

Sight Word Kit 1

Extra Tips and Tricks

can, and, in, am, it, is, his, not, at, on, this, up, get, that – These words are closed syllables. They have one vowel closed up by one or more consonants. The consonants tell the vowel to say its short sound. Have the kids make a closed fist to represent this kind of syllable. 🤞 Closed syllables are the first type of syllable kids usually learn to sound out and read.

is, his – After a vowel, s often says /z/. You can also point out that **is** is hidden in **his**.

this – In the word **this**, the s does not make a /z/ sound after the vowel.

this, that, the – Th is a digraph that starts many words. A digraph is two letters next to each other that make one new sound. Th can make a voiced or unvoiced sound. These words make the voiced th sound. Practice this sound by placing the tip of your tongue between your teeth. Try to make a buzzing sound as you push air out. Place your hand on your throat. You will feel a vibration. You can also point out that the word **at** is found in **that**.

do, to – These words rhyme. Pointing out words that rhyme and practicing the skill of rhyming is very helpful. Also, use the words orally in sentences to help children understand the meaning of each word. Ex: Can we go to the park? I want to eat ice cream. Once you come to the word two in a later kit, understanding the meaning of each to, two, will be helpful.

I – I says its own name (long sound). It is actually an open syllable, which means a syllable that ends with a vowel and says its long sound.

you – Say the last letter.



Sight Word Kit 2

Extra Tips and Tricks

be, he, we, she, me – These words rhyme. Pointing out words that rhyme and practicing the skill of rhyming is very helpful. These words are also open syllables. They end with a vowel. The vowel is free to say its own name (long sound). Have kids hold up an open hand to represent this syllable. 🖐️

she - Sh is a digraph. A digraph is two letters next to each other that make one new sound. Teach that when we see sh together it makes a new sound /sh/. Have kids put their finger to their mouth and say /sh/. The child should feel a soft stream of air on their finger.

or, for. These words are r-controlled syllables. The bossy r controls the vowel. Tell the kids to look for a vowel followed by an r. Or says /or/. Have the kids cross two fingers to represent this syllable type because the vowel and the r are tangled up with the r bossing the vowel around. 🤞 Also point out that the word **or** is found in **for**.

are – Tell kids to say the middle letter r. You can also talk about ar as an r-controlled word with the ar saying /ar/ like in star.

but, with, has, as – These words are closed syllables. They have one vowel closed up by one or more consonants. The consonants tell the vowel to say its short sound. Have the kids make a closed fist to represent this kind of syllable. 🦊 **With** also ends with the digraph th. Th can make a voiced or unvoiced sound. In the word with, th is unvoiced. The tip of the tongue goes between the front teeth. When air is pushed out, it is quiet with no vibration. Place your hand on your throat, you should not feel a vibration. Finally, after a vowel, s often says /z/. It does this in **has** and **as**. Point out that **as** is hiding in the word **has**.

of, off – Tell kids over and over that of has one f and off has two. Use the words in sentences. I want one piece of cake. Turn the lights off. Of is tricky. Off follows our closed syllable rule.

have – In English, words don't end with a v. The v needs to be followed by an e. With that in mind the e is a placeholder and is silent. We sound out the word like a closed syllable hav.

by, my – These words rhyme. Pointing out words that rhyme and practicing the skill of rhyming is very helpful. In the words by and my, y is in disguise as a vowel, so these words are open syllables. When y is at the end of a one syllable word, it says the long /i/ sound.



from – Help kids recognize the predictable parts of the word. Talk about what a blend is and how to blend fr. The letter m also makes the /m/ sound at the end. The o is tricky and makes a short /u/ sound.

they – They starts with the digraph th and ends with the vowel team ey. The th is voiced and ey says the long /a/ sound.

Sight Word Kit 3

Extra Tips and Tricks

say, play, way, day, may – These words rhyme. Pointing out words that rhyme and practicing the skill of rhyming is very helpful. Ay together is a vowel team that says the long /ā/ sound. We use it at the end of words. Have kids hold up their pointer and middle finger together to represent a vowel team. Also point out that pl is a beginning blend in the word play.

had, us, him, did, an – These words are all closed syllables. They have one vowel closed up by one or more consonants. The consonants tell the vowel to say its short sound. Have kids make a closed fist to represent this kind of syllable. 🤞 These words can be sounded out.

one – This is a tricky word. Talk about how this is the number one. Use it in sentences orally. I have one cat. What do you have one of? Have the kids tell you a sentence. Whenever the word is read, ask the kids what kind of one is this. Is it the number one or I won the game?

her, first – These words are r-controlled syllables. The bossy r controls the vowel. Tell the kids to look for a vowel followed by the letter r. Er and ir both say /er/. Have kids cross two fingers to represent this syllable type. ✌️ The word **first** also has an s blend at the end of the word, s-t.

so, go, no – These words rhyme and are open syllables. Pointing out words that rhyme and practicing the skill of rhyming is very helpful. An open syllable ends with a vowel. The vowel is free to say its own name (long sound), so all of these words end with the long /ō/ sound. Have kids hold up an open hand to represent this syllable type. 🖐️

all, call – These words rhyme. Tell the kids that **all** is glued together and practice saying it. Then point out that **all** is in the word **call**. We just add the /c/ sound at the beginning. Then orally think of all the words you can that rhyme with all...fall, ball, stall, mall, etc. Depending on how old a child is, you may talk about how they think they would spell these rhyming words.

said, want – Even when a word is tricky, point out the sounds that aren't. We may say /sed/, but that means only the middle sound is tricky. Say to a child, "remember the word starts with /s/ and ends with /d/." Do you remember what the ai says in this word? If a child is stuck, give a prompt. Example: We could use it in this sentence. My mom s... to make my bed. It is the same with **want**, the /w//n//t/ can all be easily sounded out. Point out that the a says ah like in father.



Sight Word Kit 4

Extra Tips and Tricks

what, where, which, when – Wh is a digraph that says /w/. A digraph is two letters that make one sound. Also point out the digraph ch at the end of **which**. When a child says /ch/, the tip of their tongue pushes off the roof of their mouth. Some children may need to practice this.

there, where, were – **There** and **where** rhyme, **were** does not. This can help tremendously when trying to remember how to read or write **where** and **were**. Also use the words orally in sentences a lot to help kids remember which word is which!

little – **Little** is a consonant-le syllable. The consonant-le is found in the final syllable of a word. Have kids use their pointer finger and touch the consonant and then drag their finger under the le. The first syllable is lit. This is a closed syllable and easily sounded out. The second syllable is t-le. Sometimes kids will think this is an open syllable and say long /ē/ at the end of a word. **Little** is a great word to teach kids that they say the consonant /t/ and then /ul/ for le.

look – Tell kids the word starts with /l/ and ends with /k/ and in the middle two eyes are looking at them. I will even draw eyes in the oo.

if, will, which, when – All of these words are closed syllables and can easily be sounded out. A closed syllable has one vowel closed up by one or more consonants. The consonants tell the vowel it can't say its own name (long sound), so it has to say its short sound. 🤞 Also, almost all words that end in l, end in double ll, like in **will**. This is a great spelling rule to teach with the word **will**.

two – This is a tricky word. Use it orally in sentences, so kids learn that it is the number two. It does start with the /t/ sound.

out, about – Ou is a vowel team that says /ow/ in these words. The word **out** is found in **about**.



make, like, use, take, these - These words are all vowel-consonant-e or silent e syllables. The e tells the previous vowel in front of the consonant to say its own name (its long sound) and the e says nothing. Have kids put their pointer finger on the first vowel, touch the consonant with their middle finger, and then move their middle finger to the silent e. Their fingers will end up in a V. 🙌 For example, if a child is reading the word make, they put their pointer finger on a, touch the k with their middle finger, and then move their middle finger to the e, making a V. Now the child can trace from the e to the a, while saying, "the e tells the a to say its own name, /ā/." The word is /m//ā//k/.

find – Tell kids the **ind** is glued together. Then orally think of all the words you can that rhyme with find: kind, mind, blind, etc. Depending on how old a child is, you may talk about how they think they would spell these rhyming words.

was, use, these – After a vowel, s often says /z/.

Sight Word Kit 5

Extra Tips and Tricks

know – When kn is together the k is silent: knot, knight, knit, etc. Ow is a vowel team that can say long /ō/ in snow or /ow/ in now. If a child is really struggling with this word, cover up the k and w and have them see the word no. Make sure you use the word orally in sentences, so a child learns the correct definition.

how, now, down – In these words ow is a vowel team that says /ow/.

after – Split the word into syllables: af-ter. Af is a closed syllable which means it has one vowel closed up by one or more consonants. The consonant tells the vowel to say its short sound. The f tells the a to say its short sound, so af is easy to sound out. Ter is an r-controlled syllable. The bossy r controls the vowel. Er says /er/.

our – Ou is a vowel team that can also make the /ow/ sound. It is pronounced ow-r. This is a hard word for a lot of kids, so make sure you use it orally in sentences. For example: Our van is red.

would, could – These words rhyme. Pointing out words that rhyme and practicing the skill of rhyming is very helpful.

because – Help the children you are working with split the word into two syllables: be-cause. **Be** is an open syllable and a word learned in kit two. Open syllables end with a vowel. The vowel is free to say its own name (long sound). Have a child read **be** and start the second syllable with the /c/ sound. With this approach, many kids will start to recognize and read this word.

any, many, only, very – When y is at the end of a two-syllable word, it says the long /ē/ sound. Also point out that the word **any** is hidden in the word **many**.

their – This word starts out with the digraph th. A digraph is two letters next to each other that make one new sound. Th can make a voiced or unvoiced sound. Their makes the voiced th sound. Practice this sound by placing the tip of your tongue between your teeth. Try to make a buzzing sound as you push air out. Place your hand on your throat. You should feel a vibration. Sometimes just being able to start the word is very helpful. Use the word orally in sentences to make sure the children you are working with learn the correct meaning.



come, some – These words rhyme. Pointing out words that rhyme and practicing the skill of rhyming is very helpful. Have kids start these words by saying the beginning sound. Point out the beginning sound and the /m/ sound. Putting the two sounds together will help a child learn the word.

give – In English words don't end with the letter v. The v needs to be followed by an e. The e is a placeholder and is silent. The word is sounded out like it was spelled giv.

most – Teach the children you are working with this exception: ost says long /ō//s//t/. Tell the kids that **ost** is glued together and practice saying it. We just add the /m/ sound at the beginning to make the word **most**. Then orally think of all the words you can that rhyme with most... post, ghost, host, etc. Depending on how old a child is, you may talk about how they think they would spell these rhyming words.

people – Divide the word into two syllables: peo-ple. The first syllable is pronounced /p/ and the eo says long /ē/. The second syllable is a consonant-le syllable pronounced /p//ul/. Le is always /ul/ plus the consonant before.

Sight Word Kit 6

Extra Tips and Tricks

went, then, than, them – These are all closed syllable words. They have one vowel closed up by one or more consonants. The consonants tell the vowel to say its short sound. Have the kids make a closed fist to represent this kind of syllable. 🤞 Use the words orally in sentences, so correct definitions are learned.

each – Ea is a vowel team used for the long /ē/ sound and ch is a digraph. When a child says /ch/, the tip of their tongue pushes off the roof of their mouth. Some children may need to practice this.

other – Split the word up into two syllables: oth-er. The first syllable is pronounced /uhth/, so point out the recognizable th. The second syllable is an r-controlled syllable. Er says /er/.

year – There is an ear in year. It starts with the /y/ sound.

time, write, made, more - These words are all vowel-consonant-e or silent e words. The e tells the previous vowel in front of the consonant to say its own name (it's long sound) and the e says nothing. Have kids put their pointer finger on the first vowel, touch the consonant with their middle finger, and then move their middle finger to the silent e. Their fingers will end up in a V. ✌️ For example, if a child is reading the word made, they put their pointer finger on a, touch the d with their middle finger, and then move their middle finger to the e, making a V. Now the child can trace from the e to the a, while saying, "the e tells the a to say its own name, /ā/." The word is /m//ā//d/.

write – When the letters wr are together, the w is silent. Other examples are wren, wrestle, and wrong.

think – Think of **ink** as being glued together. Then add the unvoiced /th/ sound in front by placing the tip of the tongue between the front teeth. Push air out quietly with no vibration. Place your hand on your throat, you should not feel a vibration. Come up with other words that rhyme with think: pink, sink, drink, etc. Depending on how old a child is, you may talk about how they think they would spell these rhyming words.



good - Make sure your child gets the first and last sounds, /g//d/. The middle sound is the short oo sound, /uh/. It is the same sound in look, book, and cook.

over – Break **over** into two syllables: o-ver. The first syllable is open and the o says its own name, long /ō/. The second syllable is r-controlled. It says /v/ and the vowel-r says /er/.

again – Break the word into two syllables: a-gain. This word is a little trickier and takes some practice. The /g/ and /n/ sounds are helpful.

new – Ew is a team that makes the long u sound. It says /oo/ like in flute. Sometimes it says /yoo/ like in few.