

SIGHT WORDS PRACTICE WORKSHEETS

All 100 Fry first-100 sight words, in 5 sets of 20: trace it, write it from memory, then use it in a fill-in-the-blank sentence. A tracker, a class grid, a team note and a home page. Print, or type the names and tracker. PDF.

CONTENTS THE FIVE SETS

Every set has three pages in a row, in this order. The page number prints in the footer of every page.

SET	WORDS	TRACE IT	WRITE IT	COMPLETE THE SENTENCE
Set 1	Words 1-20	6	7	8
Set 2	Words 21-40	9	10	11
Set 3	Words 41-60	12	13	14
Set 4	Words 61-80	15	16	17
Set 5	Words 81-100	18	19	20

ALL 100 WORDS, BY SET

Set 1 - Words 1-20
the, of, and, a, to, in, is, you, that, it, he, was, for, on, are, as, with, his, they, I

Set 2 - Words 21-40
at, be, this, have, from, on, one, had, by, words, but, not, what, all, were, we, when, your, can, said

Set 3 - Words 41-60
there, use, an, each, which, she, do, how, their, it, will, up, other, about, out, many, then, them, these, so

Set 4 - Words 61-80
some, her, would, make, like, him, into, time, has, look, two, more, write, go, see, number, no, way, could, people

Set 5 - Words 81-100

SET 1 TRACE IT

NAME _____ DATE _____

Read the word. Then trace the faded copy, left to right, two times.

1 the the the
2 of of of
3 and and and
4 a a a
5 to to to
6 in in in
7 is is is
8 you you you
9 that that that
10 it it it
11 he he he
12 was was was
13 for for for

SET 1 WRITE IT

NAME _____ DATE _____

Read the word. Then write it two times on your own, without copying if you can.

1 the
2 of
3 and
4 a
5 to
6 in
7 is
8 you
9 that
10 it
11 he
12 was
13 for

SET 1 COMPLETE THE SENTENCE

NAME _____ DATE _____

Read each sentence. Write the missing word on the blank line. Row numbers match the Trace It and Write It pages for this set (pages 6 and 7).

1 I see _____ big red ball.
2 She ate a bite _____ cake.
3 I like cats _____ dogs.
4 He has _____ new hat.
5 We like _____ play outside.
6 The cat is _____ the box.
7 This _____ my best friend.
8 Can _____ help me, please?
9 I want _____ red bike.
10 Put _____ on the table.
11 _____ ran to the bus.
12 It _____ a sunny day.
13 This gift is _____ you.
14 The book is _____ the desk.
15 You _____ a good friend.

TRACKER SIGHT WORD TRACKER

STUDENT _____ TEACHER _____ MONTH _____

SET	TRACE IT (DATE)	WRITE IT (DATE)	SENTENCE (DATE)	NOTES
Set 1				
Set 2				
Set 3				
Set 4				
Set 5				

How to fill this in _____

NEXT SET, OR WHAT TO TRY (A HARDER SET, MORE SENTENCE PRACTICE, MOVING A SET BACK TO TRACE IT) _____

FILLED EXAMPLE SIGHT WORD TRACKER — AVA, INVENTED

Ava is invented, nothing on this page describes a real student. The blank tracker is on page 21.

STUDENT _____ TEACHER _____ MONTH _____

Ava T. (an invented student) Ms. Okafor (invented) September

SET	TRACE IT (DATE)	WRITE IT (DATE)	SENTENCE (DATE)	NOTES
Set 1	9/2	9/4	9/8	Read all 20 sentences on the set with no help
Set 2	9/9	9/11	9/15	—
Set 3	9/16	9/18	—	Needs a reread prompt on 3 of the 20 sentences
Set 4	9/22	—	—	—
Set 5	—	—	—	—

How to read it: 4 of 5 sets started. Ava has traced 4 of 5, written 3 of 5, and completed the sentence page for 2 of 5. Set 4 is ready for Write It next. Set 3 is ready for Complete the Sentence next. Every number here comes from the table above.

The family note this tracker would produce: "This week Ava finished Trace It and Write It for Set 3 and has started Complete the Sentence, with 3 sentences still needing a reread. Set 4 is up next!" — every fact in it is a row of the table above.



One complete kit for the Fry first-100 sight words: trace it, write it from memory, then use it in a sentence, for all five sets, with the record-keeping around it.

THREE STEPS

- 1 **Pick the set and the page**
Five sets of 20 words, three pages each — Trace It, Write It, Complete the Sentence. The contents page (5) gives every page number and every word.
- 2 **Trace, write, then use it**
Trace It comes first (most support), then Write It (no model), then Complete the Sentence (recall, in a sentence). The how-it-works page (4) shows a sample row from each.
- 3 **Record it, send it home**
Date each format on the tracker (page 21), roll the class up on page 22, and send this week's set home (page 24). A filled example is on page 25.

WHICH PAGE, WHEN

WHEN...	USE...
A word is brand new	Its Trace It page — a faded copy of the word to trace over
Reads it but is not yet writing from memory	Its Write It page — two blank lines, no model shown
Writes it and reads it in context	Its Complete the Sentence page — the same word, no model, in a sentence
Writing a progress note or a note home	Phrase bank, page 26

Everything inside (28 pages)

- **100 Fry first-100 sight words**, in 5 sets of 20, in this store's own read-only word bank order
- **15 practice pages** — 5 sets x 3 formats each: Trace It, Write It, Complete the Sentence
- **100 fill-in-the-blank sentences**, one new sentence per word, checked in code against the same word bank — no repeats, one blank each
- **1 set tracker** (one student) and **1 class roll-up grid**, type-in or print
- **1 team note page** and **1 home-practice page**
- **1 filled example, 1 phrase bank, 1 binder cover with five tabs**

How to read a page

Page 4 shows one word through all three formats side by side. The dots on the name line are the format code, there for you: no student page carries the word "Level", and every page in a set keeps the same row numbers.



ONE WORD, THREE FORMATS (SET 1, ROW 1)

1 the the the

1 the

1 I see ____ big red ball.

The row number

Every word keeps the same number on all three pages of its set, so row 1 on Trace It, Write It and Complete the Sentence is always the same word.

Aa The word

Printed in full on Trace It and Write It. Complete the Sentence shows only the number — check the matching row on either of the first two pages if you need the answer.

... The faded trace

A light-ink copy of the word, printed twice, for a pencil to trace directly over.

— The blank line

Write It gives two empty ruled lines with no model shown. Complete the Sentence gives one blank inside a sentence, for the same word.

LEAST SUPPORT TO MOST

Trace It



The most support: a faded copy of the word, printed twice, to trace directly over in pencil. Nothing is recalled from memory yet.

Write It



No model at all: the word is printed once, then two blank ruled lines for the student to write it from memory.

Complete the Sentence



The least support: no word is printed, only its row number. The student reads a sentence and writes the missing word on the blank.

Type in, or print

The name and date line, the tracker, the class grid, the team note and the home page are type-in fields in any PDF reader. The tracing, the writing and the sentence blanks are always pencil work. This is a fillable PDF, not a slideshow or a word-processor file.

A note on the sentences

Every sentence is written to have one honest blank for its word — it is a fill-in-the-blank page, not an open-writing page. Many Fry words (“the”, “of”, “as”) have no natural sentence a five-year-old would write from scratch, so the sentence is given and the word is the only blank.

If a word is hard

- Go back one format: from Complete the Sentence to Write It, or from Write It back to Trace It. Nothing is lost — the tracker on page 21 records each format on its own.
- Cover the sentence and read the word alone first, on the matching row of the Trace It or Write It page for that set.
- Say the word out loud, spell it out loud, then write it — the same routine for every word in every set.
- Stop after one hard word. A short win on the next word is worth more than pushing through a whole row that is not going well.





Every set has three pages in a row, in this order. The page number prints in the footer of every page.

SET	WORDS	TRACE IT	WRITE IT	COMPLETE THE SENTENCE
Set 1	Words 1–20	6	7	8
Set 2	Words 21–40	9	10	11
Set 3	Words 41–60	12	13	14
Set 4	Words 61–80	15	16	17
Set 5	Words 81–100	18	19	20

ALL 100 WORDS, BY SET

Set 1 • Words 1–20

the, of, and, a, to, in, is, you, that, it, he, was, for, on, are, as, with, his, they, I

Set 2 • Words 21–40

at, be, this, have, from, or, one, had, by, words, but, not, what, all, were, we, when, your, can, said

Set 3 • Words 41–60

there, use, an, each, which, she, do, how, their, if, will, up, other, about, out, many, then, them, these, so

Set 4 • Words 61–80

some, her, would, make, like, him, into, time, has, look, two, more, write, go, see, number, no, way, could, people

Set 5 • Words 81–100

my, than, first, water, been, call, who, oil, its, now, find, long, down, day, did, get, come, made, may, part

How the numbers add up

5 sets × 20 words = **100 words**, every one of the Fry first-100 list. 5 sets × 3 formats = **15 practice pages**. 1 new fill-in-the-blank sentence per word = **100 sentences**, checked in code against the same word list — no word skipped, none repeated.

Also in this file

Set tracker, page 21 • class roll-up grid, page 22 • team note page, page 23 • home-practice page, page 24 • filled example, page 25 • phrase bank, page 26 • binder cover and tabs, page 27.





NAME

DATE



Read the word. Then trace the faded copy, left to right, two times.

1 the the the

2 of of of

3 and and and

4 a a a

5 to to to

6 in in in

7 is is is

8 you you you

9 that that that

10 it it it

11 he he he

12 was was was

13 for for for

14 on on on

15 are are are

16 as as as

17 with with with

18 his his his

19 they they they

20 | | |





NAME

DATE



Read the word. Then write it two times on your own, without copying if you can.

1 the

2 of

3 and

4 a

5 to

6 in

7 is

8 you

9 that

10 it

11 he

12 was

13 for

14 on

15 are

16 as

17 with

18 his

19 they

20 I





NAME

DATE



Read each sentence. Write the missing word on the blank line. Row numbers match the Trace It and Write It pages for this set (pages 6 and 7).

- 1 I see _____ big red ball.
- 2 She ate a bite _____ cake.
- 3 I like cats _____ dogs.
- 4 He has _____ new hat.
- 5 We like _____ play outside.
- 6 The cat is _____ the box.
- 7 This _____ my best friend.
- 8 Can _____ help me, please?
- 9 I want _____ red bike.
- 10 Put _____ on the table.
- 11 _____ ran to the bus.
- 12 It _____ a sunny day.
- 13 This gift is _____ you.
- 14 The book is _____ the desk.
- 15 You _____ a good friend.
- 16 She is _____ tall as her dad.
- 17 I play _____ my sister.
- 18 He lost _____ blue shoe.
- 19 _____ are going to the park.
- 20 _____ like to read books.





STUDENT

TEACHER

MONTH

SET	TRACE IT (DATE)	WRITE IT (DATE)	SENTENCE (DATE)	NOTES
Set 1				
Set 2				
Set 3				
Set 4				
Set 5				

How to fill this in

Date each format the day the student finishes it, in order — Trace It, then Write It, then Complete the Sentence. A student can sit at Write It on one set while still finishing Trace It on the next; the tracker keeps them independent. Filled example, read the same way: page 25.

NEXT SET, OR WHAT TO TRY (A HARDER SET, MORE SENTENCE PRACTICE, MOVING A SET BACK TO TRACE IT)...





STUDENT

WEEK OF

THIS WEEK'S SET (1-5)

FORMAT (TRACE IT / WRITE IT / COMPLETE THE SENTENCE)

How to help at home, in three steps

- Read the word together first. Say it, then spell it out loud together.
- Cover the word and ask your child to write it from memory in the box below, then check it against the set page in the folder.
- One or two words is enough for one sitting. Stop while it is still going well.

Practice this week's word from memory, twice

WORDS WE PRACTICED

DAYS WE PRACTICED THIS WEEK

NOTE FROM THE TEACHER

NOTE FROM HOME



SIGHT WORD TRACKER — AVA, INVENTED



Ava is invented; nothing on this page describes a real student. The blank tracker is on page 21.

STUDENT

Ava T. (an invented student)

TEACHER

Ms. Okafor (invented)

MONTH

September

SET	TRACE IT (DATE)	WRITE IT (DATE)	SENTENCE (DATE)	NOTES
Set 1	9/2	9/4	9/8	Read all 20 sentences on the set with no help
Set 2	9/9	9/11	9/15	–
Set 3	9/16	9/18	–	Needs a reread prompt on 3 of the 20 sentences
Set 4	9/22	–	–	–
Set 5	–	–	–	–

How to read it

4 of 5 sets started. Ava has traced **4** of 5, written **3** of 5, and completed the sentence page for **2** of 5. Set 4 is ready for Write It next; Set 3 is ready for Complete the Sentence next. Every number here comes from the table above.

The family note this tracker would produce

“This week Ava finished Trace It and Write It for Set 3 and has started Complete the Sentence, with 3 sentences still needing a reread. Set 4 is up next.” — every fact in it is a row of the table above.

The same five sets on the class grid (page 22)

Ava’s row would read like this today — the furthest format reached on each set, a dash for Set 5, not yet begun.

STUDENT	SET 1	SET 2	SET 3	SET 4	SET 5
Ava T.	S	S	W	T	–

3 words to review next, from Set 3 (invented, for this example)

there, use, an. These are the ones the note above counted as still needing a reread — go back to Set 3’s Trace It or Write It page (pages 12 and 13) for a quick reread before trying the sentence again.

What this feeds

The row above is exactly what goes on the team note (page 23) and the family page (page 24) for Ava this week — the same numbers, copied over rather than re-counted.





THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has thirty minutes of planning time and a table of students who each need the same hundred words at a different pace. If this helped, leaving feedback on TPT helps other teachers find it.

Leave a review and earn credits

Go to **My Purchases** on TPT and click **Provide Feedback**. You earn credits toward future purchases, and honest feedback tells me exactly what to build next. If something is missing or wrong, please use the **Ask a Question** tab first — I will fix it and send you the update free.

WHAT'S NEXT FROM THIS STORE

**SOUND BOXES
SEGMENTING CVC WORDS**

3 FORMATS

Six short-vowel sets (a, e, i, o, u, and mixed), three pages each: dots and a picture, sound boxes with the same picture, and sound boxes with the word alone. A tracker, a class grid, a team role and a home page. Print, or type the names and tracker. PDF.

**Sound Boxes
Segmenting CVC Words
Worksheets**

Breaking a decodable word into its sounds, the skill sight words sit beside rather than replace.

**DECODABLE SENTENCES
CVC PICTURE MATCH**

SPECIAL EDUCATION - READING

Sixteen decodable sentences built only from CVC words and Fry-100 sight words, each paired with the one picture it actually describes. Read and Match, Cut and Paste, Illustrate It and a Decoding Check — four formats, one sentence bank. Print, or type the tracker and family page. PDF.

**Decodable Sentences
CVC Sentence-Picture
Match**

The next step once a few sight words are solid: reading them inside a decodable sentence.

**CVC WORDS
HANDWRITING PRACTICE**

SPECIAL EDUCATION - HANDWRITING

Ten CVC words, two per short vowel: each one traced with start dots and arrows, written from memory, then used in its own decodable sentence. A word wall, a tracker, a class grid and a family page. Print, or type the names and tracker. PDF.

**CVC Words
Handwriting Practice,
Words and Sentences**

The same trace-write-sentence idea, built for CVC words instead of Fry sight words.

**LETTER FORMATION
TRACING A-Z**

SPECIAL EDUCATION - HANDWRITING

3 LEVELS

Every letter, three pages: a guided trace with numbered start dots and arrows, a tracing trace, then writing from a picture cue. Formation charts to post, alphabet review, a tracker, a class grid and a family page. Print, or type the names and tracker. PDF.

**Letter Formation
Handwriting Tracing
Practice A-Z, 3 Levels**

The letter-by-letter step before whole words: start dots, arrows and a fading trace for every letter.

Part of the K–2 Reading and Handwriting collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

Type: Andika, Fredoka and Patrick Hand, SIL Open Font License. No third-party art.

© Bright Path Sped. For single-classroom use by the original purchaser.

