



## Sight Word Activities

It is important students in grades Kindergarten-2<sup>nd</sup> grade have mastered basic sight words. The ability to read these basic words with automaticity is essential as students get older and the rigor of reading is not so much in knowing the words by sight, but rather understanding the nuance of each selected word. The activities below can be utilized to increase the practice time the students spend on sight word study and memorization.

**Sight Word Assessments:** For grades K-3, each child should have a set of word cards and a Master Word Sheet. Print the child's name on the Master Word Sheet. For Kindergarten and First Grade, begin with 5 words at a time, for 2nd grade and up, work with 10 words at a time. Have children read the words (Kindergarten – 3 from individual word cards) and highlight the words that the child does NOT know.

For Kindergarten and First Graders, when they have 5 unhighlighted words, stop assessing. You will go to work with them on those 5 words while maintaining each child's words that he/she knows.

In 2<sup>nd</sup> – 8<sup>th</sup> grades, when there are 10 unhighlighted words, stop assessing and go to work on the 10 unknown words. Work with the sight words approximately 5-9 minutes each day, utilizing the strategies and activities in this kit.

### Activity #1

Write the words on index cards, one word per card. You can also do this by copying a set of word cards and cutting the apart into index size. Scatter the sight words face-up on the table or floor. If you have three children playing the game at the same time, then have three sets of words on index cards so all children have the opportunity to recognize the word. Call a word from the list and challenge the children to find and move to the target word. You can make this as competitive or cooperative as you'd like. If your goal is to give children practice, then focus on cooperative play.

### Activity #2

Spell the sight words using magnetic letters and a cookie sheet. You can often pick these up at the Dollar Store. You can begin by arranging the letters and having children read the word, then progress to dictating the word and allowing the children to spell. You will need more than one set of the letters since some words have multiples of a single letter. You might want to have the children work in pairs when you dictate the words.

### Activity #3

Make one set of word cards for each child playing. Shuffle all cards together and place face down in the center of the play area. Choose a word to be the "Secret Word." Write the "Secret Word" on a white board or Post-It Note. Have each player take turns turning over the top card from the deck and flipping it so all can see. Once the word is flipped over, all children have an opportunity to read the word. He/she who reads the word correctly first, takes the card. Play continues. At the end of the game, reveal the "secret word" and have children look at the words they've collected to see if they have the



“Secret Word”. The child who has the word wins the game. If you would like to determine a “winner” in another way, consider the child with the most cards.

#### **Activity #4**

Hide word cards around the classroom. When children find them have them bring the word to you and read the word. When one card has been read, the children can look for another. The process continues until all word cards have been gathered.

#### **Activity #5**

Make a set of word cards for the child. Show the cards one at a time and if the child reads it correctly, put a check mark on the card. If the child reads the word correctly ten times, then you believe the child is nearing mastery of the word. Be sure to celebrate the success of the child for this accomplishment.

#### **Activity #6**

Use a double set of word cards (two of each word). Remove one card so there is a word without a match. Play a card game like Old Maid, dealing the cards evenly to all players. Each player takes a turn drawing one card in secret from another player. If a match is made, those cards are laid down for a score provided the student can read the word on the card. Play continues until all cards are matched. The player with the odd word loses (just like in Old Maid).

#### **Activity #7**

Highlight the targeted words in a passage of text. Read the text in unison, but allow the child to read the highlighted words alone. A great source of reading material can be found at [www.readinga-z.com](http://www.readinga-z.com) as well as in classroom sets of books.

#### **Activity #8**

Make a worksheet with misspelled and correctly spelled versions of the target word. Challenge the children to mark those groups of letters that spell the target word correctly. You could also do this on a chart or whiteboard and have a small group work on the project together.

#### **Activity #9**

Make a flashcard of each word being studied and tape the flashcards to the walls around the classroom. Call out words and have the students walk, crawl, hop, etc. to the correct sign.

#### **Activity #10**

Write the target word at the top of a piece of paper. Have the child copy the word in each of three to eight different colors. Ask the child to find the word in a book or story.

#### **Activity #11**

Use letter cards to spell the target words. This can be done instead of magnetic letters. This can be a center and is especially helpful for kinesthetic learners.



### **Activity #12**

Give each student a newspaper, old magazine or other text and a highlighting marker. See how many times each can find the targeted word or words in the text and highlight them. This activity could be done with up to three words at a time.

### **Activity #13**

Write the word in large printing, and have the student glue yarn or string to the letters.

### **Activity #14**

Put the words on slips of paper and place inside plastic eggs. Hide the eggs around the classroom and have children find them and read the slips to you.

### **Activity #15**

Print the word on a whiteboard. Read the word together several times, spell it out loud, then erase a letter. Read the word again, visualizing the missing letter. Be sure to spell the word again in each round. Continue to erase, then read and spell until the word is no longer visible. Challenge the child to write the word correctly after it is completely erased.

### **Activity #16**

Word-O: This is a version of Bingo. Write a variety of sight words on the board for students to see. Use blank paper or student white boards. Have students draw a 3 by 3 grid to hold 9 words, a 4 by 4 grid to hold 16 words, or a 5 by 5 grid to hold 25 words. Ask them to fill in the boxes with any sight word from the board in any order they choose. Decide if you want a student to win by marking out an entire row, an entire column, or the entire board. Once a student has done this, he/she calls out, "Word-O." The winner will be the caller for the next round. Have fun!

### **Activity #17**

Erase Relay: Write two columns of sight words on the board. Write as many words as there are students in the relay. Divide the students into 2 teams. Have them stand in 2 lines at right angles to the board. At the signal, the 1st student in each line points at the 1st word in their column and pronounces the word. If the student pronounces the word correctly, he/she is allowed to erase the word. The game is won by the first team to erase all of their words.

### **Activity #18**

Tic-Tac-Toe: Divide your students into 2 teams, X's and O's. Draw a tic-tac-toe design on the board. Write sight words on the board. Take turns having the students come up and choose a word to read. If they read the word correctly, they place their team's X or O over the word and then place the symbol in a space on the Tic Tac Toe grid. If they read it incorrectly, the other team gets to send their next student



to the board to try to read the same word. The winner is the first team to connect 3 of their symbols, either X's or O's.

### **Activity #19**

**The Head Chair:** Make a single line of chairs. Mark one chair as the "Head Chair." Begin by flashing a sight word to the student seated in that chair. Once the student misses a word he/she moves to the end chair and everyone else moves forward one chair. The object of the game is to try to end up in the "Head Chair."

### **Activity #20**

**Around the World:** Students in the group are seated at desks or in a circle, except for one student. That student stands beside one of the seated students. The teacher flashes a sight word to the standing/seated pair, and whoever reads the word aloud first, moves on to the stand behind the next student. The student that makes it back to his/her own desk (all the way "Around the World") is the winner.

### **Activity #21**

**Concentration:** Make duplicate sets of ten sight words or fast phrases, twenty cards in each set. Shuffle cards. Students place cards face down on the table in a 5 x 4 grid. The first student turns over a card and reads the card. Then the student turns over a second card. If the two cards are a match, he keeps the set of cards and gets another turn. If the two cards are not a match, both cards are turned face down. The next student tries to remember the placement of the cards as a strategy to win the game.

### **Activity #22**

**Read My Back:** Pair up your students. Have the partners take turns using a finger to "write" a sight word on their partner's back. The object of the game is to recognize the word your partner is writing on your back.

### **Activity #23**

**Best Expression Competition:** Choose teams. Show students a sight word. The 1st student reads the sight word with strong emotion. For example, the sight word is help. The student might read the word, "HELP!!!" A panel of two student judges or the teacher determines the winner. The student with the best expression gets a point for their team.

### **Activity #24**

**Musical Shares:** This game is similar to Musical Chairs. Arrange chairs away from obstacles in the room. There should be one less chair than the number of students. Give each student a sight word card. When the music begins, students walk around the chairs. When the music stops, students find a seat in the closest chair. Students look to a neighbor and read their sight word card. The student left with no



chair reads his card aloud. Play resumes when the music begins again. (Note: No one is out—the person standing reads aloud rather than to a partner.)



### **Activity #25**

Team Sight Word Race: Students are divided into 2 teams. Each team takes a turn pronouncing a word turned up from a pile of sight word cards. If one team misses, the opposite team then receives a chance to pronounce the word in addition to taking their regular turn. Those students then move to the back of their team's lines and the next pair of students takes their turn. Score is kept on the number of words each team pronounces correctly.

### **Activity #26**

Sight Word Race: Divide students into teams. Choose one player from each team. Players stand at the back of the room. When the teacher says the sight word, players "fast-walk" to the white board. They must write the sight word legibly, spell it correctly, and read the word. The first player to complete the task receives a point for their team. Players then choose another team member to "walk the race."

### **Activity #27**

Baseball: You will need sight words of 4 different levels. Make the leveled words on different colored cards. Have the type of hit that each represents on each color posted somewhere that everyone can see clearly. Mark places in the room as 1st base, 2nd base, 3rd base, and home plate. Divide the students into 2 groups. Let students decide on a team name. Designate one team as home, and the other as visitors. Mix up the cards. One child goes to the home plate. He/she draw out a card. Match the color to the type of hit they are trying for. If the student can read the card correctly, they may move according to the type of hit. (A single – move 1 base, a double – move 2 bases, a triple – move 3 bases, and a homerun – go all the way to home plate.) If the student is unable to read the word, it is considered an out. After 3 outs, the next team gets to "Bat." Keep the score so that everyone can see. If everyone on the team has had the opportunity to read a word and there are not 3 outs, then the side is out and the team up to the plate, changes.

### **Activity #28**

Erase a Letter: Print the word on a whiteboard. Read the word together several times, spell it out loud, and then erase a letter. Read the word again, visualizing the missing letter. Be sure to spell again on each round. Continue to erase, then read and spell until the word is no longer visible. Challenge the students to rewrite the word either on the front board or individual student boards.

### **Activity #29**

Line up the Letters: Give children letter cards that will spell the target word or words. Challenge them to sort themselves into the correct letter groups and stand in order to spell the word.



This is a list of the Sight Words for children. Although this is all of the lists, they should be divided in this way:

Kindergarten List 1 and 2 and the first five on List 3

1<sup>st</sup> Grade List 1 through List 13

2<sup>nd</sup> Grade List 1 through List 25

3<sup>rd</sup> Grade List 1 through List 50

4<sup>th</sup> and 5<sup>th</sup> Grade List 1 through List 108

List 1	List 2	List 3	List 4
a	it	be	there
the	they	on	with
and	would	when	had
I	is	me	are
to	in	like	so
was	have	then	went
my	that	were	up
of	for	all	at
we	you	go	said
he	she	get	them

List 5	List 6	List 7	List 8
if	out	play	their
her	him	some	house
one	will	what	back
because	not	this	charge
do	people	time	came
school	make	home	from
got	could	going	friends
his	or	good	too
about	can	as	other
day	very	down	after



List 9	List 10	List 11	List 12
don't	know	every	now
our	want	didn't	think
no	saw	two	come
just	friend	dog	take
has	did	help	nice
lot	more	mother	first
fun	see	an	best
things	big	also	put
by	us	around	how
little	your	started	man

List 13	List 14	List 15	List 16
Mom	let	love	only
who	eat	off	really
tell	give	even	food
over	told	thing	sometimes
Dad	world	work	football
family	right	class	called
name	again	where	father
next	try	boy	something
night	way	another	took
many	well	ran	old

List 17	List 18	List 19	List 20
once	kids	girl	brother
new	always	away	long
children	am	each	year
much	its	everyone	game
car	wanted	room	most
into	found	sister	cat
made	bed	any	homework
run	money	teacher	games
years	why	that's	thought
team	never	favorite	should

List 21	List 22	List 23	List 24
bad	way	three	door
Christmas	morning	happy	life
water	still	everybody	look
clean	here	until	someone
parents	looked	asked	ball
before	while	different	days
better	left	place	wouldn't
I'm	stop	sure	story
live	air	need	find
bus	can't	great	finally

List 25	List 26	List 27	List 28
together	than	couldn't	which
lived	getting	girls	watch
busy	end	person	being
anything	I'd	hard	kind
every	last	through	walking
been	named	hit	important
swimming	talk	fell	hope
keep	yes	animals	mean
buy	books	played	white
heard	stay	wish	week

List 29	List 30	List 31	List 32
might	balloons	pretty	doing
lots	call	almost	black
knew	sea	high	ride
scared	horses	same	walk
boys	baseball	care	gas
soon	later	few	Mr.
read	men	horse	teachers
lunch	bear	decided	wasn't
store	real	hurt	both
whole	start	book	fish

List 33	List 34	List 35	List 36
goes	president	learn	basketball
trees	TV	he's	circus
coming	playing	tried	four
dream	must	candy	lost
gave	show	fight	mad
outside	afraid	likes	clothes
sleep	gets	snow	grade
boat	dogs	done	ready
grader	street	use	trip
tree	cars	baby	turned

List 37	List 38	List 39	List 40
won	nothing	broke	all
does	running	job	myself
probably	you're	looking	oh
died	may	small	earth
own	both	today	hill
fast	city	having	summer
walked	ship	jump	beautiful
ask	Friday	okay	funny
land	grow	planet	happened
maybe	red	hour	park



List 41	List 42	List 43	List 44
upon	caught	enough	leave
eighth	five	times	move
comes	change	free	police
war	responsibilities	head	states
feet	they're	sports	feel
set	field	build	stuff
without	lady	except	united
bring	Mrs.	bike	miss
country	turn	half	suddenly
ate	animal	America	teach

List 45	List 46	List 47	List 48
catch	kept	seen	ground
fire	sit	shot	such
party	eyes	dinner	sudden
doesn't	top	its	trying
hair	trouble	sick	used
pick	fix	since	future
reason	front	space	music
second	else	sport	problem
winter	hot	schools	seventh
rest	math	Thanksgiving	weeks

List 49	List 50	List 51	List 52
won't	let's	buy	week
liked	mouse	window	explain
lives	cut	mark	lost
stopped	killed	heat	spring
talking	making	grew	travel
throw	riding	listen	wrote
win	rules	ask	farm
woke	becomes	single	circle
yard	God	clear	whose
believe	music	energy	correct

List 53	List 54	List 55	List 56
bed	war	sent	you're
measure	fly	present	free
straight	yourself	plan	fell
base	seem	rather	suppose
mountain	thus	length	natural
caught	square	speed	ocean
hair	moment	machine	government
bird	teacher	information	baby
wood	happy	except	grass
color	bright	figure	plane

List 57	List 58	List 59	List 60
street	wish	seven	modern
couldn't	soil	famous	fun
reason	step	late	catch
difference	human	pay	business
maybe	trip	sleep	reach
step	eye	iron	lot
mouth	woman	trouble	won't
history	milk	store	case
middle	choose	beside	speak
child	north	oil	shape

List 61	List 62	List 63	List 64
eight	copy	skin	ahead
edge	forest	wasn't	wrong
soft	especially	I've	practice
village	necessary	yellow	sand
object	he's	party	tail
age	unit	force	wait
minute	flat	test	difficult
wall	direction	bad	general
meet	south	temperature	cover
record	subject	pair	material

List 65	List 66	List 67	List 68
isn't	rich	race	island
thousand	team	bit	stone
sign	corner	result	wife
guess	cat	brother	we'll
forward	blood	addition	opposite
huge	amount	various	born
ride	garden	doesn't	sense
region	led	thin	cattle
nor	note	hit	million
period	dead	weight	anyone

List 69	List 70	List 71	List 72
rule	chance	bought	hope
science	thick	radio	song
afraid	sight	method	engine
women	pretty	king	board
produce	train	similar	control
pull	fresh	return	spread
son	drive	corn	evening
meant	lead	decide	brown
broken	break	position	clean
interest	sit	bear	wouldn't



List 73	List 74	List 75	List 76
section	century	capital	meat
spent	therefore	fill	lady
ring	level	deal	west
teeth	you'll	busy	glad
quiet	death	beyond	action
ancient	hole	send	pass
stick	coast	love	type
afternoon	crow	cool	attention
silver	sharp	cause	gas
nose	fight	please	kitchen

List 77	List 78	List 79	List 80
pick	arm	sheep	inch
scale	believe	I'd	sugar
basic	major	office	key
happen	gray	row	product
safe	wonder	contain	desert
grown	include	fit	bank
cost	describe	equal	farther
wear	electric	value	won
act	sold	yard	total
hat	visit	beat	sell

List 81	List 82	List 83	List 84
wire	exercise	useful	ate
rose	bread	public	dinner
cotton	process	according	hurt
spoke	nature	steel	spend
rope	apart	salt	experiment
fear	path	speech	touch
shore	careful	forth	drop
throughout	narrow	nation	chair
compare	mental	knowledge	east
movement	nine	appear	separate

List 85	List 86	List 87	List 88
truck	wheel	trade	string
sing	none	chief	sister
column	hill	month	familiar
twice	television	clothes	onto
particular	bill	doctor	imagine
shop	solve	indeed	blow
unless	pressure	dance	quick
spot	report	church	law
neither	farmer	original	lie
met	count	enjoy	final

List 89	List 90	List 91	List 92
rise	rode	supply	solid
loud	empty	laid	northern
fair	twenty	dear	flower
herself	broke	surprise	star
slow	nice	bun	feed
noise	effect	entire	wooden
statement	paid	fruit	sort
hungry	motion	crowd	develop
join	myself	band	shoulder
tube	divide	wet	variety

List 93	List 94	List 95	List 96
season	army	shot	twelve
share	cabin	angry	mine
jump	camp	southern	company
regular	danger	dress	current
represent	purpose	bag	pound
market	breakfast	proud	valley
we're	proper	neck	double
flew	coat	breath	till
finger	push	strength	match
expect	express	member	average

List 97	List 98	List 99	List 100
die	population	electricity	raise
liquid	finish	everybody	further
alive	station	rate	steam
stream	shook	dust	guide
provide	stage	worth	discover
drink	oxygen	community	plain
experience	poem	captain	usual
future	solution	bus	seat
tomorrow	burn	protect	accept
drove	cent	cook	success

List 101	List 102	List 103	List 104
traffic	whisper	council	conversation
yesterday	available	author	evidence
situation	college	organize	citizen
realize	furniture	concern	environment
message	leather	barbecue	influence
recently	husband	accident	cancel
account	principal	disease	audience
physical	medicine	construction	apartment
neighbor	excellent	motor	worse
excited	operation	affect	transportation



List 105	List 106	List 107	List 108
frozen	stomach	ability	social
waste	collect	arrange	factory
couple	prevent	rhythm	license
function	courage	avoid	recommend
connect	occur	daily	
project	foreign	identity	
pronounce	quality	standard	
offered	terrible	combine	
apply	instrument	attached	
improve	balance	frighten	