



# MY SUPER SIGHT WORDS

275 SIGHT  
WORDS

EDITABLE  
FILE INCLUDED

**HEART WORDS**

Name: \_\_\_\_\_

**Read It**  
How many sounds do you hear?  
The letter with a heart does not make the usual sound. You need to remember it "by heart".

**Map It**  
Touch a box for each sound you hear.

**Blend It Say It**

**Trace It**

**Write It**

**Heart It**

**said**

**said**

**said**

89 HEART  
WORDS



**SUPER SIGHT WORDS**

Name: \_\_\_\_\_

1. Write the first letter of each picture in the box.

2. Color the word.

3. Read the sentence. Circle the sight word.

We will go in the red car.

4. Copy the sentence.

We will go in the car.

5. Cut and paste the word.

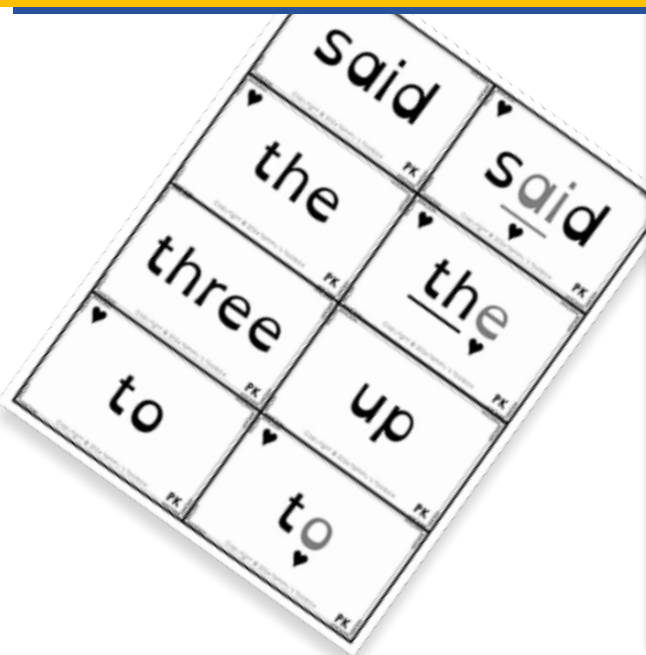
Spell the word three times.

3. Trace the word.

4. Write the word.

5. Find and circle the word.

go og GO og go  
GO good dog GO og  
GO go og go GO



# WHAT'S INCLUDED

## HIGH-FREQUENCY WORDS

- ▶ Pre-K through 3<sup>rd</sup> Grade Words
- ▶ Word Mapping Practice Sheet
- ▶ 2 Multisensory Practice Sheets for Each Word
- ▶ **89** Heart Words
- ▶ Word Lists
- ▶ **366** Flash Cards
- ▶ **89** Flash Cards with Heart Word Markings
- ▶ Game and Activity Ideas
- ▶ About Sight Words
- ▶ How to Teach Heart Words
- ▶ Assessment Sheets
- ▶ **Editable File**

**705  
PAGES**

**300+  
FLASHCARDS**



**PERFECT FOR  
INTERVENTION**



# ENGAGING & FUN

NO PREP ● PRINT AND USE



12 ACTIVITIES  
PER WORD

**SUPER SIGHT WORDS**

Name: \_\_\_\_\_

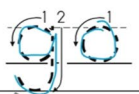
1. Color the stars when you are done. 

2. Color the word. 

Read the word 3 times. 

Finger trace the word 3 times. 

Spell the word three times. 

3. Trace the word. 

4. Write the word. 

5. Find and circle the word.

|    |      |     |    |    |
|----|------|-----|----|----|
| go | og   | GO  | og | go |
| GO | good | dog | GO | og |
| GO | go   | og  | go | GO |

**SUPER SIGHT WORDS**

Name: \_\_\_\_\_

1. Write the first letter of each picture in the box.  

2. Color the word. 

3. Read the sentence. Circle the sight word.

We will go in the red car.

4. Copy the sentence.

We will go in the car.

5. Cut and paste the word.

**busy**

**door**

**early**

**earth**

**door**

**early**

**earth**

WITH & WITHOUT  
SOUNDS MARKED



# ENGAGING & FUN

## SCIENCE OF READING ALIGNED

### HEART WORDS

### WORD MAPPING

**MAP THE SIGHT WORD**

Name: \_\_\_\_\_

**Read It**  
How many sounds do you hear?

**Map It**  
Touch a box for each sound you hear as you say the sound

**Write It**  
Write each sound you hear in a box.

**Blend It Say It**

**Write It**

Write a sight word in the shape.

away

a w ay

away



**HEART WORDS**

**the**

the

the

**Map It**  
Touch a box for each sound you hear.

**Blend It Say It**

**Trace It**

**Write It**

**Heart It**

**HEART WORDS**

Name: \_\_\_\_\_

**Read It**  
How many sounds do you hear?

**Map It**  
The letter with a heart does not make the usual sound. You need to remember it "by heart".

**Blend It Say It**

**Trace It**

**Write It**

**Heart It**

said

said

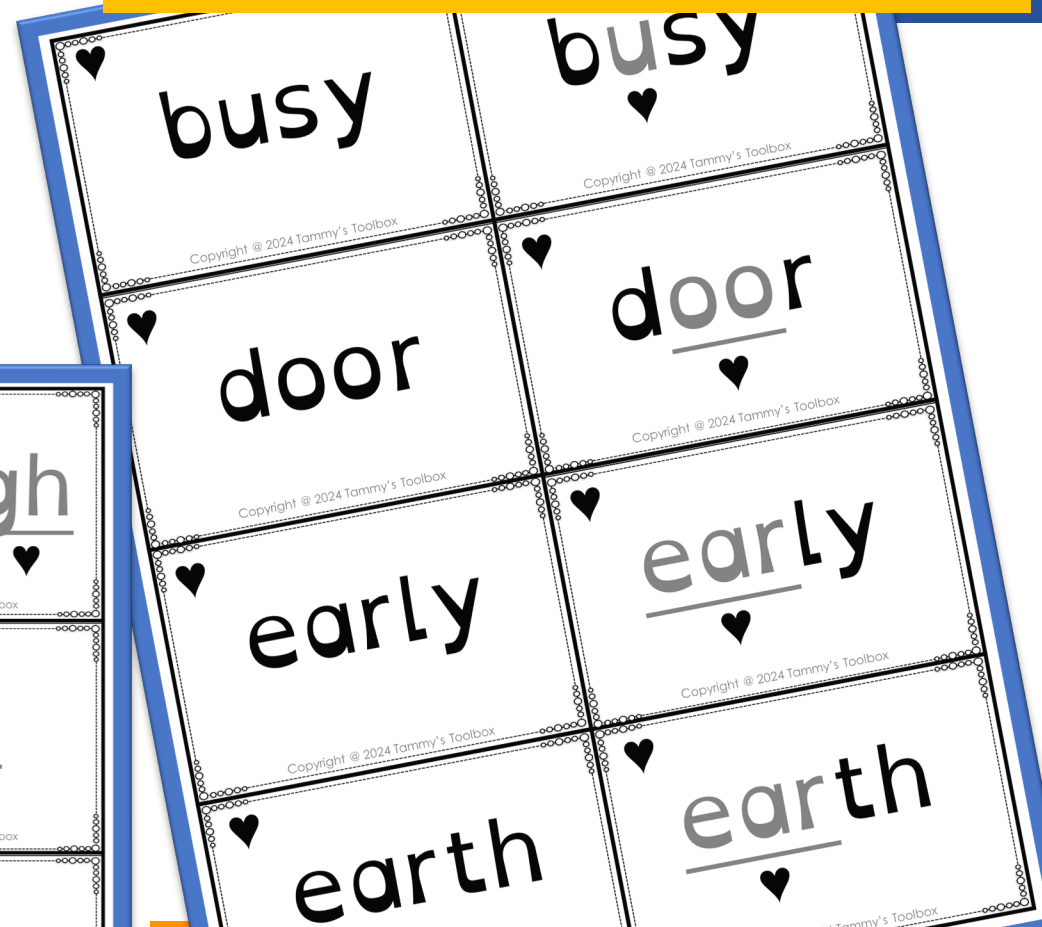
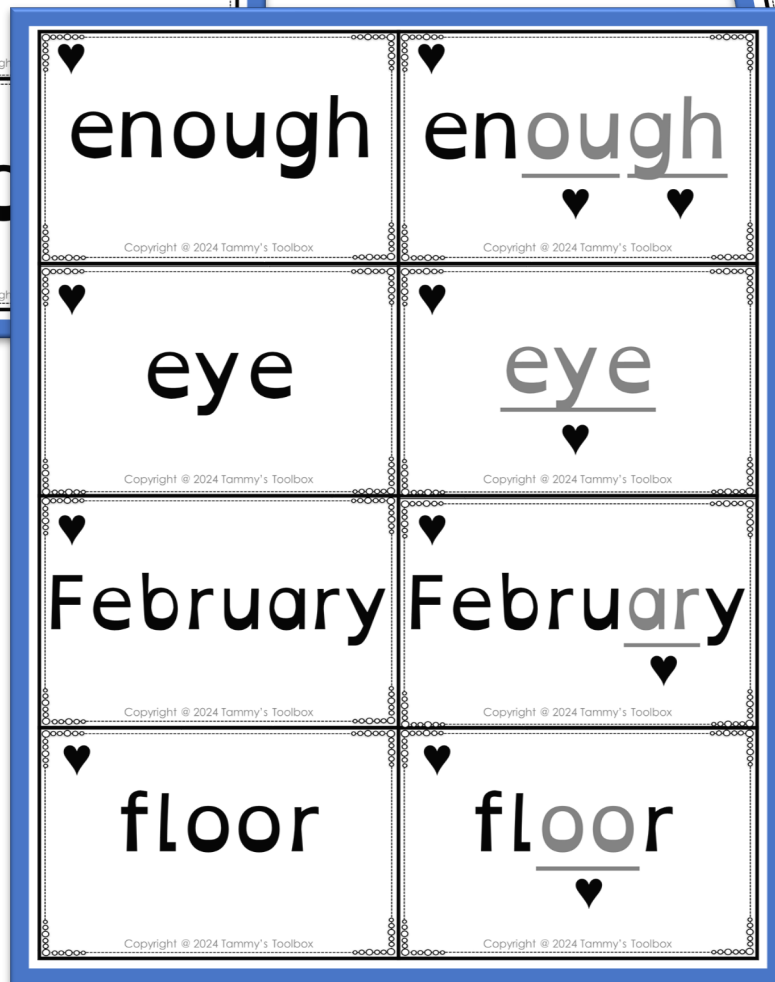
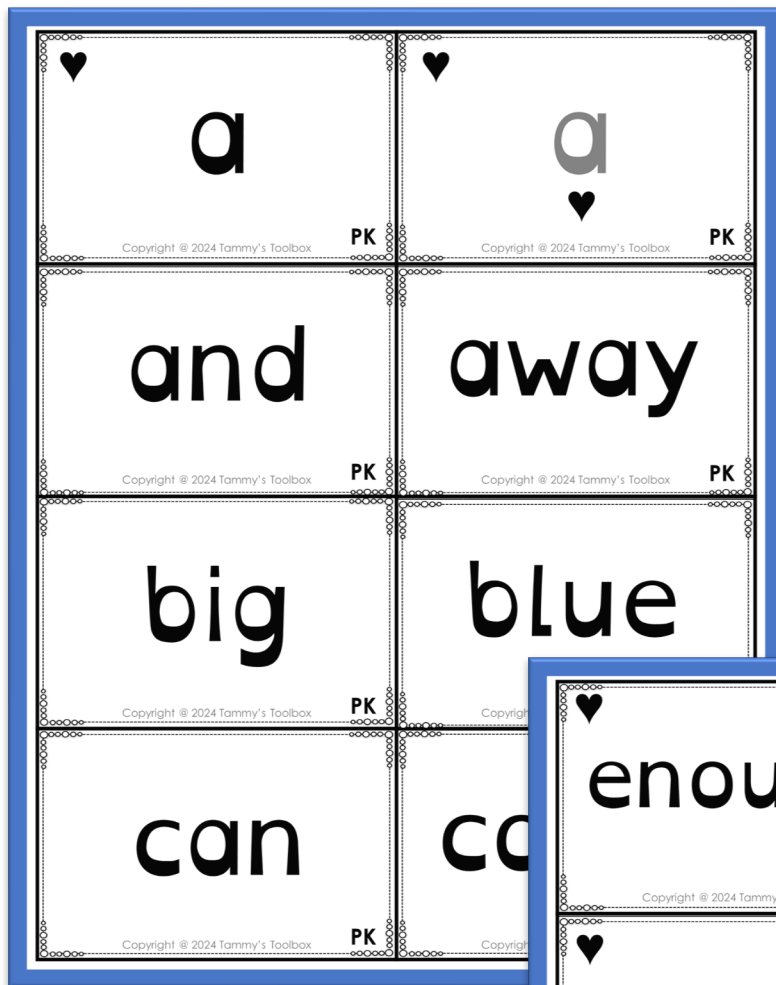
said

# ENGAGING & FUN

# FLASHCARDS



366  
FLASHCARDS



MULTIPLE USES –  
WITH DIRECTIONS



# TEACHING HELPS

## WORD LISTS



## ALPHABETICAL LISTS

**ALPHABETICAL WORD LIST**

|           |            |          |
|-----------|------------|----------|
| a         | brown      | find     |
| about ♥   | build ♥    | first    |
| above ♥   | busy ♥     | five     |
| after     | but        | floor ♥  |
| again ♥   | buy ♥      | flour ♥  |
| against ♥ | by         | fly      |
| all       | call       | for      |
| almost ♥  | came       | found    |
| always ♥  | can        | four ♥   |
| am        | carry      | fourth ♥ |
| among ♥   | clean      | friend ♥ |
| an        | cold       | from ♥   |
| and       | come       | full     |
| another ♥ | could ♥    | funny    |
| answer ♥  | cut        | gave     |
| any ♥     | did        | get      |
| are ♥     | do ♥       | give     |
| around    | does ♥     | go       |
| as        | don't      | goes ♥   |
| ask       | done       | going    |
| at        | door ♥     | good     |
| ate       | down       | got      |
| away      | draw       | green    |
| be        | drink      | grow     |
| because ♥ | early ♥    | guess ♥  |
| been ♥    | earth ♥    | guest ♥  |
| before    | eat        | guide ♥  |
| best      | eight      | guy ♥    |
| better    | enough ♥   | had      |
| big       | every      | has      |
| black     | eye ♥      | have     |
| blue      | fall       |          |
| both ♥    | far        |          |
| bring     | fast       |          |
| brother ♥ | February ♥ |          |

Pre-K  
Kindergarten  
1<sup>st</sup> Grade  
2<sup>nd</sup> Grade  
3<sup>rd</sup> Grade  
Additional Heart Words  
♥ - Heart Word

**WORD LIST**

|           |          |
|-----------|----------|
| many ♥    | pretty ♥ |
| may       | pull     |
| me        | put      |
| minute ♥  | ran      |
| Monday ♥  | read     |
| month ♥   | red      |
| mother ♥  | ride     |
| move ♥    | right    |
| much      | rough ♥  |
| must      | round    |
| my        | run      |
| myself    | said ♥   |
| never     | saw      |
| new       | say      |
| no        | says ♥   |
| not       | see      |
| nothing ♥ | seven    |
| now       | shall    |
| is        | she      |
| it        | should ♥ |
| its       | show     |
| jump      | show     |
| just      | sing     |
| keep      | sit      |
| kind      | six      |
| know      | sleep    |
| laugh ♥   | small    |
| learn ♥   | so       |
| let       | some     |
| light     |          |
| like      |          |
| little    |          |
| live      |          |
| long      |          |
| look      |          |
| made      |          |
| make      |          |

Pre-K  
Kindergarten  
1<sup>st</sup> Grade  
2<sup>nd</sup> Grade  
3<sup>rd</sup> Grade  
Additional Heart Words  
♥ - Heart Word

**Sight Word Assessment Record – Pre-K**

| Words read correctly |       | Date |
|----------------------|-------|------|
| 1                    | a ♥   |      |
| 2                    | and   |      |
|                      | away  |      |
| 5                    | big   |      |
| 6                    | blue  |      |
|                      | can   |      |
| 7                    | come  |      |
| 8                    | down  |      |
| 9                    | find  |      |
| 10                   | for   |      |
| 11                   | funny |      |
| 12                   | go    |      |
| 13                   | help  |      |
| 14                   | here  |      |
| 15                   | I     |      |
| 16                   | in    |      |
| 17                   | is    |      |
| 18                   | it    |      |
|                      | jump  |      |

**Notes**  
Student Name \_\_\_\_\_  
Record the date and check off each word read correctly.

## ASSESSMENT SHEETS



# HOW TO USE

## DIRECTIONS AND TEACHING IDEAS

### ABOUT SIGHT WORDS

Learning sight words can be tricky for beginning readers. Different programs may use different terms.

- **Sight Words:** These are words that young children can't quite sound out yet, but they see them often in books and around them. They learn to recognize them whole, like a picture! Think of them like familiar faces you greet in the morning – you know them instantly. Examples: the, is, a, me.
- **High Frequency Words:** These are words that show up a lot in reading, like the stars in the night sky. They might be sight words, or words students can sound out with their phonics skills. Knowing these words helps them read faster and understand stories better. Examples: like, go, play, we.
- **Heart Words:** Now, some high frequency words are tricky! They don't follow the usual sound rules (like "said" or "come"). These are called heart words because we have to learn them by heart. Examples: said, was, there, you.
- **Red Words:** These are irregular words that don't follow the usual sound rules, like "said" or "the." Think of them like a stop sign in reading – you can't sound them out easily, so you must learn them by sight. The color red reminds students to stop and recognize these special words by heart. The term Red Words is used in the Orton-Gillingham method.

All sight words are high frequency words, but not all high frequency words are sight words (if students can sound them out). And heart words are a special type of high frequency word that needs some extra memorizing practice with these words. It is phonetically regular as well as decodable once students learn the rules. It is still important for students to

Teach and review the words and should learn to sound out words not follow the rules. See page words including decodable words.

- On page 28 there is an alphabet symbol.

- Each grade level section includes these can be used for reference.

- There are flash cards for each word with and without markings for cards for assessment.

Teachers should add words at different grade levels and taught with different methods.

### SIGHT WORD PRACTICE

#### Sight Word Practice Ideas

**Finger Tracing** – Have students trace the word with their finger as they say each letter. Then have them slide their finger under the word as they spell it.

**Tapping** – Have students tap each letter on their arm as they spell it.

**Movement** – Have students hop, step, march, do jumping jacks, etc... as they spell and say the word.

**Say It** – Students practice saying and spelling the word in different voices, singing it, chanting it.

**Book Look** – See how many times students can find a sight word in their favorite book.

**Target Practice** – Lay sight word cards on the floor and use balls or other soft objects to try and hit the target word.

**Flashcard Practice** – Use flashcards to practice fast recognition of sight words. Students sort their cards into sight words I know, words I am working on, and words I need to practice piles. During each practice session, review the words I know pile and then pick a few words to add to the words I am working on pile.

**Sensory Writing** – Display a sight word card and have students make the word from play dough. Write the word in sand, rice, shaving cream, or other materials.

**Create a Word** – Provide a variety of art and craft materials, blocks, building bricks, etc... and have students create the word using different shapes, materials, and textures.

#### Sight Word Game Ideas

##### Sight Word Match

This is a concentration matching game. Use two sets of the same words. Lay the cards out face down. Have the first player turn over two cards. If they are a match, they keep both cards. If they are not a match, put the cards back in the same place, face down. The next player takes a turn. The trick is to remember the location of each word so you can make a match. The student should read each word aloud as they are turned over. You may also choose to have them spell the word or do an action such as touch each letter on the card, write the word in the air etc....

The winner is the player with the most matches when all cards have been paired. This game can also be played individually.

##### Fishing for Words

This is played like the familiar game of Go Fish. Make a deck that has two of each sight word card. The deck can be customized to include specific words for individual students as long as it contains only two of each word used.

Each player gets five cards, the rest are placed in a pile face down. The first player asks another player if they have one of the words on a card in their hand. For example: Do you have the word "for". If the player asked has the word, they give it to the first player and he/she puts the matching pair of cards on the table in front of them. If the second player does not have the matching word, player one must get a card from the card pile on the table. If the card matches any card the player is holding they may put the match down on the table in front of them.

### TEACHING TIPS

#### Introduce the Word

- Say the word: "said"
- Say the word together: "said"
- Stretch sounds and tap them out.
- How many sounds in the word "said"?
- Students respond with the correct number of sounds: (3)

#### Match Sounds and Letters

Use the map the sight word sheet on page 8 or draw a line on the board for each sound.

- What is the **first** sound we hear?
  - Students respond with the sound.
  - Teacher asks: What letter spells that sound? (Students respond: "s")
- What is the **last** sound we hear?
  - Students respond with the sound: /d/
  - What letter spells that sound?
  - Students respond: "d"
- What is the **middle** sound in the word?
  - Students respond: /e/
  - In the word "said," we spell the /e/ sound with the letters "ai."
  - These are the letters you will have to remember by heart.
  - Name the letters: (ai)
  - Draw a heart over the letters "ai."

### TEACHING TIPS

#### Example: Teaching "the" to Young Readers:

- 1. Introduction:**
  - Explain that "the" is a common word we see a lot in books.
- 2. Phonemic Awareness:**
  - Break down the word "the" into its sounds: /th/ + /uh/.
- 3. Linking Sounds to Letters:**
  - Show how the sounds are represented by the letters 'th' and 'e'.
  - Practice saying the word while pointing to the letters.
- 4. Orthographic Mapping:**
  - Encourage the child to touch the letters while saying the sounds aloud.
  - Touch a box under the word for each sound they hear.
  - Read sentences containing "the" to reinforce its usage and recognition.
  - Trace the word while saying the sounds.
  - Write the word while saying the sound.

Use page 9 to practice any word.

HEART WORDS

the

the

the

MAP THE SIGHT WORD

away

away

away

skills to help you.

ce. Add this word card to the page x.

SUPER SIGHT WORDS

1. Write the first letter of each picture in the box.

2. Color the word.

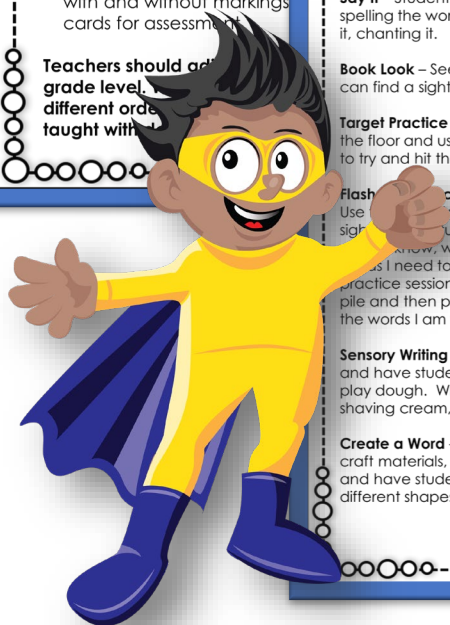
3. Read the sentence. Circle the sight word.

Mom said I can go for a run.

4. Copy the sentence.

5. Cut and paste the word.

a d i s



# EDITABLE FILE

## EASILY CREATE CUSTOMIZED SHEETS

Add  
words  
to blue  
boxes



**SUPER SIGHT WORDS**

Add your words to the boxes. They will auto populate on the practice pages, assessment sheet, and flashcards.

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

**SUPER SIGHT WORDS**

Name: \_\_\_\_\_

1. Color the stars when you are done.

2. Say each sound.

Read the word 3 times.

Finger trace the word 3 times.

Spell the word three times.

3. Trace the word.

4. Write the word.

5. Color the word.

|   |
|---|
| b |
| d |
| f |
| h |

**SIGHT WORDS**

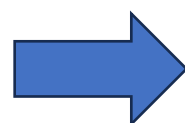
| Words read correctly |        | Date |  |
|----------------------|--------|------|--|
| 1                    | Word a |      |  |
| 2                    | Word b |      |  |
| 3                    | Word c |      |  |
| 4                    | Word d |      |  |
| 5                    | Word e |      |  |
| 6                    | Word f |      |  |
| 7                    | Word g |      |  |
| 8                    | Word h |      |  |
| 9                    | Word i |      |  |
| 10                   | Word j |      |  |
| 11                   | Word k |      |  |
| 12                   | Word l |      |  |
| 13                   | Word m |      |  |
| 14                   | Word n |      |  |
| 15                   | Word o |      |  |
| 16                   | Word p |      |  |
| 17                   | Word q |      |  |
| 18                   | Word r |      |  |
| 19                   | Word s |      |  |
| 20                   | Word t |      |  |
| 21                   | Word u |      |  |
| 22                   | Word v |      |  |
| 23                   | Word w |      |  |
| 24                   | Word x |      |  |

**Notes**

Student Name \_\_\_\_\_

Record the date and check off each word read correctly.

Automatically  
creates two pages  
per word plus a set  
of flashcards and  
assessment sheet.



**PERFECT FOR  
DIFFERENTIATION**



# SAMPLE PAGES

## PRACTICE SHEETS

**SUPER SIGHT WORD SNAPSHOT**

Name: \_\_\_\_\_

Write a sight word in the camera lens.

Draw a picture and write a sentence using the sight word.

*Like*

*I like to smile.*

**SUPER SIGHT WORDS**

Name: \_\_\_\_\_

1. Write the first letter of each picture in the box.

2. Color the word.

*me*

3. Read the sentence. Circle the sight word.

My mom fed me a hot dog.

4. Copy the sentence.

5. Cut and

*e m*

**SUPER SIGHT WORDS**

Name: \_\_\_\_\_

1. Color the stars when you are done.

Read the word 3 times.

Finger trace the word 3 times.

Spell the word three times.

2. Color the word.

*me*

3. Trace the word.

*me me me*

4. Write the word.

*me*

5. Write the word.

*me*

**HEART WORDS**

Name: \_\_\_\_\_

Read It

How many sounds do you hear?

The letter with a heart does not make the usual sound. You need to remember it "by heart".

Map It

Touch a box for each sound you hear.

Blend It Say It

Trace It

Write It

Heart It

*to*

*to*

*to*

**HEART WORDS**

Name: \_\_\_\_\_

Read It

How many sounds do you hear?

The letter with a heart does not make the usual sound. You need to remember it "by heart".

Map It

Touch a box for each sound you hear.

Blend It Say It

Trace It

Write It

Heart It

*one*

*one*

*one*

**SUPER SIGHT WORDS**

Name: \_\_\_\_\_

1. Color the stars when you are done.

Read the word 3 times.

Finger trace the word 3 times.

Spell the word three times.

2. Color the word.

*two*

3. Trace the word.

*two two two*

4. Write the word.

*two*

5. Find and circle the word.

two owt wot two wot

TWO tow two OWT TWO

otw two to wto tw

**HEART WORDS**

Name: \_\_\_\_\_

Read It

How many sounds do you hear?

The letter with a heart does not make the usual sound. You need to remember it "by heart".

Map It

Touch a box for each sound you hear.

Blend It Say It

Trace It

Write It

Heart It

*here*

*here*

*here*

**SUPER SIGHT WORDS**

Name: \_\_\_\_\_

1. Color the stars when you are done.

Read the word 3 times.

Finger trace the word 3 times.

Spell the word three times.

2. Color the word.

*you*

3. Trace the word.

*you you you*

4. Write the word.

*you*

5. Find and circle the word.

you uoy ouy you ouy

YOU yuo you UOY YOU

uyo you yu ouy yo