Kids Master Skills®
Take Home Packet
Sight Word Practice
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
of that as with this words when each them these like
and it have your which up them so
a have but can he which
his she do other about
or them some
they has how
one there about
all her
were use

The 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
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the you are be by we an if then make two way
of that as with this words when each them these like
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one there about
all her
were use

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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!
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!

I  I  other
has  the  it
am  I
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!
Decorate “this”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “have”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “from”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “or”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “one”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “had”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
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!
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!
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!
Decorate “when”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “your”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “can”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “said”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “there”. Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!

decorate “there”. use crayons, markers, glue with a q-tip, glitter, or fingerpaint!
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!
Decorate “each”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
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!
Decorate “do”. Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!

did  do  do

do  so  do

I  do  people
Decorate “how”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “their”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “if”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
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  he
so  up  up
up  some
Decorate “other”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “about”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
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!
Decorate “then”.

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

them  the  the  then
he    then
then  then
Decorate “them”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “these”.

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

these the the the these these these the he
Decorate “so”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “some”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
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!
Decorate “make”. Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
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 l into
Decorate “time”.

Use CRAYONS, MARKERS, GLUE with a Q-tip, GLITTER, or FINGERPAINT!
Decorate “has”.

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

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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.

**MAKING!** Letter D (use handwriting book)

- Say the "Letter Story" 3 times.
- Using BEG arm movements, write the letter in the air 3 times.
- Place a finger on the star above and pretend to write the letter 5 times.
- BE-BOW WRITING: Using different colored crayon pieces, trace the letter above 5 times.

**MASTERY!** Write D

- Start at the "Starting Star". Draw down. Hop to the top. Big bump.
- D is a TALL letter. Circle the Ds that touch the clouds!

AVAILABLE at

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Website: www.KidsMasterSkills.com

“Today’s Foundation is Tomorrow’s Success!”

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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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Please enjoy!

Clip Art:

The adorable clipart in this product is thanks in part to the following clip artists:

Dancing Crayon Designs

Educlips

Whimsy Clips

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