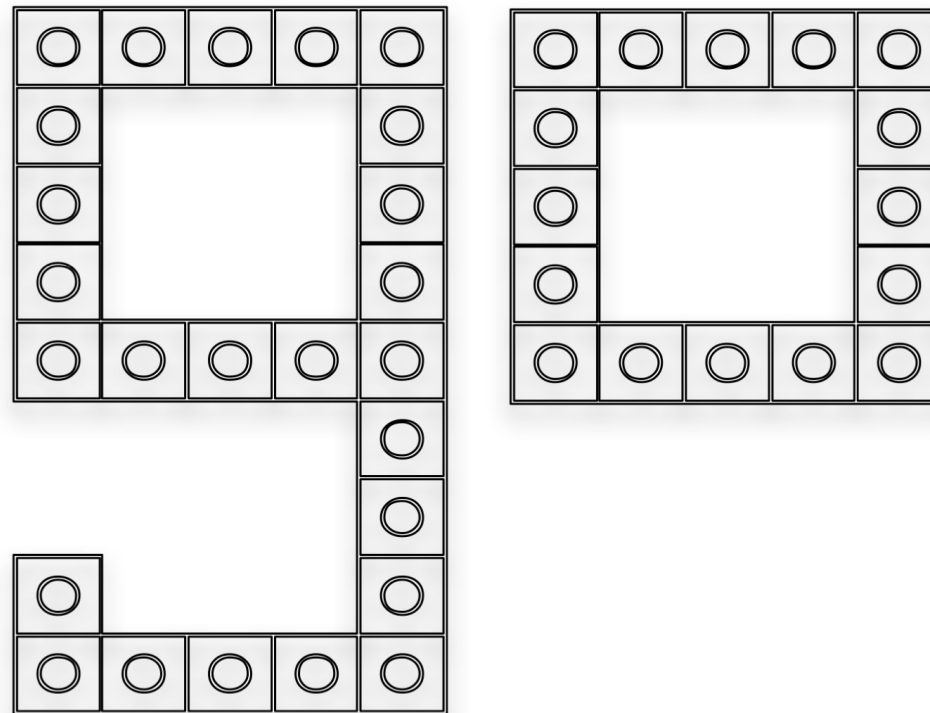
1- Look at the word.

2- Build it yourself with snap cubes!



# Build the word “go”.

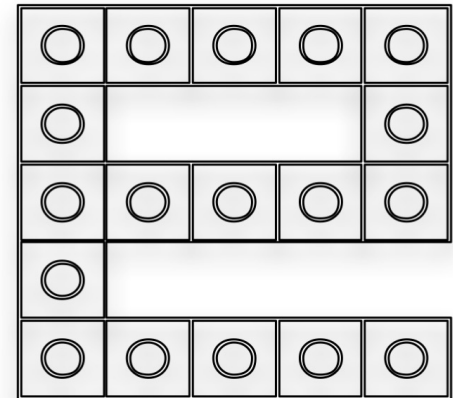
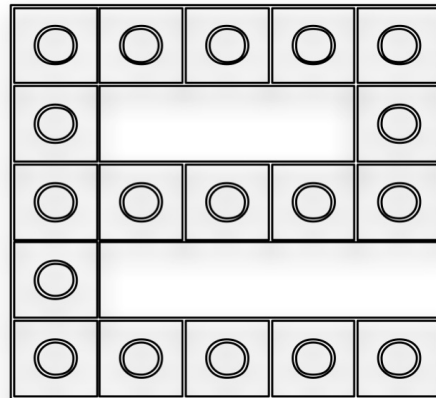
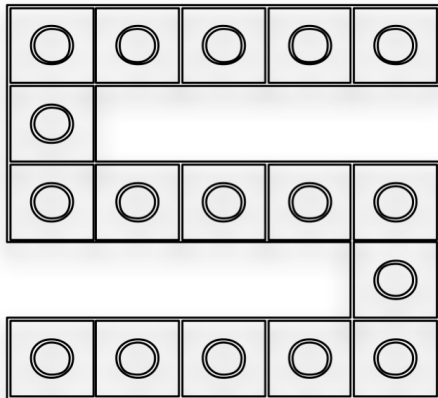
- 1- Look at the word.
- 2- Build it yourself with snap cubes!



# Build the word “see”.

1- Look at the word.

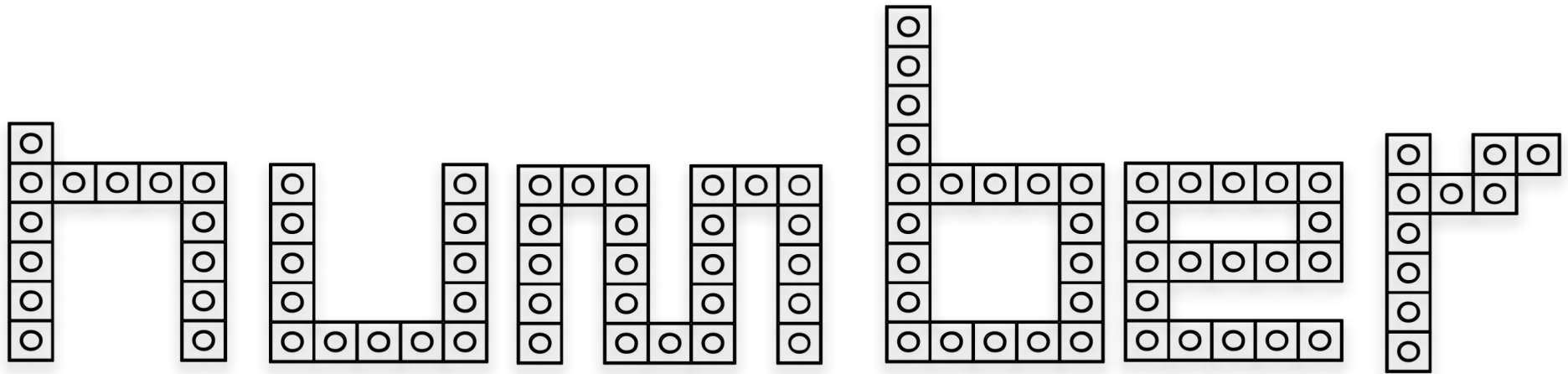
2- Build it yourself with snap cubes!



# Build the word “number”.

1- Look at the word.

2- Build it yourself with snap cubes!

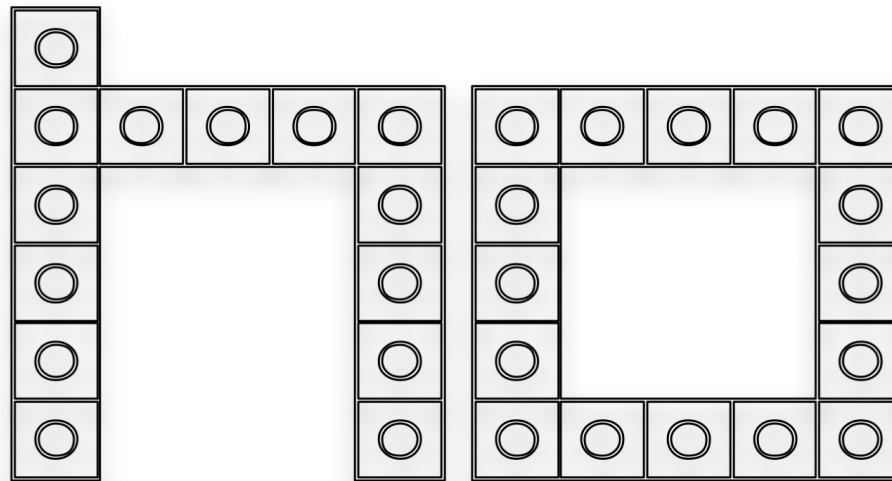




# Build the word “no”.

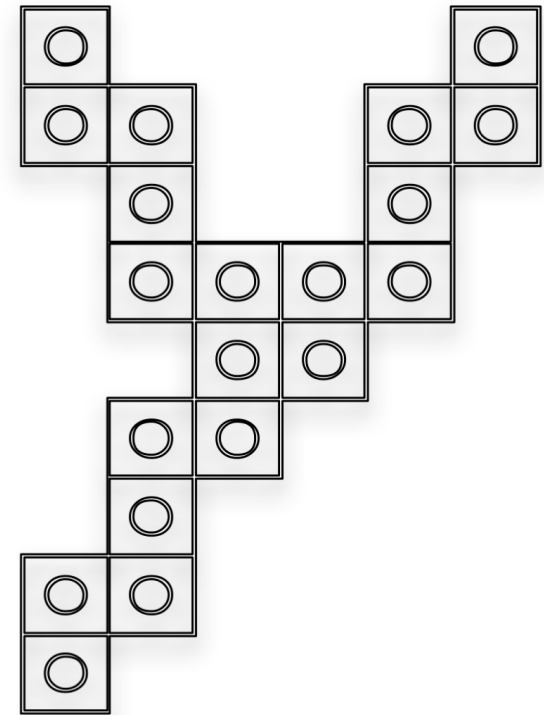
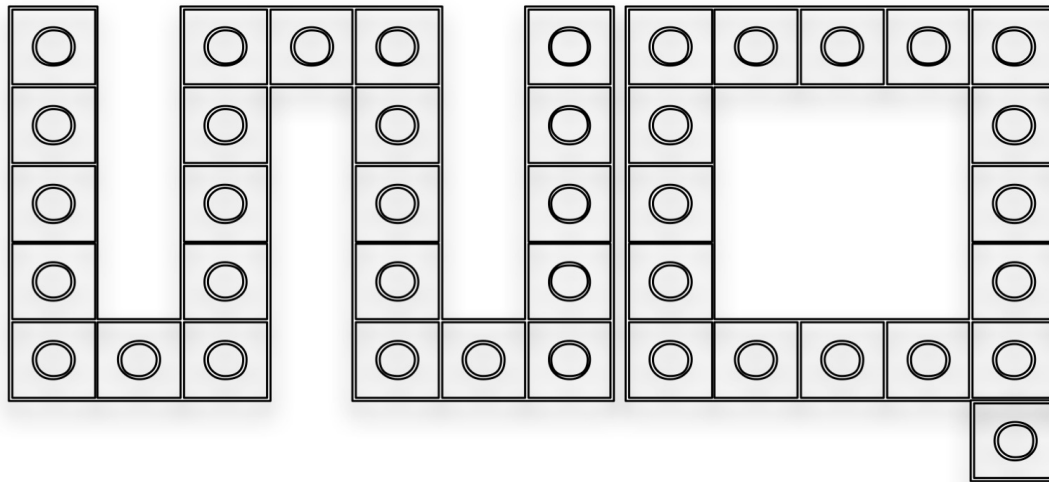
1- Look at the word.

2- Build it yourself with snap cubes!



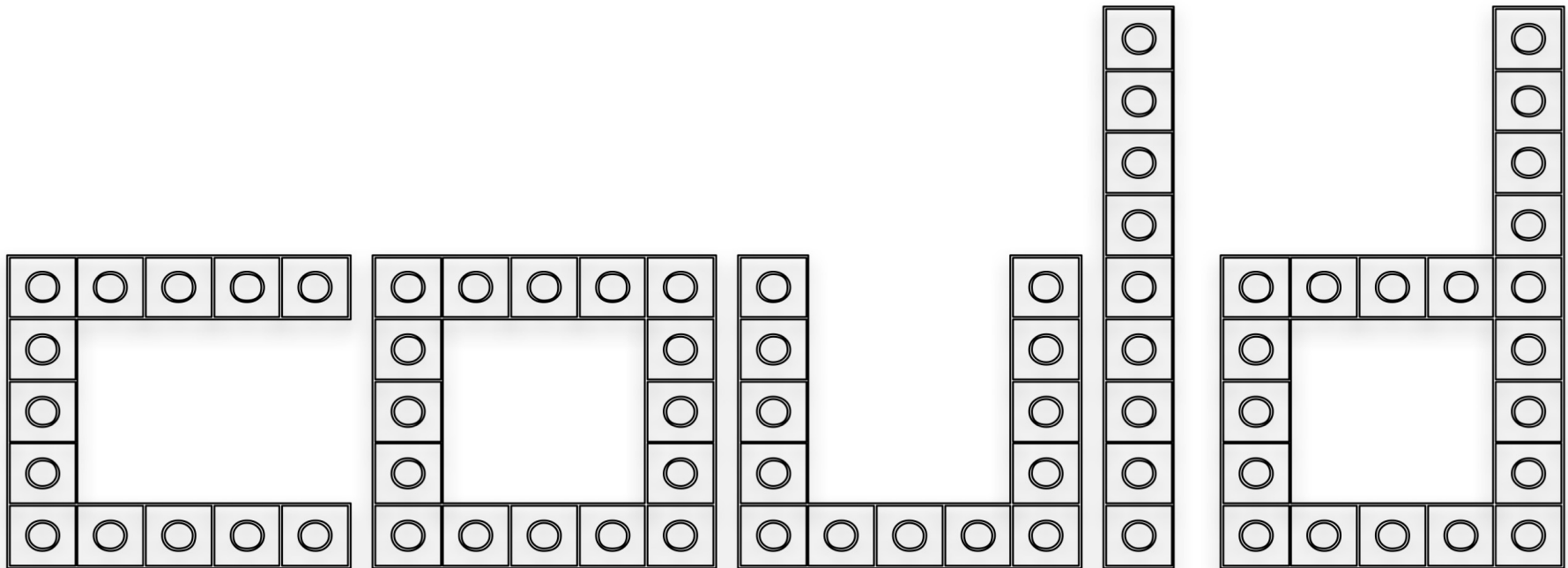
# Build the word “way”.

- 1- Look at the word.
- 2- Build it yourself with snap cubes!



# Build the word “could”.

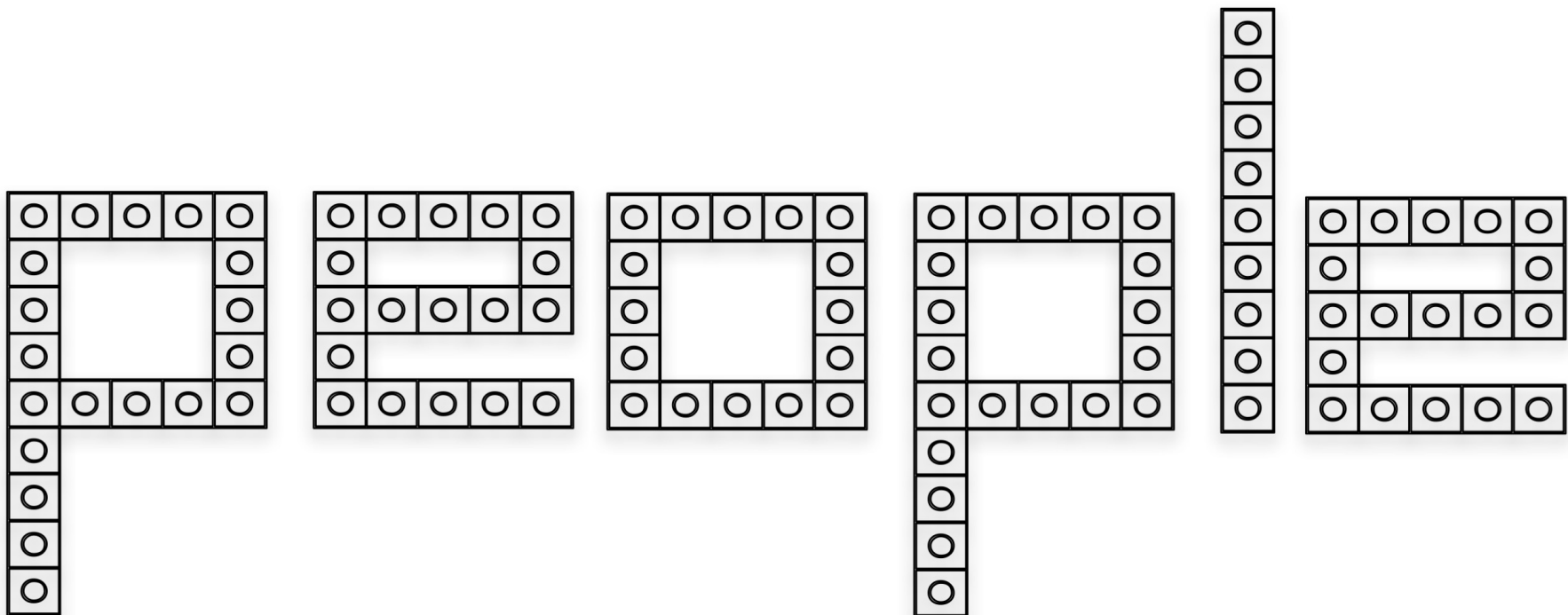
- 1- Look at the word.
- 2- Build it yourself with snap cubes!



# Build the word “people”.

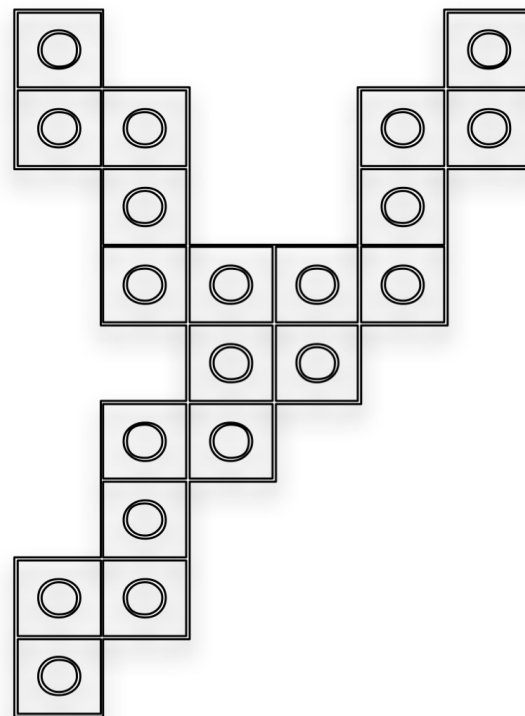
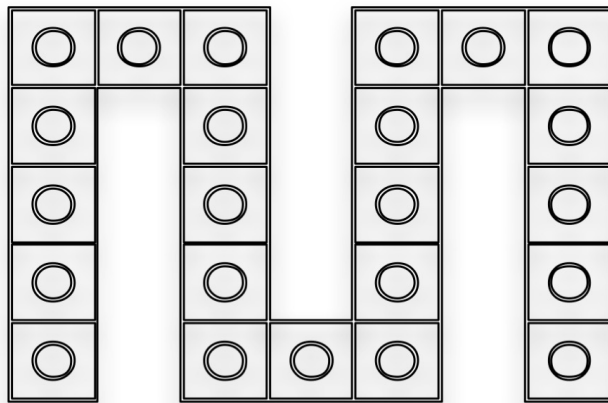
1- Look at the word.

2- Build it yourself with snap cubes!



# Build the word “my”.

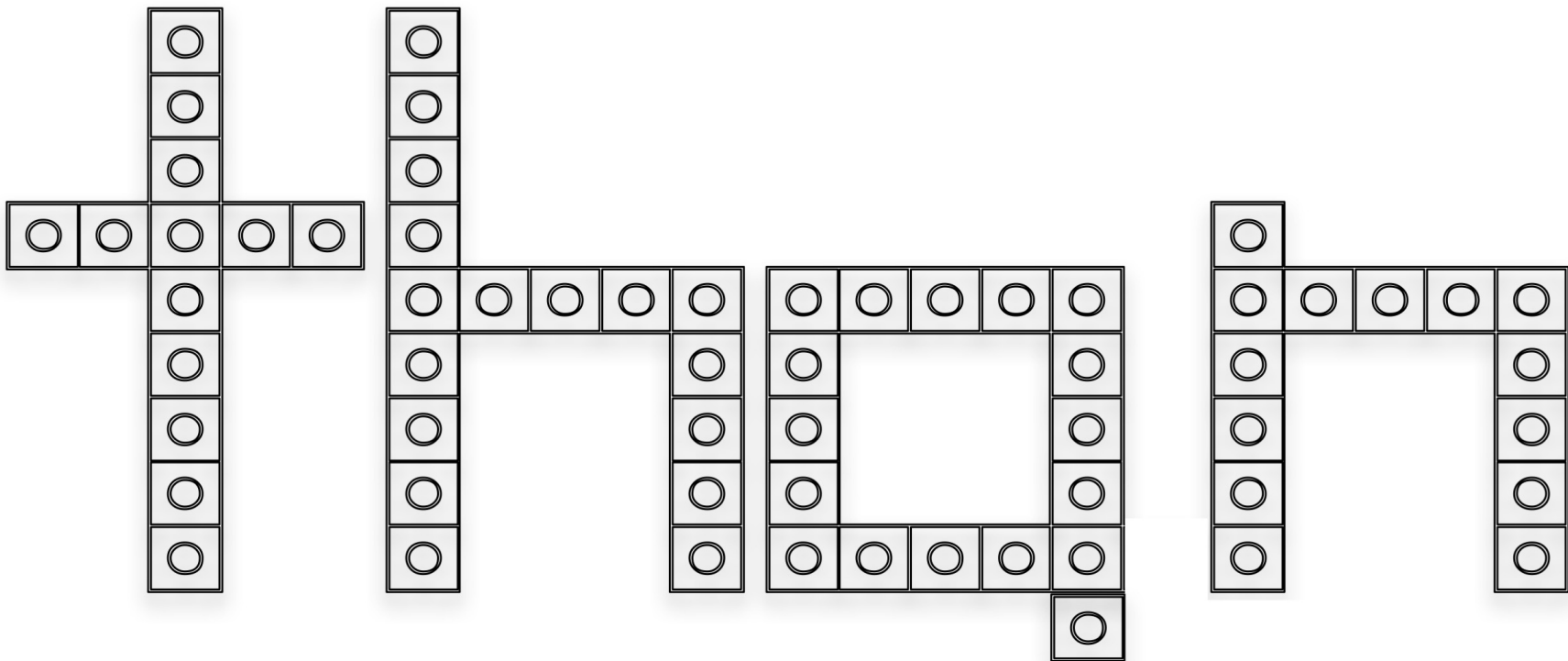
- 1- Look at the word.
- 2- Build it yourself with snap cubes!



# Build the word “than”.

1- Look at the word.

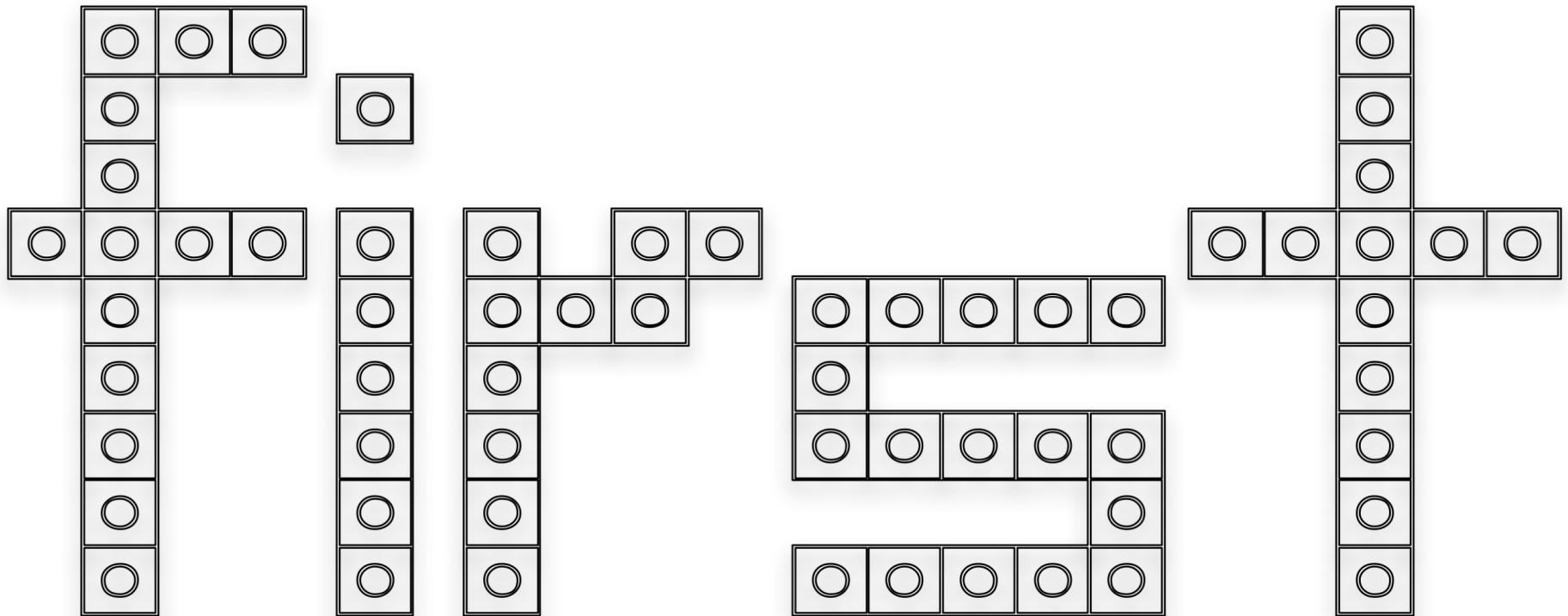
2- Build it yourself with snap cubes!



# Build the word “first”.

1- Look at the word.

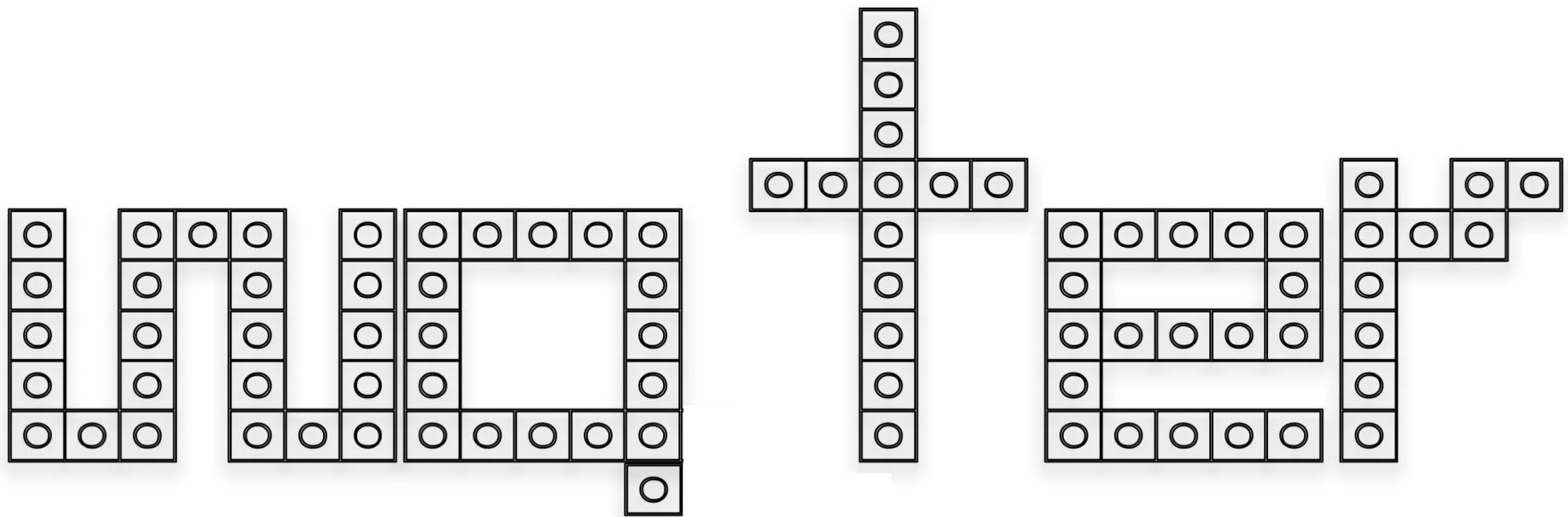
2- Build it yourself with snap cubes!



# Build the word “water”.

1- Look at the word.

2- Build it yourself with snap cubes!

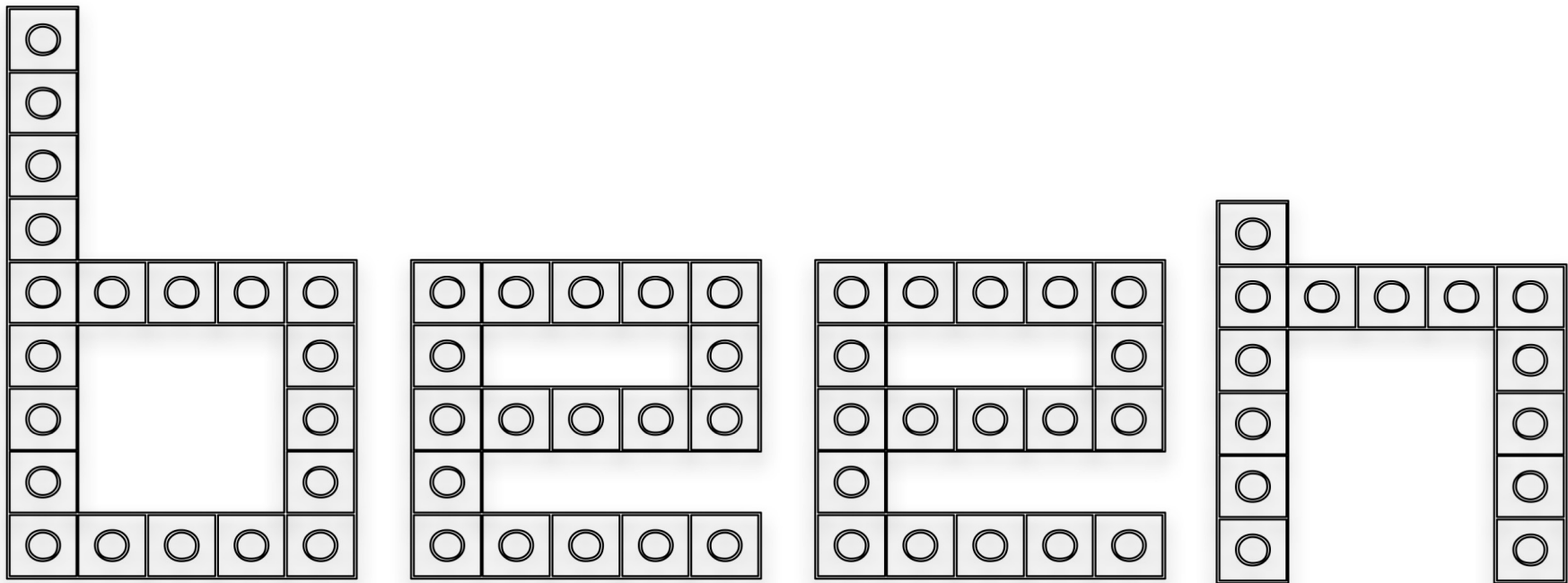




# Build the word “been”.

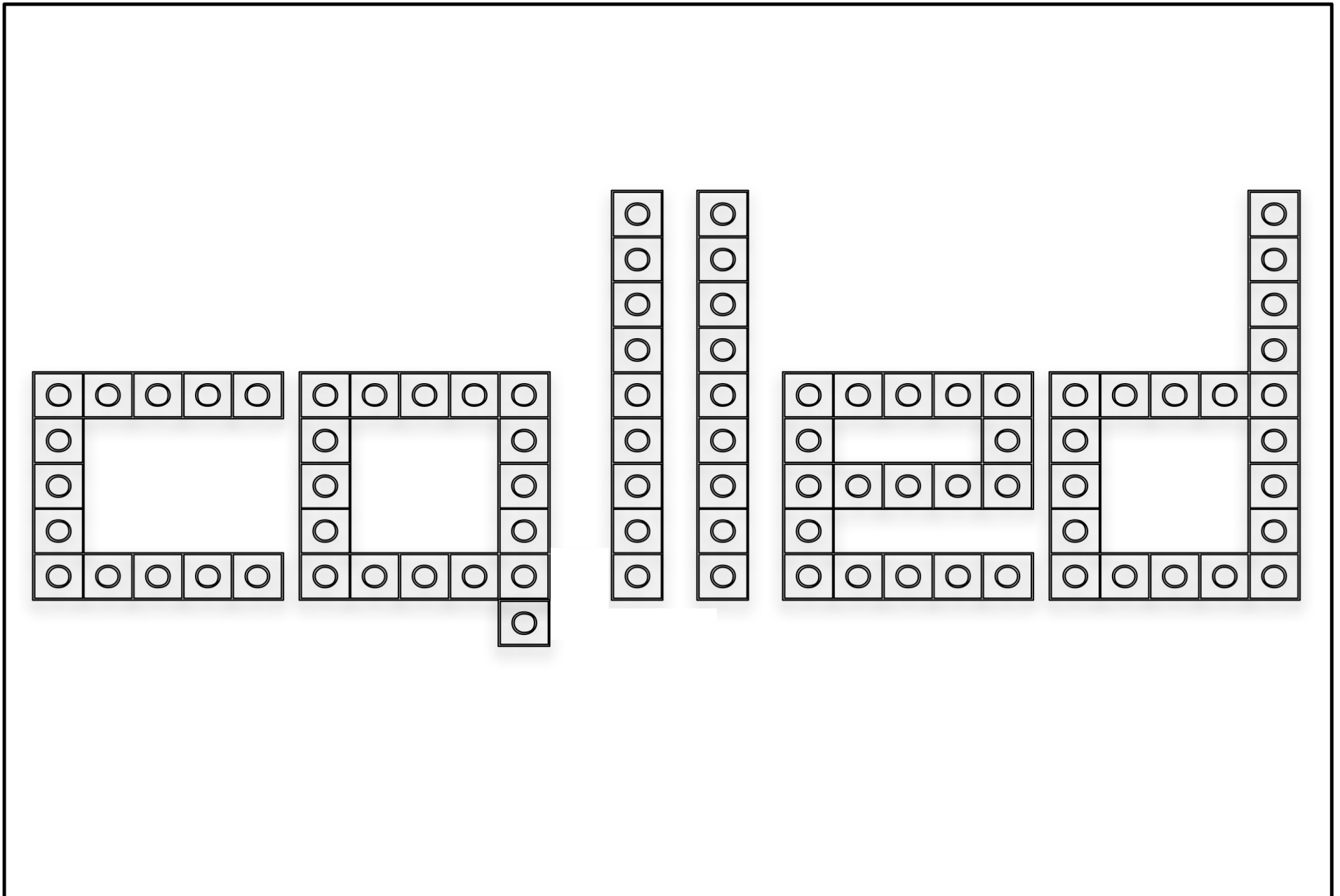
1- Look at the word.

2- Build it yourself with snap cubes!



# Build the word “called”.

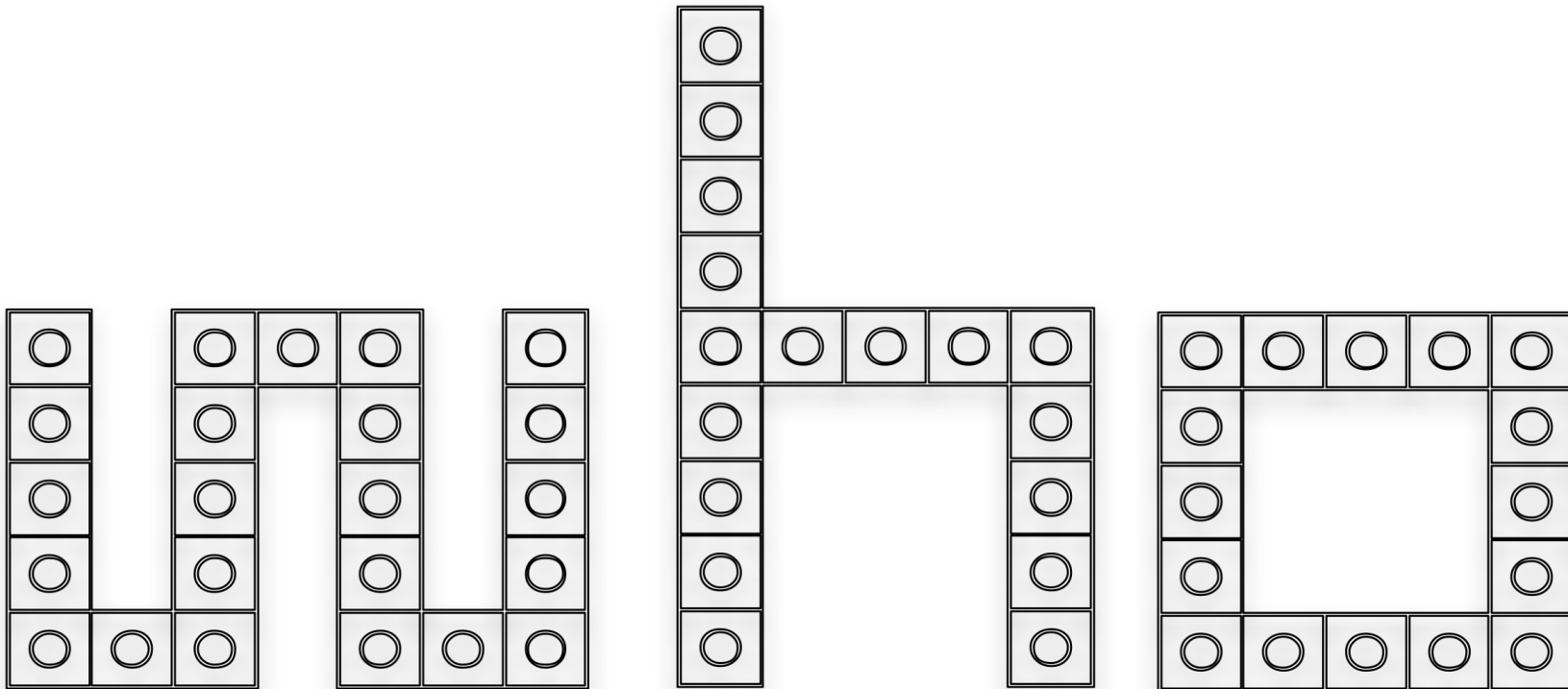
- 1- Look at the word.
- 2- Build it yourself with snap cubes!



# Build the word “who”.

1- Look at the word.

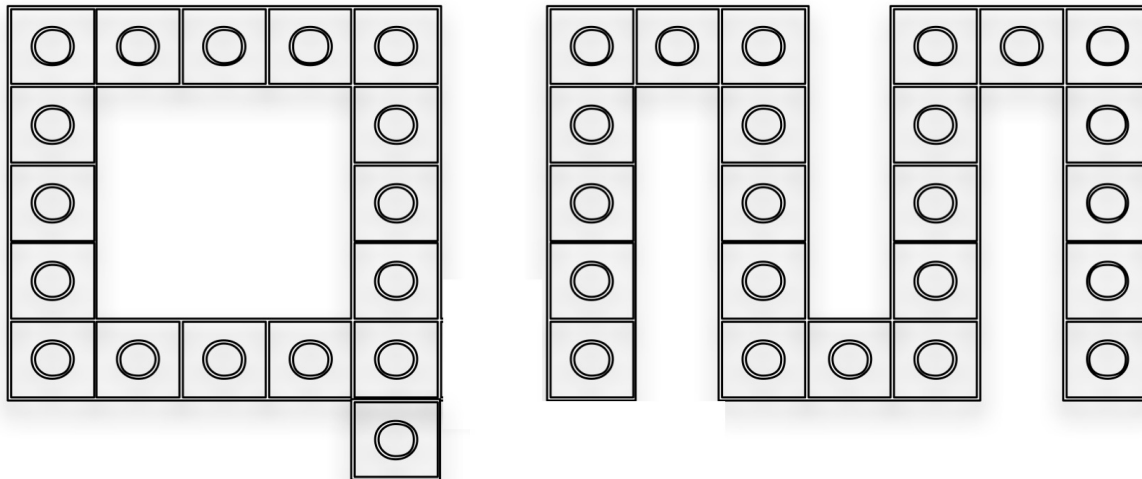
2- Build it yourself with snap cubes!



# Build the word “am”.

1- Look at the word.

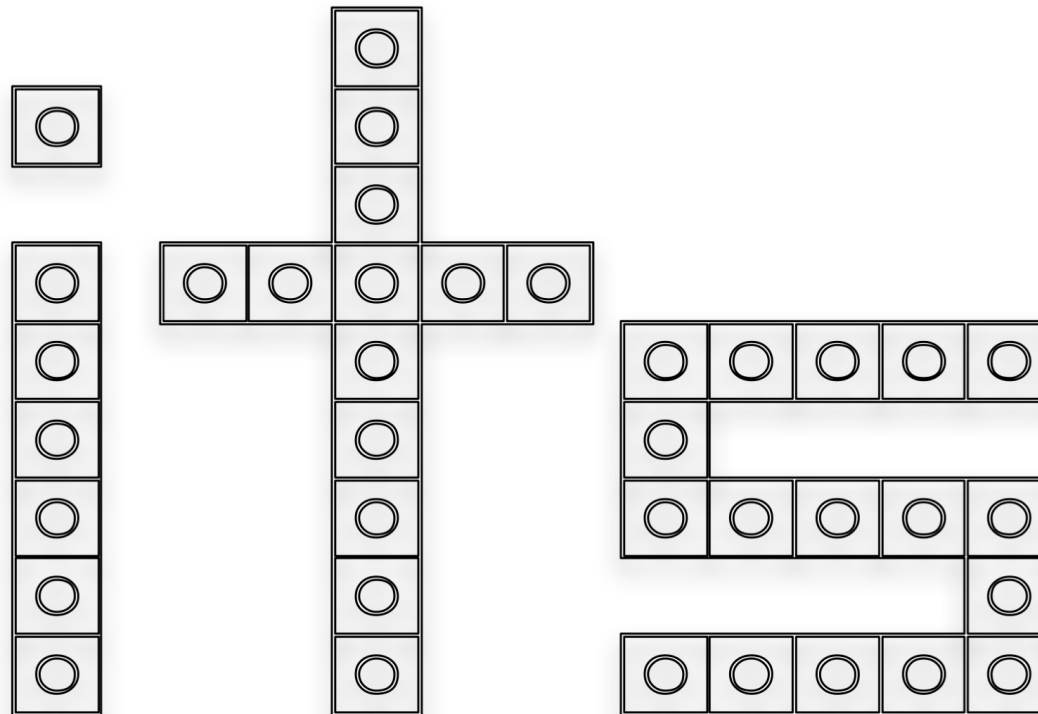
2- Build it yourself with snap cubes!



# Build the word “its”.

1- Look at the word.

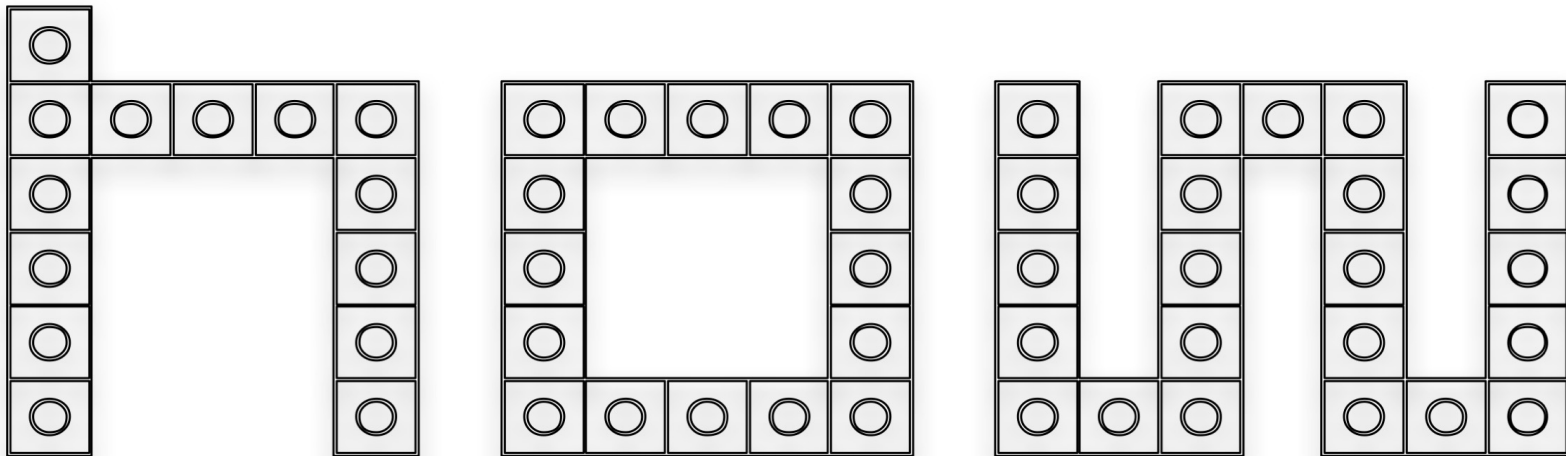
2- Build it yourself with snap cubes!



# Build the word “now”.

1- Look at the word.

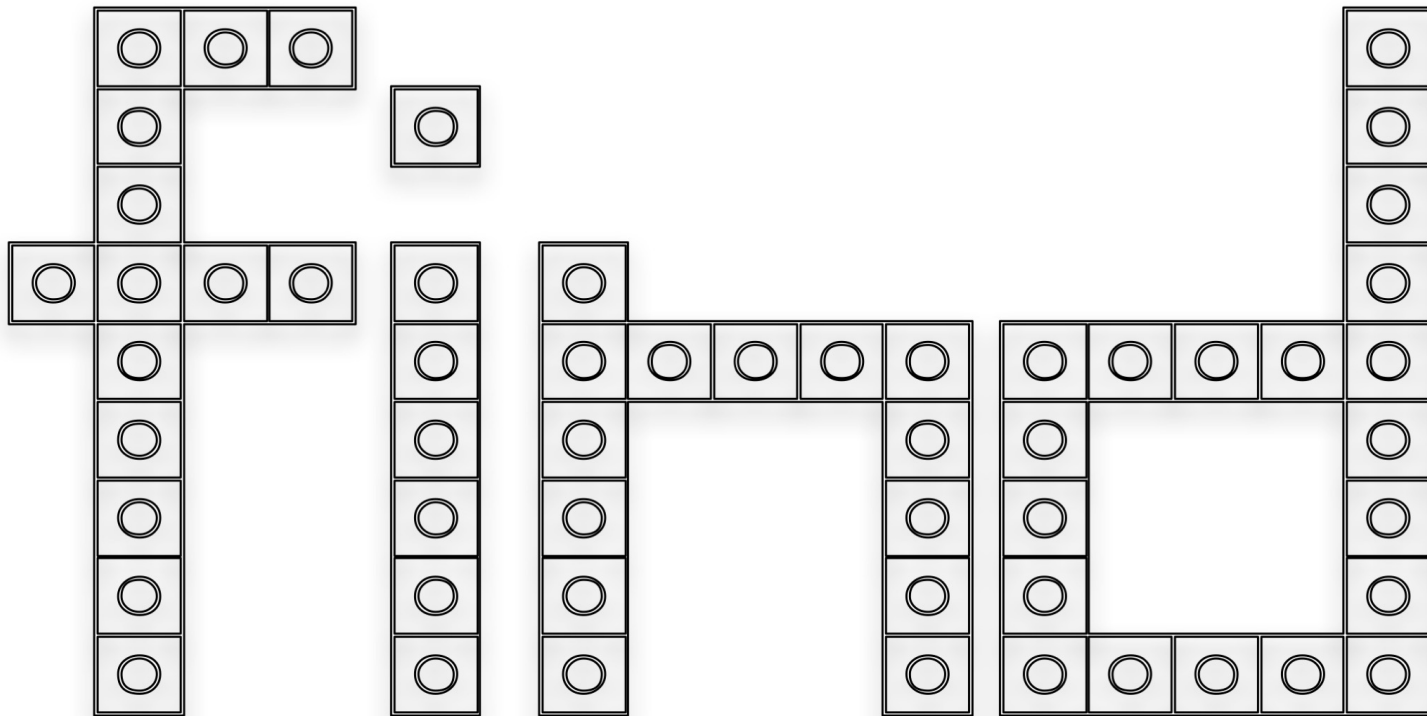
2- Build it yourself with snap cubes!



# Build the word “find”.

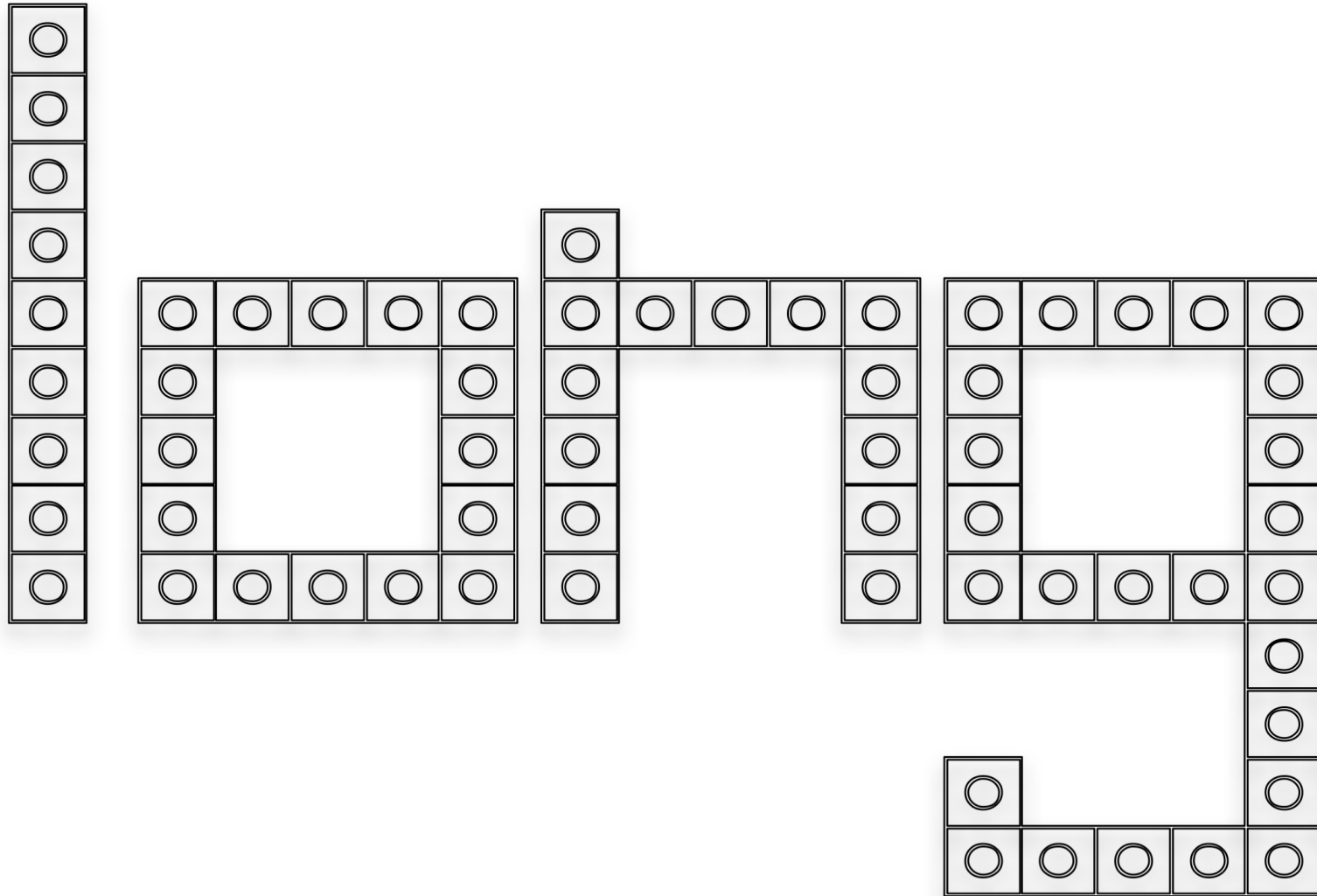
1- Look at the word.

2- Build it yourself with snap cubes!



# Build the word “long”.

- 1- Look at the word.
- 2- Build it yourself with snap cubes!

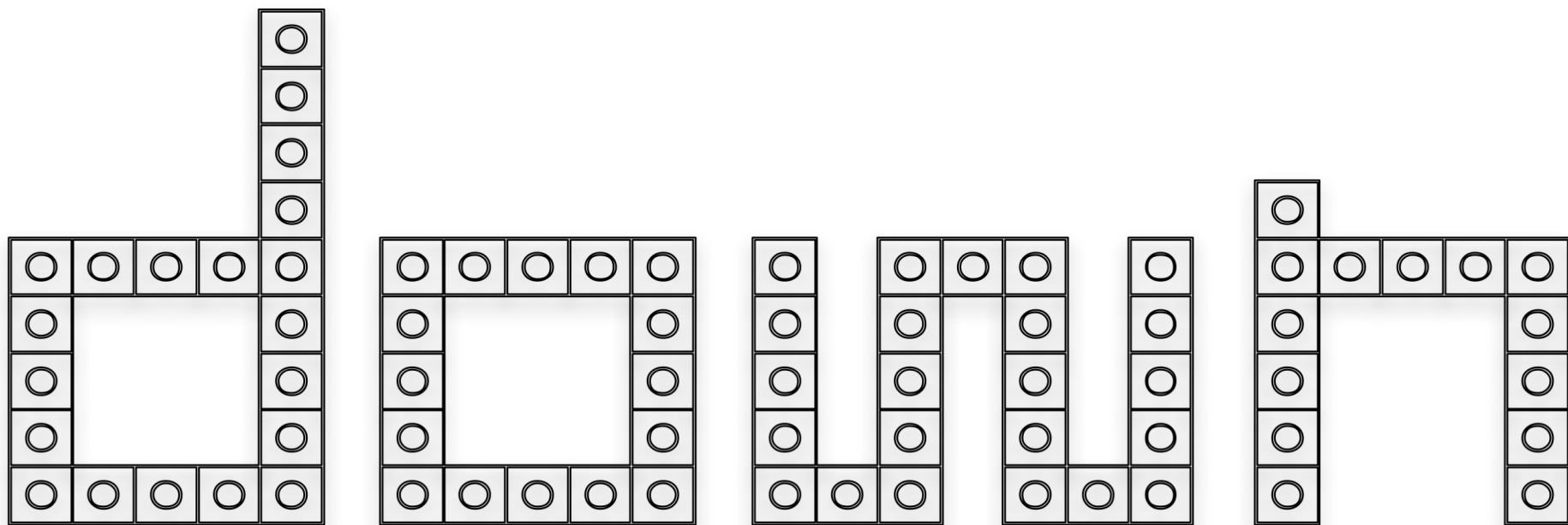




# Build the word “down”.

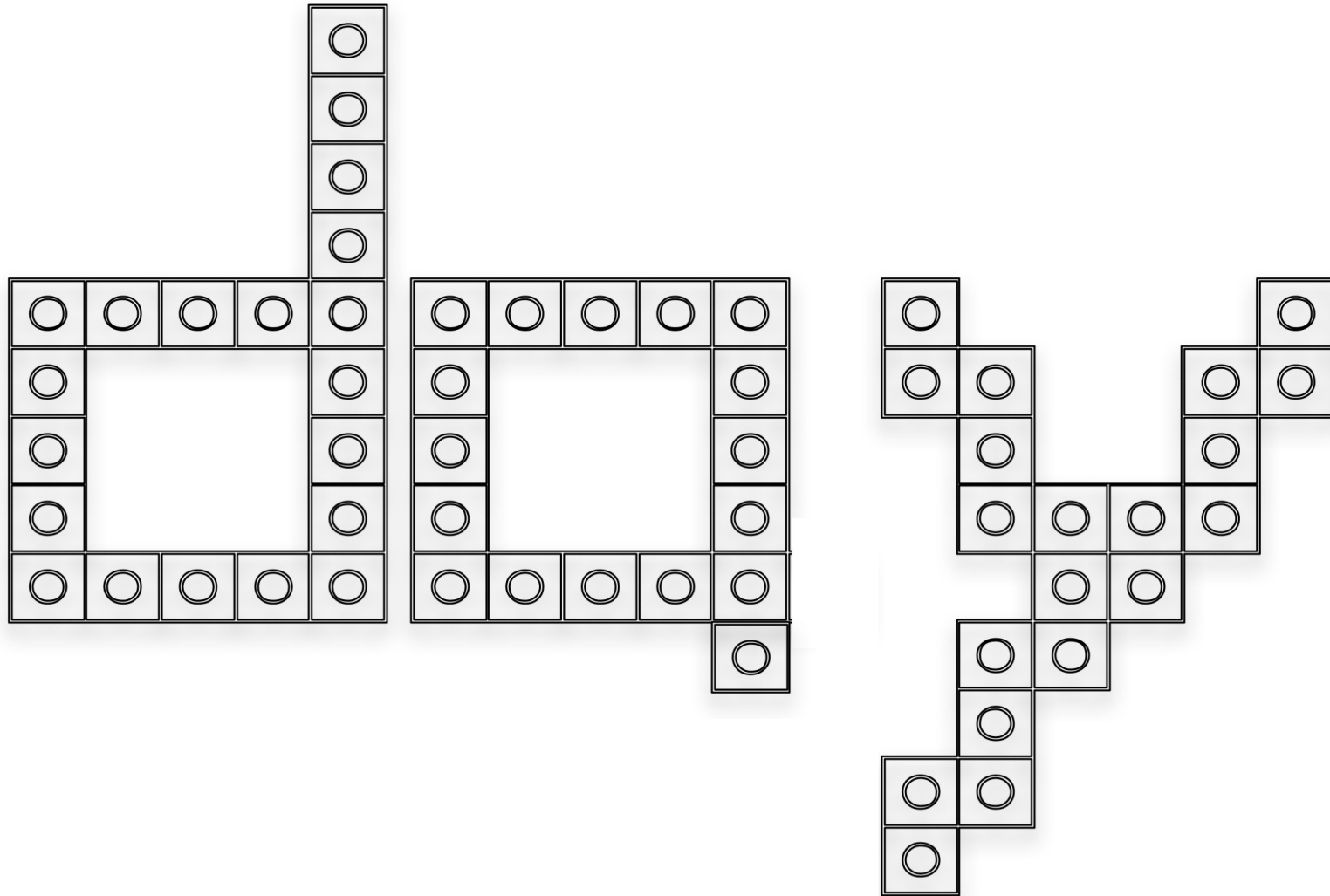
1- Look at the word.

2- Build it yourself with snap cubes!



# Build the word “day”.

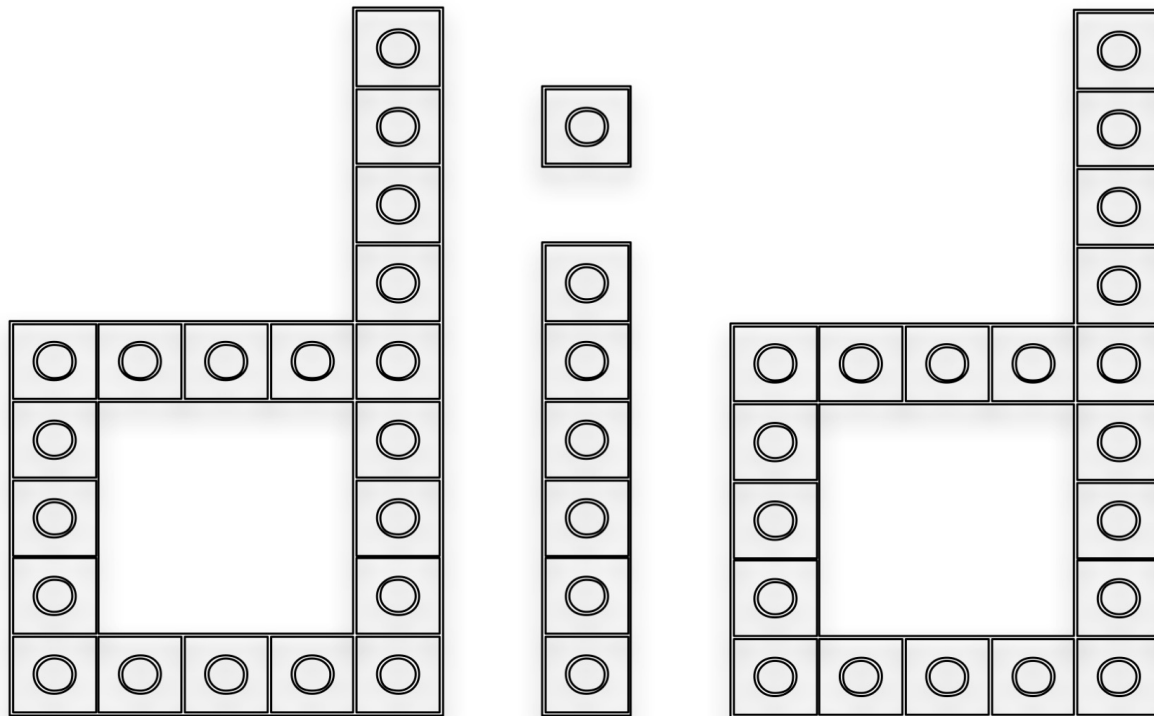
- 1- Look at the word.
- 2- Build it yourself with snap cubes!



# Build the word “did”.

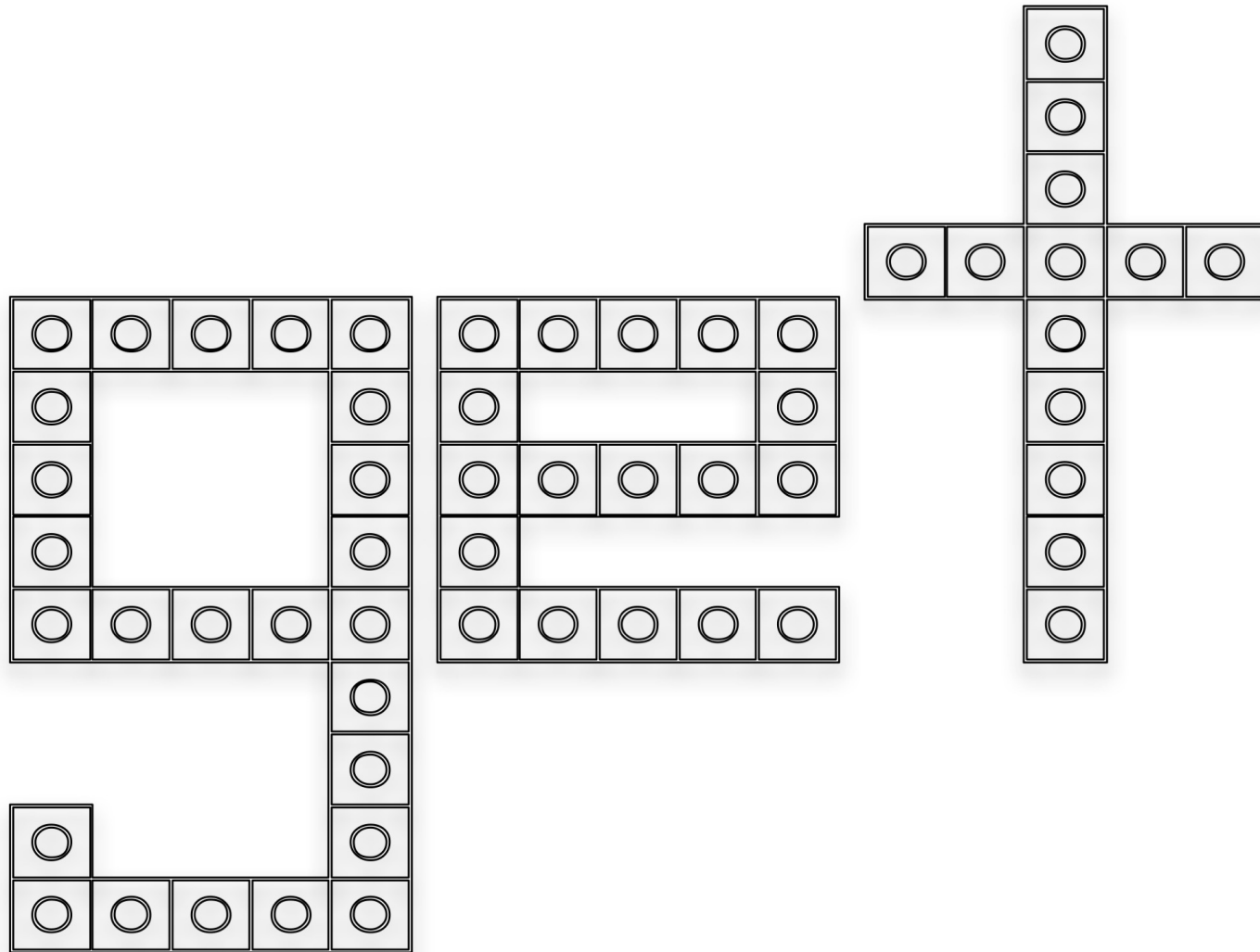
1- Look at the word.

2- Build it yourself with snap cubes!



# Build the word “get”.

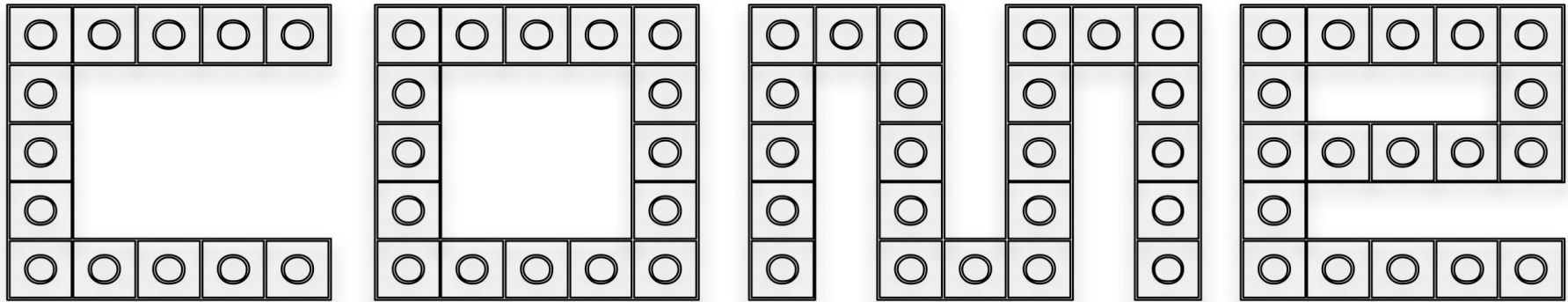
- 1- Look at the word.
- 2- Build it yourself with snap cubes!



# Build the word “come”.

1- Look at the word.

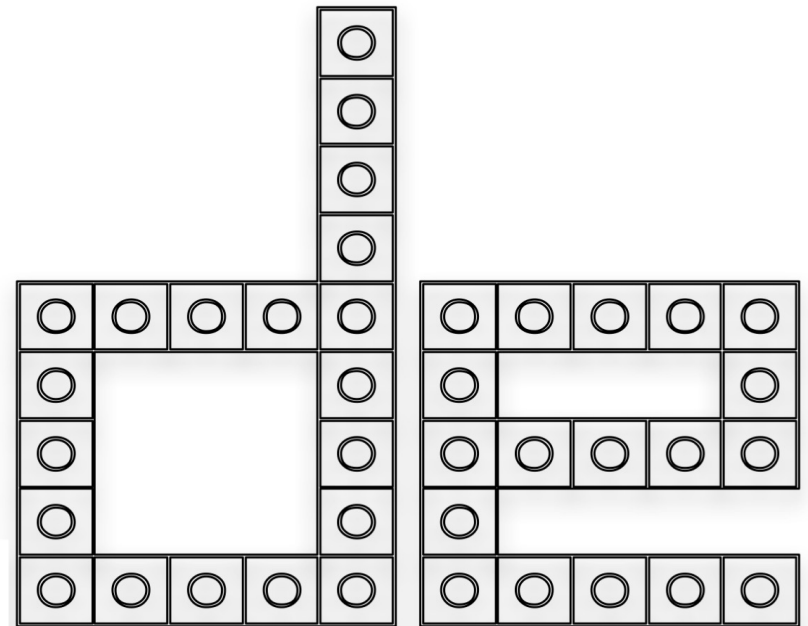
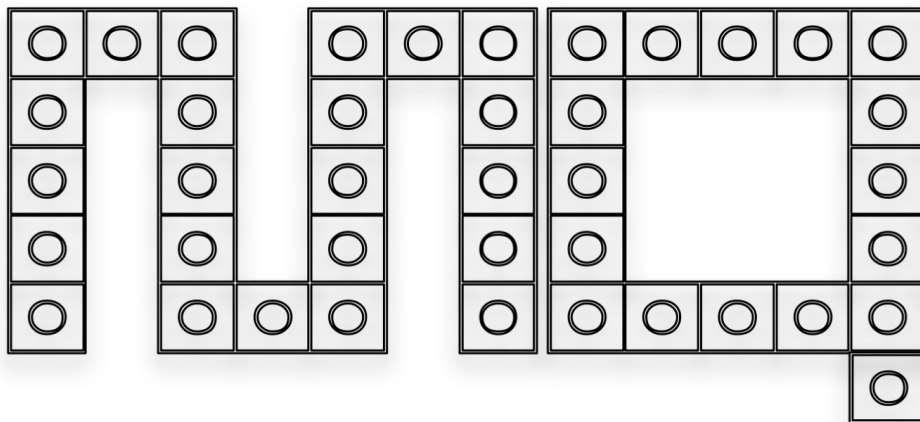
2- Build it yourself with snap cubes!



# Build the word “made”.

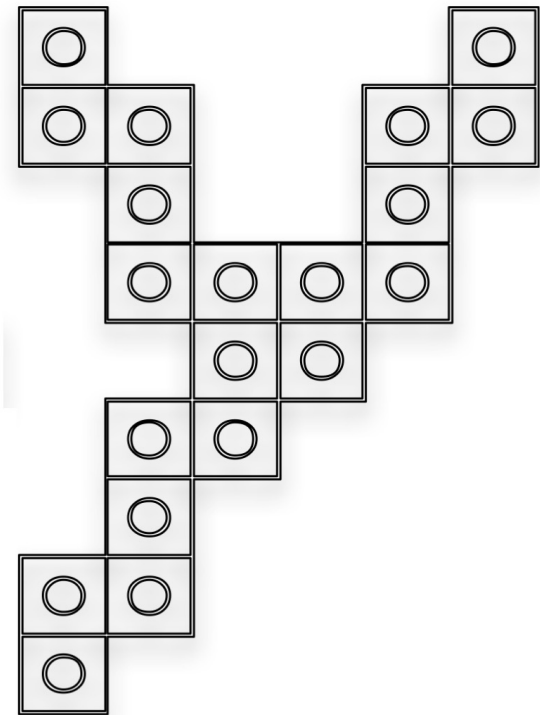
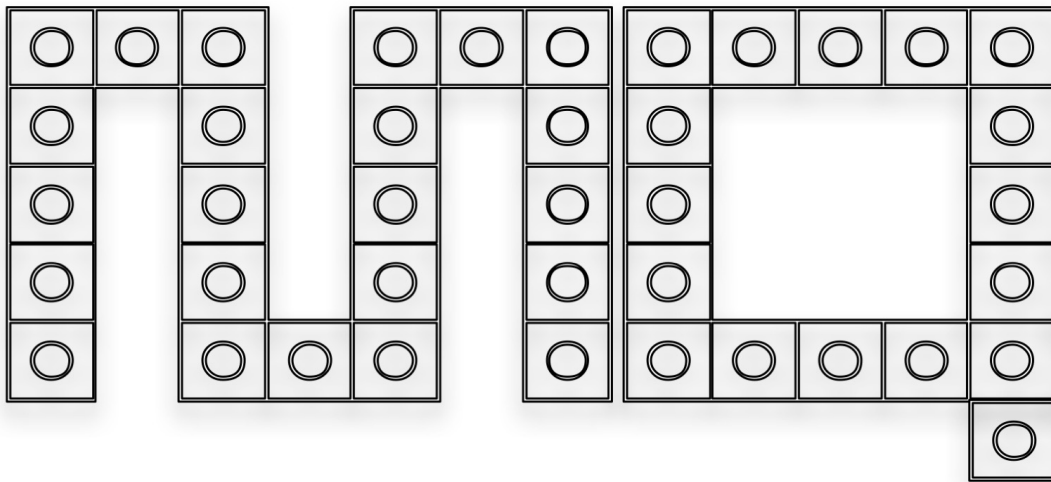
1- Look at the word.

2- Build it yourself with snap cubes!



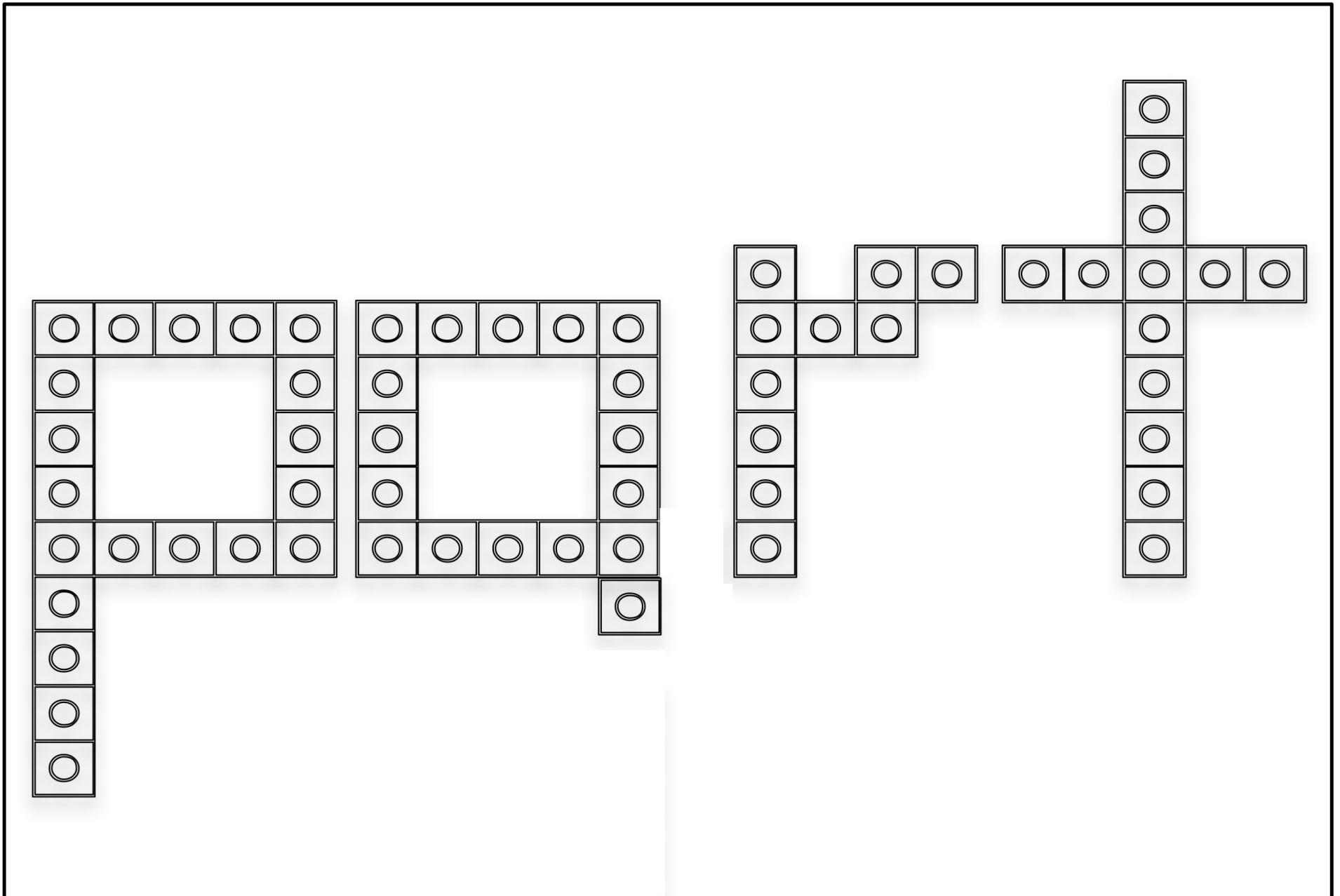
# Build the word “may”.

- 1- Look at the word.
- 2- Build it yourself with snap cubes!



# Build the word “part”.

- 1- Look at the word.
- 2- Build it yourself with snap cubes!



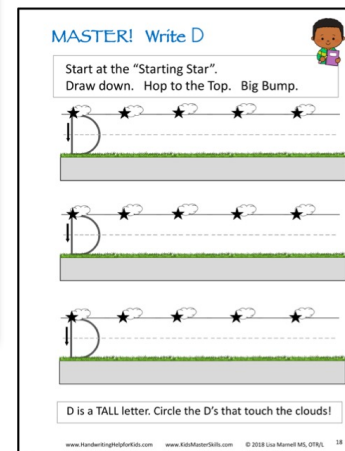
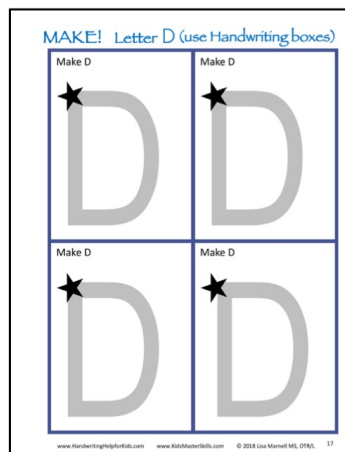
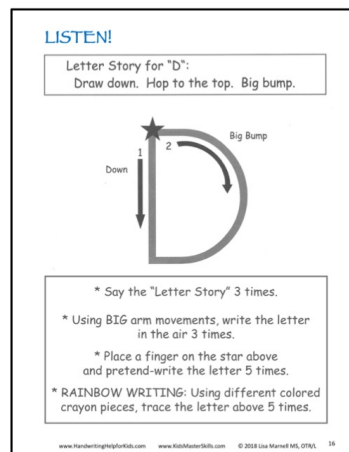
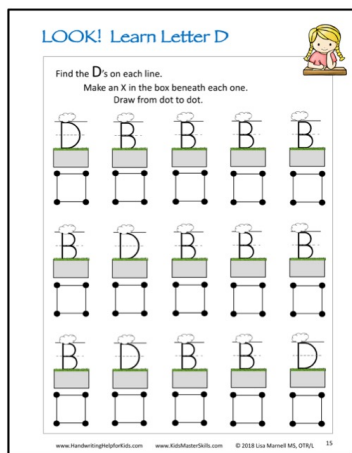


# More Resources from Kids Master Skills:

My Kindergarten Handwriting program teaches upper and lower case letters. This hands-on, novel approach uses the sequence called, “LOOK” “LISTEN” “MAKE” “MASTER” to guide children and to practice visual and fine motor skills. It includes two workbooks, each 145 pages long.

## What is “LOOK” “LISTEN” “MAKE” “MASTER”?

- 1- **“LOOK”**: In this first step children recognize specific letters and practice visual perception and visual motor skills. This teaches them to notice the details about a letter. Is it tall or small? Does it have diagonal lines or straight lines? This helps build handwriting skills.
  - 2- **“LISTEN”**: Children learn a simple “Letter Story” for how to form letters. Auditory skills help kids remember proper letter formation.
  - 3- **“MAKE”**: Hands-on multi-sensory practice reinforces the kinesthetic “feel” for a letter. This step also provides fine motor practice, so important for handwriting. Using "letter cards" that an adult cuts out, kids make the letter they are learning. There are 4 options for hands-on activities.
  - 4- **“MASTER”**: Once a child has completed the three steps above, he is ready to try writing!
- \* Practice writing the new letter on this page.
  - \* Follow directions at the bottom of the page to master differences between TALL, SMALL, and FALL letters.



AVAILABLE at  
[www.KidsMasterSkills.com](http://www.KidsMasterSkills.com)

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About the Author: Lisa Marnell MS, OTR/L

[KidsMasterSkills@gmail.com](mailto:KidsMasterSkills@gmail.com)



In 1997 I graduated from Tufts University with a Master of Science in Occupational Therapy. Prior to that, I completed an MBA at McGill University in Montreal (my hometown!) I am beyond happy that I became an OTR and that I have had the opportunity to work with so many wonderful kids and teachers!

Thank you for purchasing this resource. I sincerely hope that it has proven useful in supporting and promoting your students' skills. Please let me know!

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