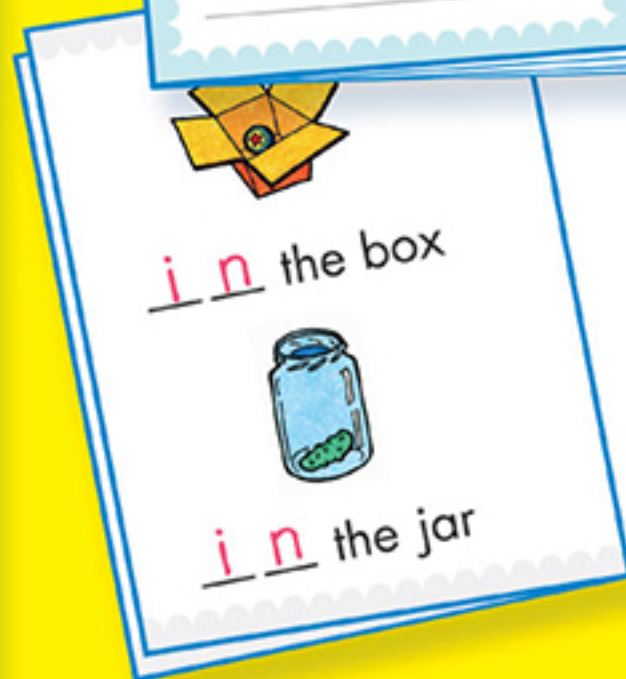


# 100 Sight Word Mini-Books

Instant Fill-in Books That Teach 100 Essential Sight Words

by Lisa Cestnik and Jay Cestnik

**Builds  
Reading Confidence  
& Fluency!**



 SCHOLASTIC

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by Lisa Cestnik and Jay Cestnik

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NEW YORK • TORONTO • LONDON • AUCKLAND • SYDNEY  
MEXICO CITY • NEW DELHI • HONG KONG • BUENOS AIRES

**Teaching**  
*Resources*

to Jay's mother, Frances Cestnik,  
for her generous spirit

## Acknowledgments

Foremost, we thank Professor Dale Willows, who saw the first versions of these mini-books in 1999 and encouraged us as we developed one hundred.

We thank the students and teachers in Toronto schools who helped to field-test this resource and the Ontario school boards that adopted early editions.

We thank family and friends for their assistance, particularly our sisters, Mary and Stephanie.

We thank Liza Charlesworth and Scholastic for selecting our manuscript, and our editor, Kama Einhorn, for her contribution.



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<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
a .....	are .....	an .....	about .....
the .....	at .....	as .....	after .....
I .....	be .....	come .....	because .....
am .....	by .....	did .....	before .....
and .....	do .....	found .....	does .....
my .....	eat .....	from .....	don't .....
me .....	for .....	had .....	give .....
how .....	get .....	has .....	goes .....
can .....	go .....	into .....	have .....
you .....	it's .....	know .....	here .....
see .....	keep .....	look .....	if .....
we .....	like .....	made .....	its .....
he .....	make .....	not .....	just .....
she .....	no .....	now .....	than .....
it .....	off .....	one .....	their .....
is .....	or .....	our .....	them .....
to .....	put .....	said .....	then .....
in .....	read .....	some .....	there .....
this .....	saw .....	two .....	too .....
that .....	so .....	use .....	were .....
of .....	take .....	want .....	when .....
her .....	us .....	went .....	where .....
his .....	very .....	what .....	who .....
they .....	was .....	will .....	why .....
all .....	your .....	with .....	would .....

# Welcome to **100 Sight Word Mini-Books!**

**A**n experience I had teaching led me to realize the need for a resource that teaches high-frequency words in a visual manner. It happened like this: One day, a first grader asked me to print the word *rain* in his personal dictionary. Just as I was about to write it in, there it was, on the page already! If there had been a picture beside the word, I thought, he would not have asked how to spell *rain* a second time. It made me wonder why children didn't use picture dictionaries more often.

I began studying picture dictionaries, old and new. Most of them were collections of concrete nouns. Some contained a few verbs and adjectives. But rarely did they illustrate challenging words such as *of*, *too*, *why*, *was*, or *who*. Before word walls started to appear, it was a common practice, in classrooms that I visited, for teachers to post lists of words like these.

My research led me to the Dolch list of sight words and several subsequent variations. (There seemed to be more agreement on which words to include on a list than on what to call them: sight words, high-frequency words, primer words, instant words, core words, tricky words, puzzle words.) According to many reading experts, one hundred of these words constitute 50 percent of what children read and write in the early years. Experts also recommend that these abstract words be taught in context. Many have irregular spelling and multiple uses, which make them difficult to learn. They are generally considered "unpicturable." That's why they weren't in the picture dictionaries!

At this point, I enlisted my husband, an illustrator, to help me design a series of worksheets. We started by portraying sight words alphabetically in brief, common phrases and sentences. Then, I thought about composing four-line verses so that children could recite the sight words in a chant, for example, "See that hamster? See that dog? See that fish? See that frog?" The repetition, rhythm and rhyme, together with the pictures, would make the lessons fun and more memorable.

In 1998, I noticed teachers adding word walls to their classrooms. Word walls are valuable tools because they give children exposure to sight words. But some children require more support than letters alone can provide. Like training wheels

on a bike or water wings in a pool, picture cues can help children until they are ready to ride off to, or dive into, literacy. We decided to format the illustrated verses as reproducible booklets. Our goal was to produce a series of one hundred lessons. I took these mini-books into several primary classrooms and got an enthusiastic response. Even children with reading difficulties felt successful because the booklets were only four lines long, highly repetitive, and had close picture-text match.

So, here are our 100 mini-books! You will find instructions for assembling the books below, and on pages 6–11, teaching tips for introducing them to children, as well as activities and ideas to extend learning. May these lessons be the keys your children use to unlock the English language and a lifetime of learning!

## Using This Book

### Making the Mini-Books:

1. Make a single-sided photocopy of the four-panel mini-book page for each child. (Enlarge the pages, if desired.)
2. Fold each photocopy into a four-page book so that the large focus sight word and write-on lines are on the front cover and the word search is on the back.
3. Also prepare an enlarged version of one of the books to use as a teaching aid when introducing the mini-books to your class. Enlarge each of the mini-book pages by 200%. Use a glue stick to affix the cover and the first page back to back. Repeat with the second page and the back cover. Place the pages together and glue or staple along the left-hand side. Trace or print the focus sight word on the second, third, and fourth lines of the verse.



### Mini-Book Tips

- When you introduce the mini-books to your class the first few times, distribute them already folded. At the next stage, try pre-creasing the pages, and then distribute them flat. This will give children a model until they are able to fold the books on their own.
- Let each child make two copies of each book—one for school and the other for home! Give each child a resealable plastic bag or square tissue box for storing their books.

## Introducing the Mini-Books:

1. Display the cover of the enlarged book (see Making the Mini-Books page 5), for example, the “are” book on page 38. Say, *Today we are going to talk about the word “are.” What letters are in this word? Let’s think of some ways we can use this word. How might you use it in a sentence?*



2. Look at and discuss the pictures. Point out how one letter is printed on each dash (a r e). Talk about the directionality of the text (left side, top to bottom, right side, top to bottom). Read the phrases or sentences aloud as children follow along. Then invite a pair of children to read the four lines of the verse aloud.

3. Lead the class in a chant:

Read the word.  
(are)

Spell the word.  
(a-r-e)

Point to and read the word in each line.  
(are . . . are . . . are . . . are)

Read the verse.  
(They are worms. They are bugs.  
They are butterflies. They are slugs.)

Read the word again.  
(ARE!)

4. Invite children to use their finger to “write” the sight word in the air.

5. Tell children to write their name on the cover of their book.

6. Ask them to read aloud with you the large sight word on the cover. Then invite children to color the word creatively or according to a pattern. For example, they might color vowels red and consonants blue, or long vowels red and short vowels yellow. Silent letters might remain uncolored.

7. Direct children to use a pencil to trace the sight word printed near the bottom of the cover. (For extra practice, children might write the word a few times using different-colored pencils, crayons, or thin markers.)



8. Ask children to open their mini-book to the first line of the verse. Invite them to read the sight word printed on the dashed lines. Then direct them to use a pencil to trace the sight word printed on the dashed lines in the second line. Finally, have them print the letters of the sight word on each of the dashed lines in the third and fourth lines of the verse.



9. Read aloud the verse, then invite children to join in as you read it again. Encourage children to use the pictures to help them read the words.

10. Have children turn to the word search on the back cover. Ask them to study the letters carefully. Then say, *How many times can you find the sight word are?* Challenge children to circle the word each time they find it. For Level One and Two words, tell them that they should circle the word only if it is printed left to right and top to bottom. This reinforces directionality of text. Levels Three and Four include words printed on the diagonal, beginning with the word search for “found” on page 67, to give students who are ready an extra challenge.



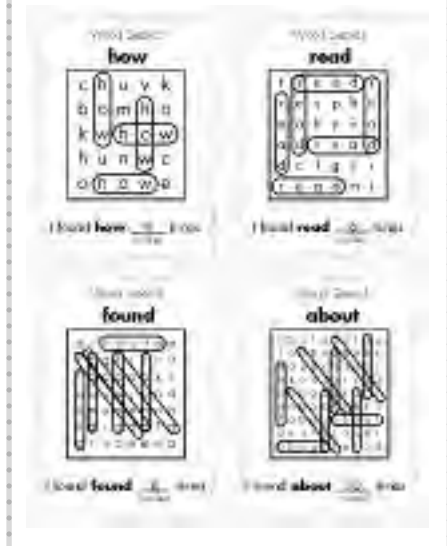
11. Invite children to use colored pencils or thin markers to color the pictures in their mini-book, if they like. Encourage them to reread their mini-books often, at school and at home, to family members and friends.

### Teaching Tip

As an extra challenge, tell children to unfold their mini-book to the blank side. Invite them to think of a picture to draw that they can describe using the sight word. Help them write a new phrase or sentence using the word.

### About the Word Searches

In each Level One word search, the sight word is hidden four times. It is hidden six times in Level Two, eight times in Level Three, and ten times in Level Four books.





# The Sight Words

**W**e compared several lists of high-frequency and sight words (Dolch; Edward Fry; Otto & Stallard; Ves Thomas; Clay & Watson; Bodrova, Leong & Semenov; and others). Some of these lists are based on general usage. Some focus on usage by children or by authors of children's reading material. Others are organized for instruction according to reading ability.

The most important words appear prominently on all lists, though the ranking varies. We selected and sorted one hundred of these words into four levels depending upon difficulty of spelling or usage. Except for *one* and *two*, we did not choose nouns, colors, or numbers for our list. Most of those words are easy to represent. Many appear in our verses as content words. To compose verses, we matched the sight words with common word families that were ranked according to complexity (short vowels, long vowels, blends, irregulars).

The first level, for early emergent readers, features lessons in a specific order for 25 of the most useful high-frequency words. Most of these are used in phrases or sentences of just two or three words. The remaining 75 mini-books are divided into three progressive sections. The books in these three levels are organized alphabetically.

Lessons are intended to be taught one level at a time because they incorporate vocabulary and word families previously learned. Nonetheless, you can introduce words in an order that supplements your reading program.

## Level 1

a	my	see	is	of
the	me	we	to	her
I	how	he	in	his
am	can	she	this	they
and	you	it	that	all

## Level 2

are	eat	keep	or	take
at	for	like	put	us
be	get	make	read	very
by	go	no	saw	was
do	it's	off	so	your

## Level 3

an	from	look	our	want
as	had	made	said	went
come	has	not	some	what
did	into	now	two	will
found	know	one	use	with

## Level 4

about	don't	if	them	when
after	give	its	then	where
because	goes	just	there	who
before	have	than	too	why
does	here	their	were	would

# Activities & Extensions

## Alphabet Sort

Have children select four or more mini-books randomly and sort the sight words into alphabetical order. This promotes skills for early dictionary use. Children can also take words from a single verse and sort them alphabetically on paper.

## Show Me the Vowels

Print a sight word verse on the blackboard or chart paper with all the vowels missing. Invite children to print one or more vowels until the phrases or sentences are completed.

## Sight Word Rhyming Time

Make a list of words that rhyme with the sight word and are spelled in a similar manner. (For instance, *get* rhymes with *pet, vet, wet, net, set, let, met*.) Point out rhyming words that are spelled differently than the sight word (for instance, *of* rhymes with *love, glove, above, shove*; *said* rhymes with *bed, red, fed, bread, head*). Use the rhyming words in the verse to start a list of simple sentences (for instance, *Dad is not mad. Dad is glad*).

## Flashcard Mini-Books

The sight word mini-books can be helpful as assessment tools. Use the covers as flashcards. If a child cannot read the large sight word, open the mini-book to provide a picture clue.

## Pattern Writing

Unfold a mini-book and turn to the blank side. Use the sight word and the pattern of the verse to create new phrases and sentences. For instance, *make*: *He can make a mask. She can make a sandwich. He can make a snowman. She can make a speech. He can make a nest. She can make a vest*. This is an excellent way to reinforce a sight word and give strong writing support. It also helps children to reread what they have written. In addition, pattern writing may provide opportunities to discuss colloquial phrases that use the sight words.

## Sight Word Shapes

This art activity helps a child recognize and recall the shape and features of a word. Enlarge and photocopy the large sight word on the cover. Cut it out and glue it in the middle of a horizontal sheet of paper. Make a copy for each child. Then invite children to use different colors of crayon, colored pencil, or marker to trace around the outline of the sight word again and again until they reach the edge of the paper. They can also make patterns in the space between the lines.

## Visual Literacy

Teach both sides of the brain! Discussing the illustrations can be a part of any lesson. Ask questions like these:

- *How are the four pictures in the verse similar to another? How are they different?*
- *Are some things in the drawings farther away than others?*
- *What shapes do you see in the pictures?*

## Connect the Sight Words

After covering most of the lessons, use the mini-books to make pocket chart sentences composed of as many sight words as possible. On index cards, print any extra words that children request. Score each sentence by giving a point for each different sight word used. Do examples as a class, then divide into teams. Determine a time limit for teams to compose their entries.

### Scoring examples:

*She can do it.* (4 points)

*Look at that dog in the window.* (5 points)

*What do they do with all the bottles?* (6 points)

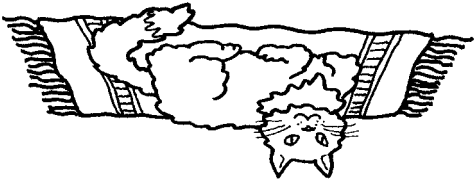
*My two friends are going to the zoo and I want to go too.* (11 points)



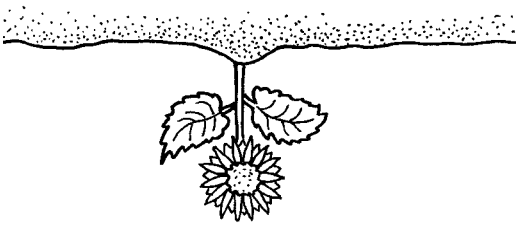
# Sight Word Mini-Books



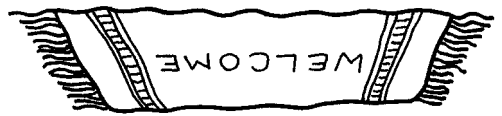
cat \_\_\_\_\_



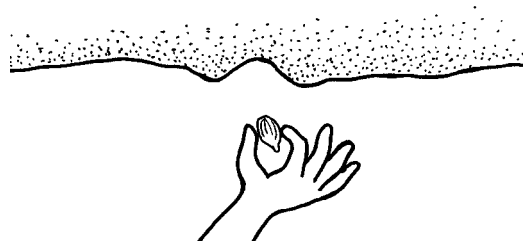
flower \_\_\_\_\_



mat \_\_\_\_\_



seed \_\_\_\_\_



### Word Search

**a**

m	q	c	s	u
e	h	t	a	f
a	y	d	v	a
j	e	n	g	b
i	z	a	p	r

I found **a** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

a  
book

\_\_\_\_\_

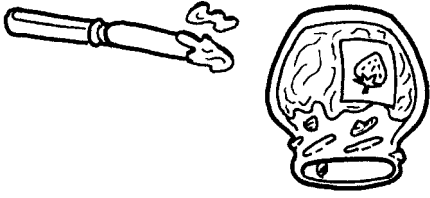
a a

\_\_\_\_\_

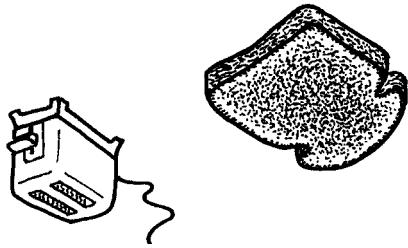
\_\_\_\_\_

\_\_\_\_\_

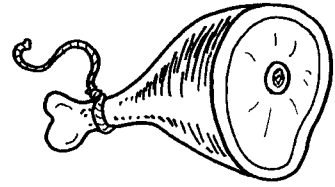
jam \_\_\_\_\_



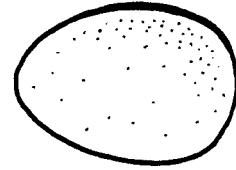
toast \_\_\_\_\_



ham \_\_\_\_\_

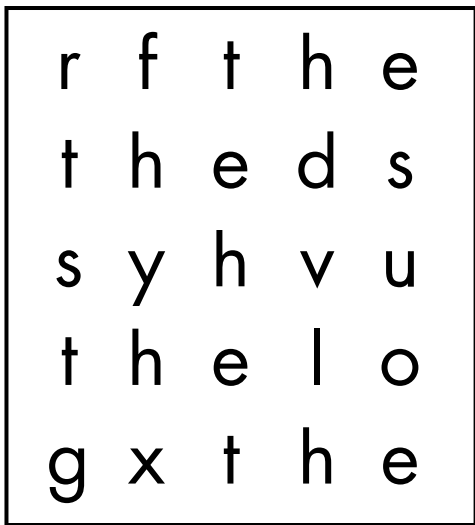


egg \_\_\_\_\_



### Word Search

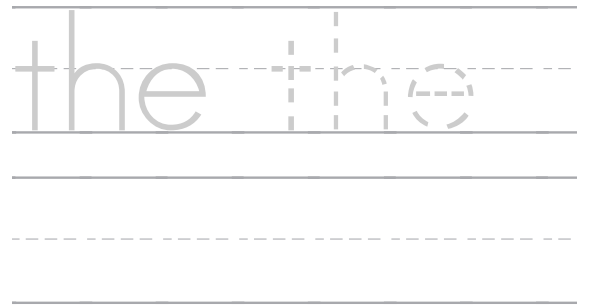
## the



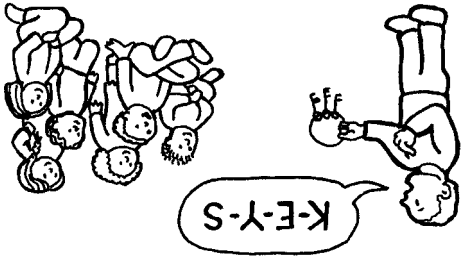
I found **the** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

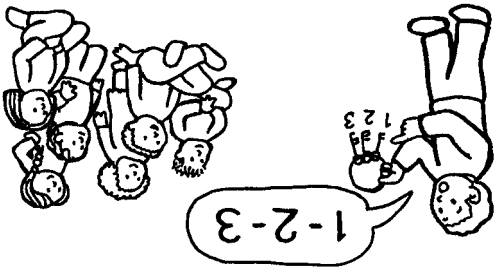
# the book



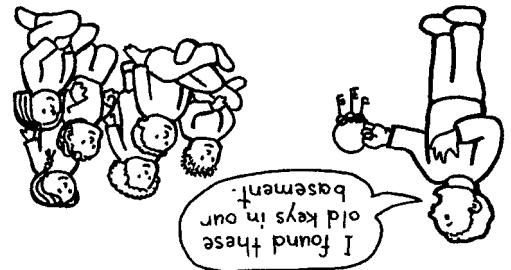
spell. \_\_\_\_\_



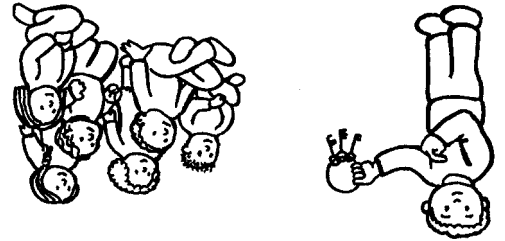
count. \_\_\_\_\_



tell. \_\_\_\_\_



show. \_\_\_\_\_



### Word Search

# I

I	H	P	C	L
K	E	Y	A	F
T	I	V	J	I
Z	L	D	H	R
F	Y	J	N	I

I found **I** \_\_\_\_\_ times.  
(number)

's

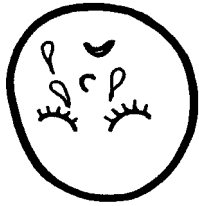
# I

# book

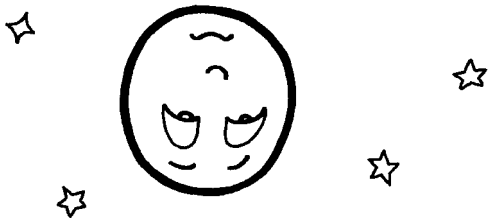




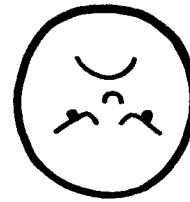
I \_\_\_\_\_ I  
sad.



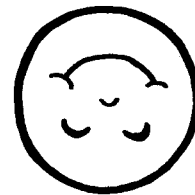
I \_\_\_\_\_ I  
sleepy.



I \_\_\_\_\_ I  
mad.

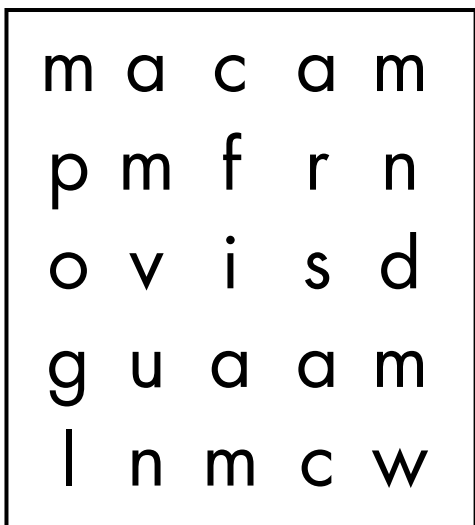


I \_\_\_\_\_ I  
happy.



### Word Search

**am**



I found **am** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

am

book

am am

hen \_\_\_\_\_ rooster



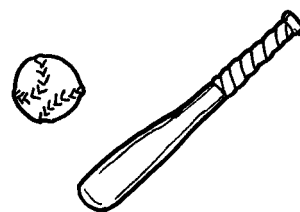
queen \_\_\_\_\_ king



paper \_\_\_\_\_ pen

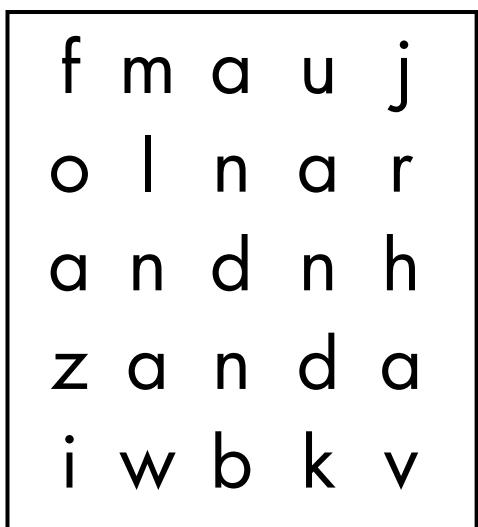


bat \_\_\_\_\_ ball



### Word Search

# and

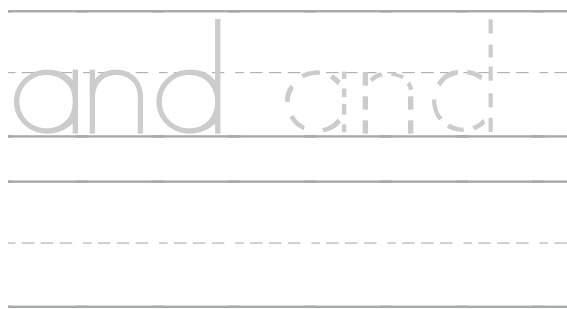


I found **and** \_\_\_\_\_ times.  
(number)

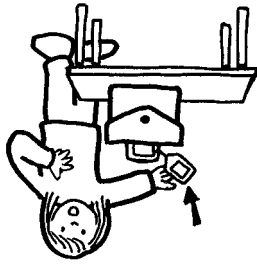
\_\_\_\_\_ 's

# and

# book



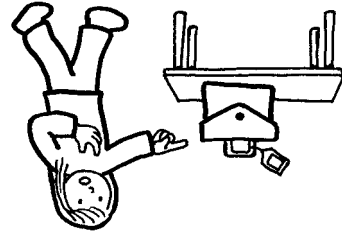
bag \_\_\_\_\_



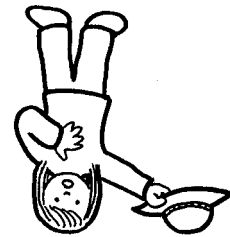
coat \_\_\_\_\_



bag

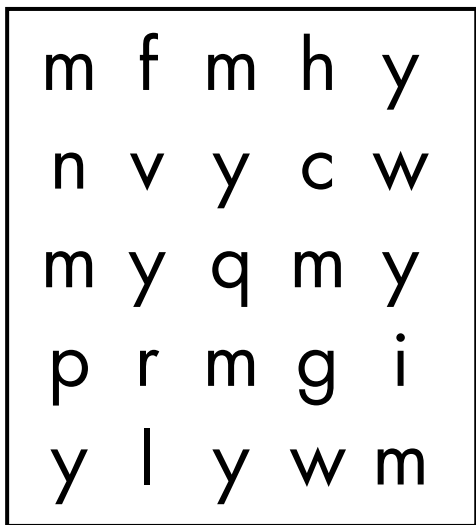


hat



### Word Search

## my



I found **my** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

# my

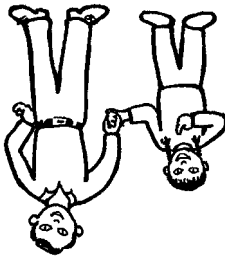
  

## book

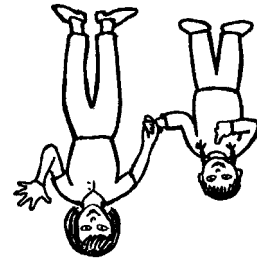
and my drum \_\_\_\_\_



and my dad \_\_\_\_\_



and my mom \_\_\_\_\_

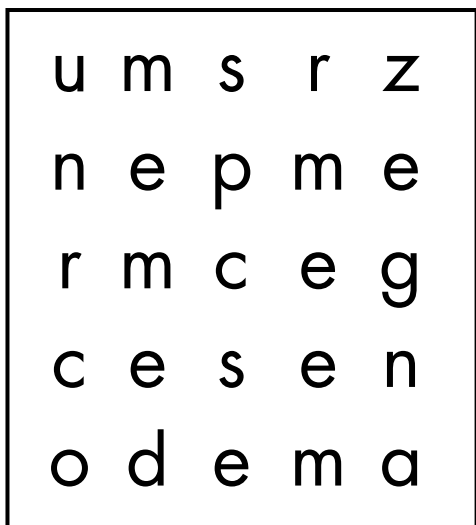


and my shadow \_\_\_\_\_



### Word Search

**me**



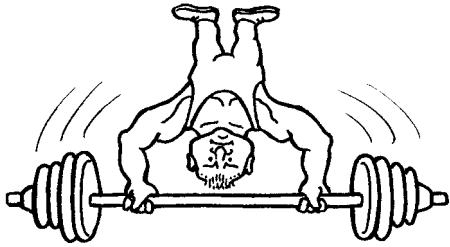
I found **me** \_\_\_\_\_ times.  
(number)

's

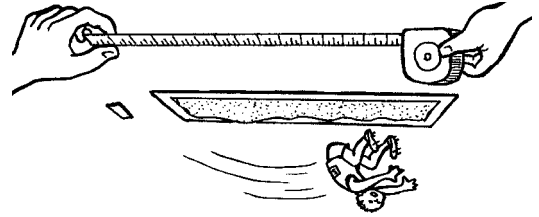
me  
book

me me

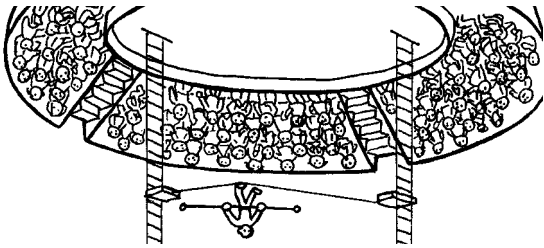
Oh my, \_\_\_\_\_  
strong!



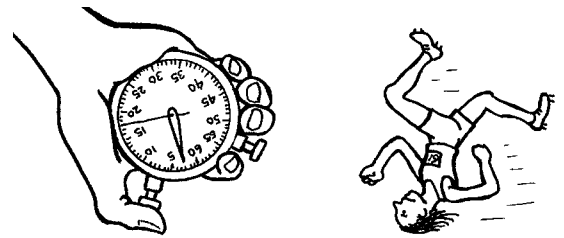
Oh my, \_\_\_\_\_  
long!



Oh my, \_\_\_\_\_  
brave!

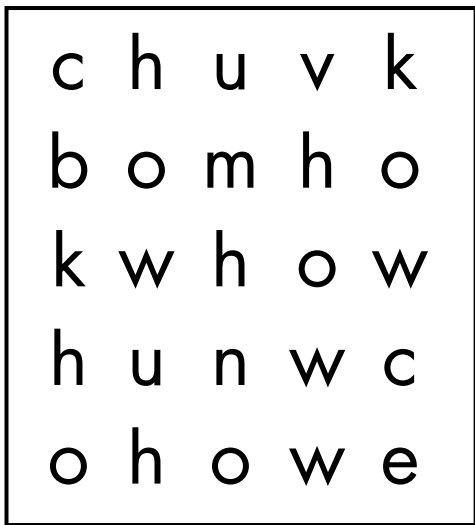


Oh my, \_\_\_\_\_  
fast!



### Word Search

## how



I found **how** \_\_\_\_\_ times.  
(number)

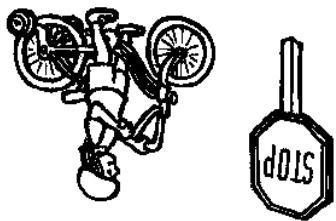
\_\_\_\_\_ 's

# how

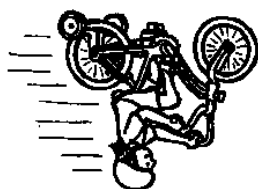
## book

how how

I \_\_\_\_\_ stop.



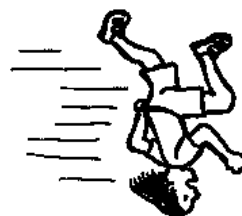
I \_\_\_\_\_ ride.



I \_\_\_\_\_ hop.

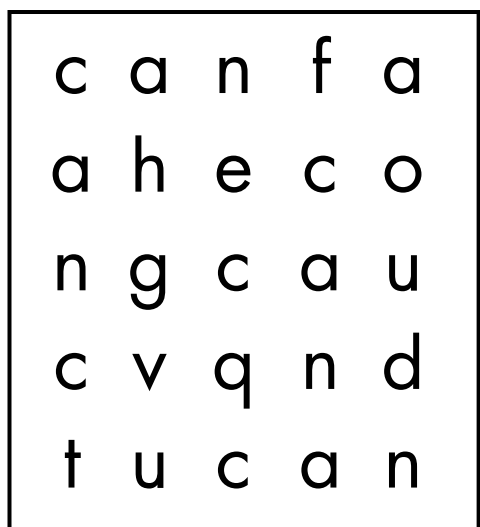


I \_\_\_\_\_ run.



### Word Search

**can**



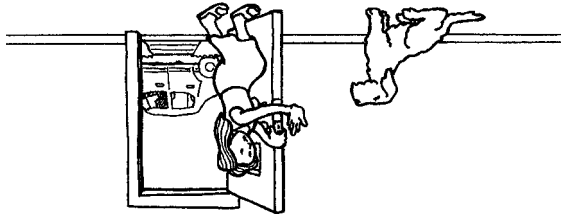
I found **can** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

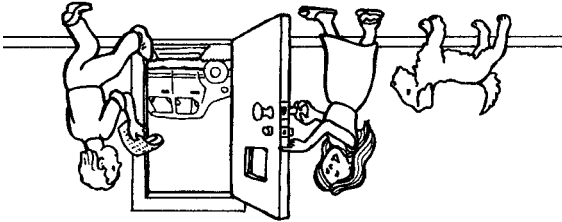
can  
book

can can

I say, 'You stay!



I say, 'Go.



I say, 'You play.

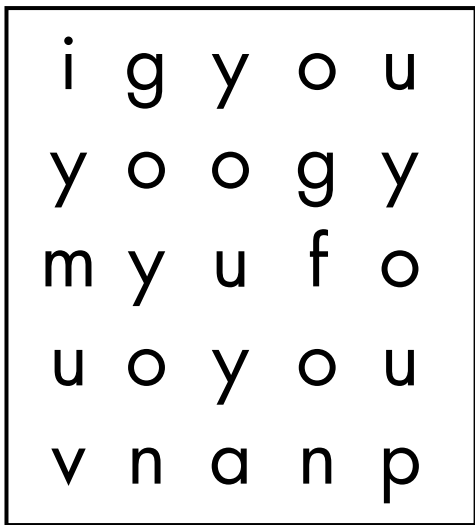


I say, 'You work.



### Word Search

# you



I found **you** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

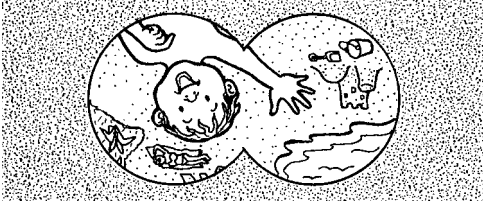
# YOU

## book

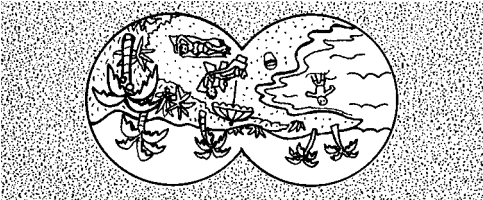
you you

Can you \_\_\_\_\_ me?



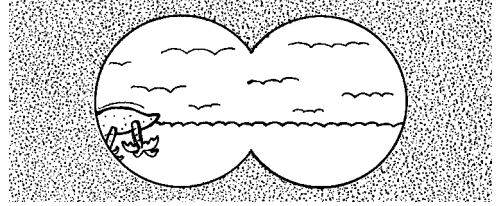
the beach?

Can you \_\_\_\_\_



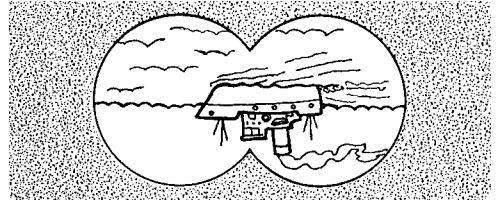
the sea?

Can you \_\_\_\_\_



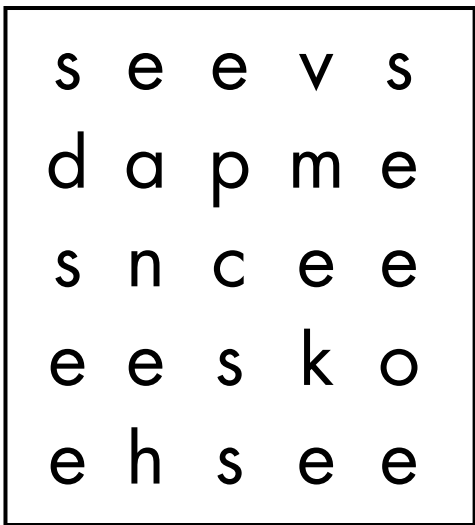
the ship?

Can you \_\_\_\_\_



### Word Search

**see**



I found **see** \_\_\_\_\_ times.  
(number)

's

see

book

see see



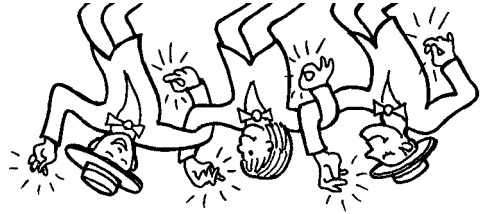
Oh, how \_\_\_\_\_ clap \_\_\_\_\_



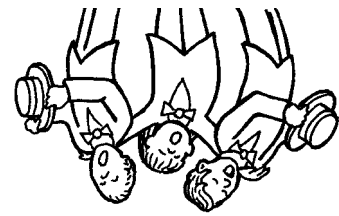
Oh, how \_\_\_\_\_ laugh \_\_\_\_\_



Oh, how \_\_\_\_\_ sing \_\_\_\_\_

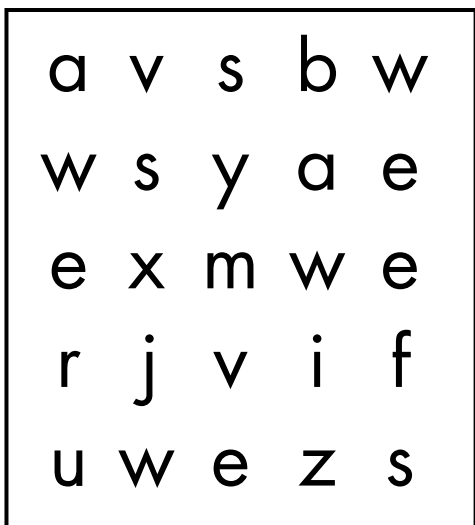


Oh, how \_\_\_\_\_ dance \_\_\_\_\_



### Word Search

**we**



I found **we** \_\_\_\_\_ times.  
(number)

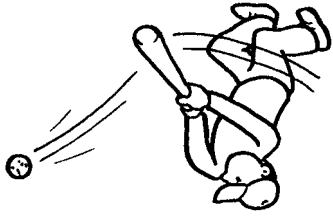
\_\_\_\_\_ 's

we

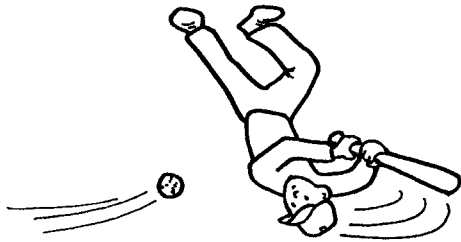
book

we we

See how \_\_\_\_\_ hits.



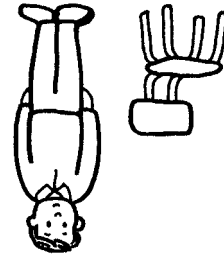
See how \_\_\_\_\_ swings.



See how \_\_\_\_\_ sits.

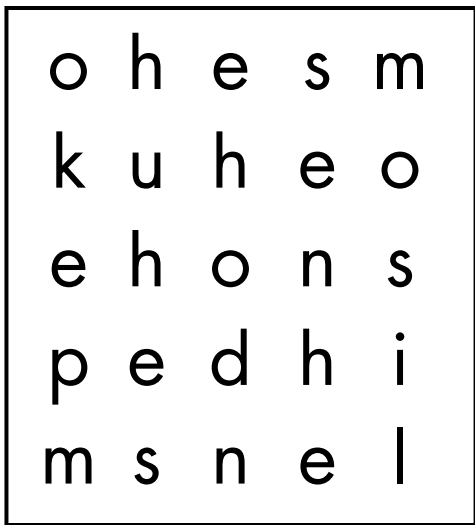


See how \_\_\_\_\_ swings.



### Word Search

# he



I found **he** \_\_\_\_\_ times.  
(number)

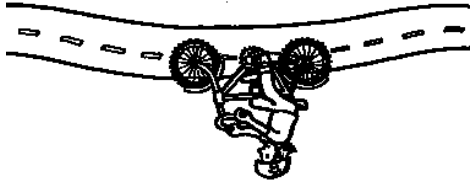
's

# he

# book

he he

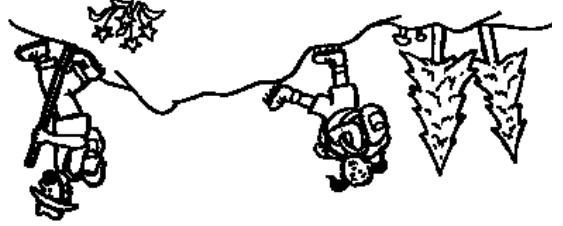
See how \_\_\_\_\_ bikes.



See how \_\_\_\_\_ kicks.



See how \_\_\_\_\_ hikes.

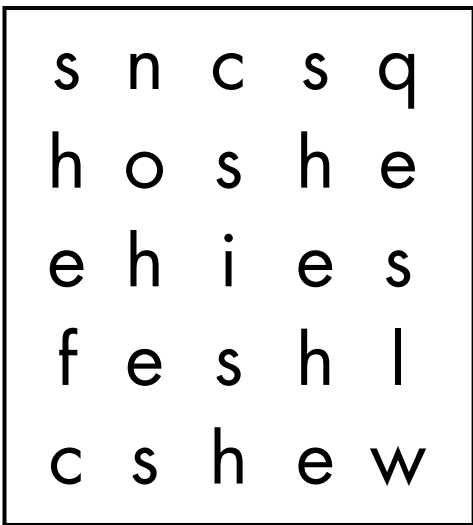


See how \_\_\_\_\_ skates.



### Word Search

# she



I found **she** \_\_\_\_\_ times.  
(number)

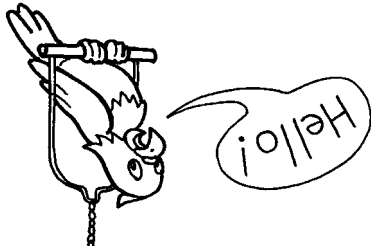
's

# she

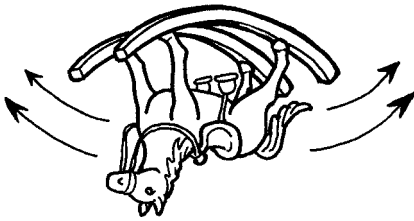
# book

she she

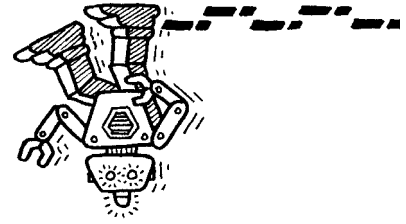
How well \_\_\_\_\_  
talks!



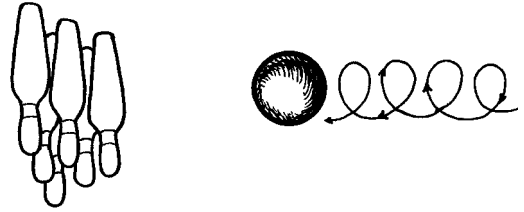
How well \_\_\_\_\_  
rocks!



How well \_\_\_\_\_  
walks!

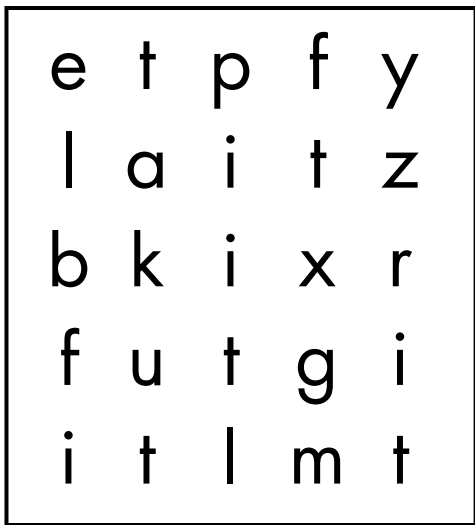


How well \_\_\_\_\_  
rolls!



### Word Search

**it**



I found **it** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

it  
book

it it

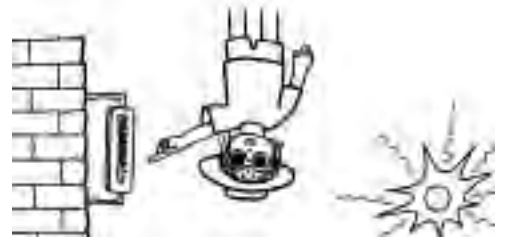
It \_\_\_\_\_ a lot!



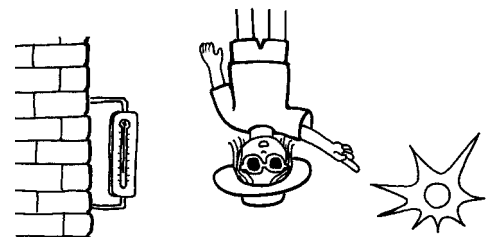
It \_\_\_\_\_ good.



It \_\_\_\_\_ hot.

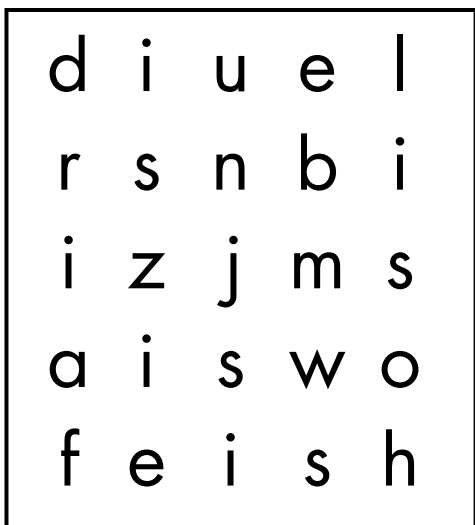


It \_\_\_\_\_ sunny.



### Word Search

**is**



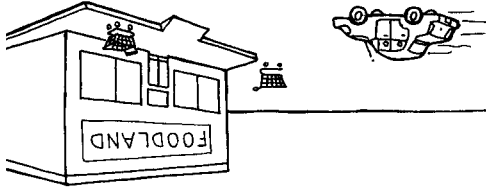
I found **is** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

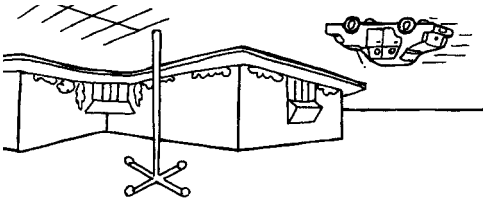
is  
book

is is

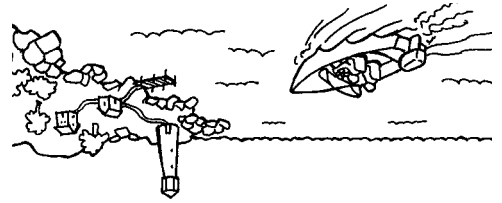
the store



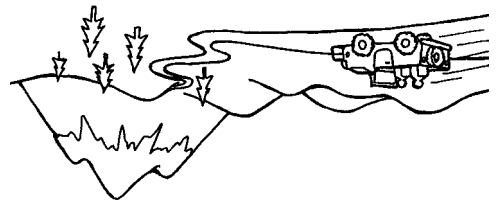
the mall



the shore

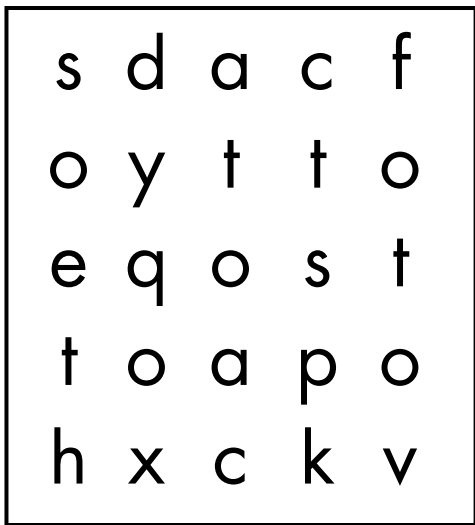


the mountain



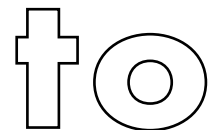
### Word Search

**to**



I found **to** \_\_\_\_\_ times.  
(number)

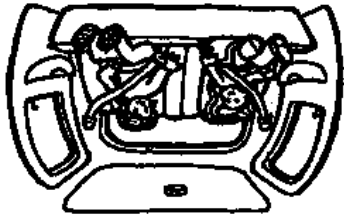
's



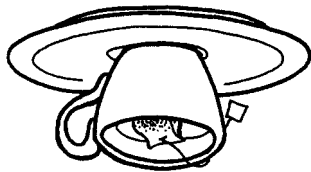
book

to to

the car \_\_\_\_\_



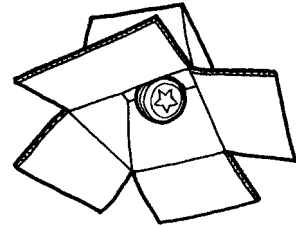
the cup \_\_\_\_\_



the jar \_\_\_\_\_

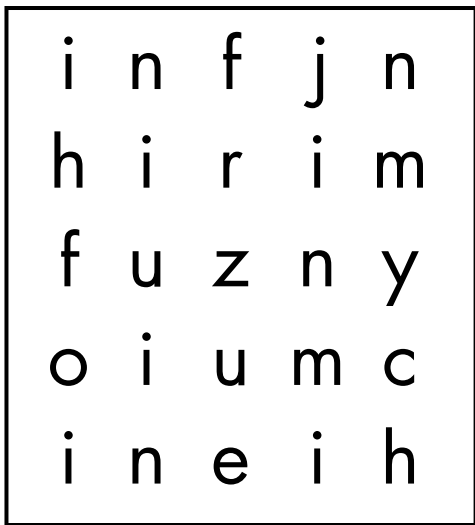


the box \_\_\_\_\_



### Word Search

## in



I found **in** \_\_\_\_\_ times.  
(number)

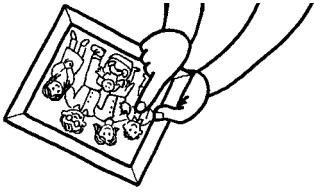
\_\_\_\_\_ 's

# in book

in in

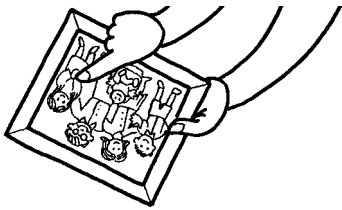
is my brother.

And \_\_\_\_\_



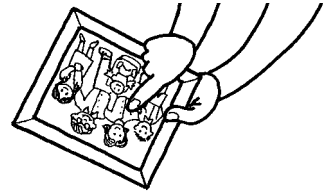
is my sister.

And \_\_\_\_\_



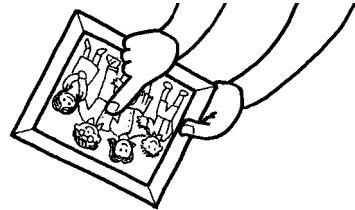
is my mother.

And \_\_\_\_\_



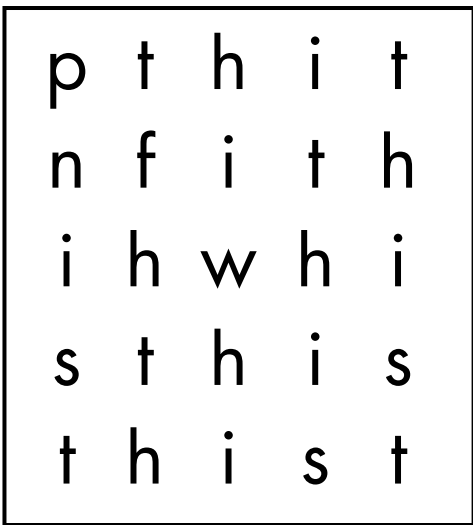
is my father.

See, \_\_\_\_\_



### Word Search

## this



I found **this** \_\_\_\_\_ times.  
(number)

's

# this

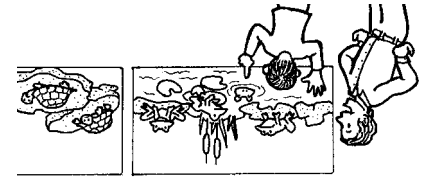
## book

this this



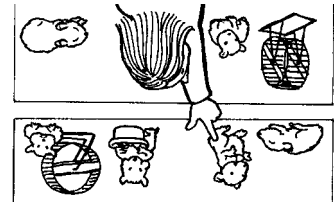
frog?

See



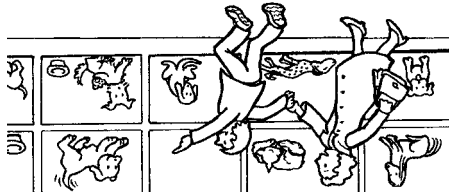
hamster?

See



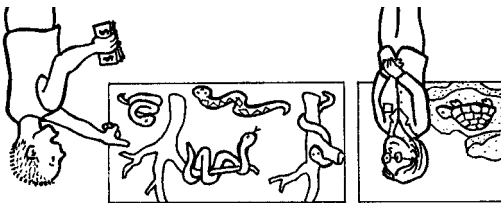
dog?

See



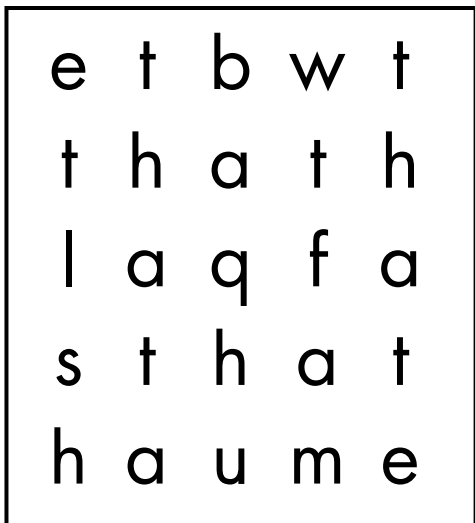
snake?

See



### Word Search

# that



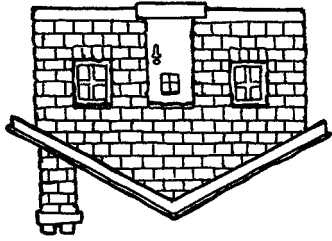
I found **that** \_\_\_\_\_ times.  
(number)

's

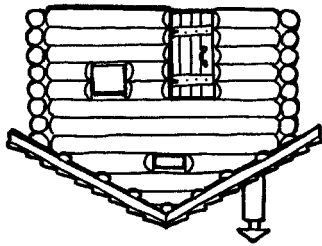
# that book

that that

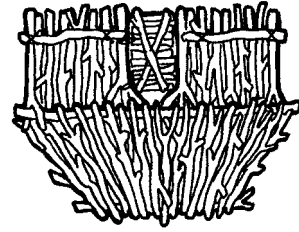
a house \_\_\_\_\_ bricks



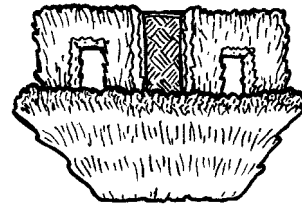
a house \_\_\_\_\_ logs



a house \_\_\_\_\_ sticks

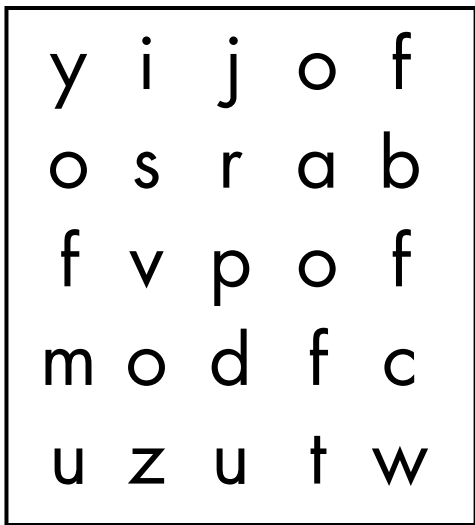


a house \_\_\_\_\_ straw



### Word Search

**of**



I found **of** \_\_\_\_\_ times.  
(number)

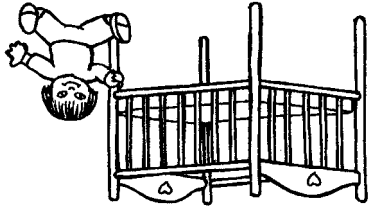
\_\_\_\_\_ 's

of

book



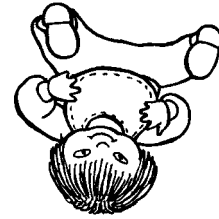
crib



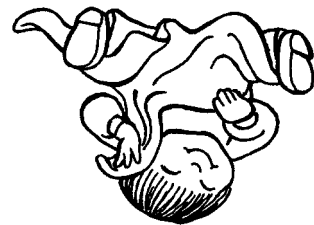
bottle



bib



blanket



### Word Search

## her



I found **her** \_\_\_\_\_ times.  
(number)

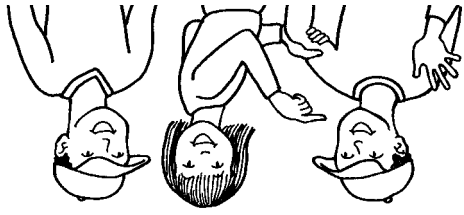
's

# her

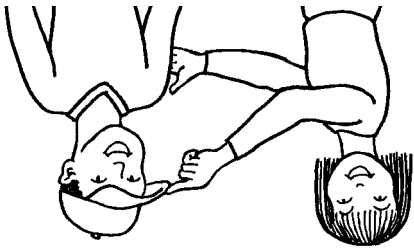
## book

her her

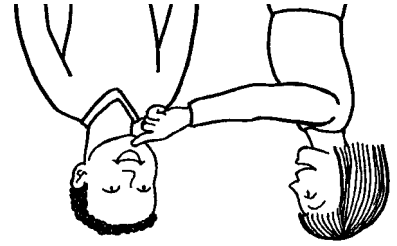
twin



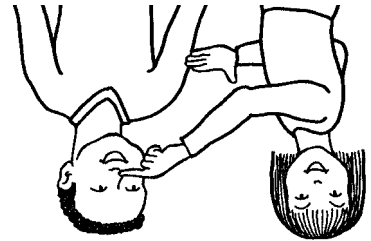
cap



chin

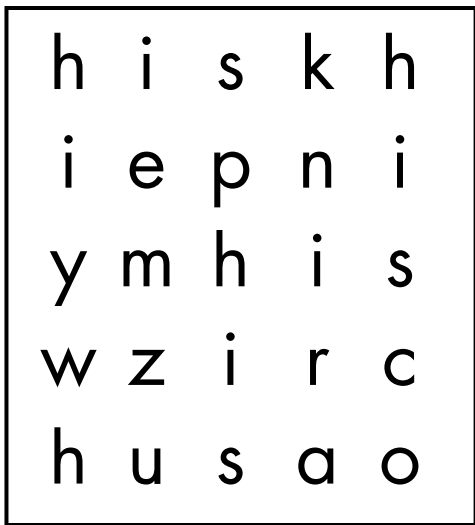


nose



### Word Search

## his



I found **his** \_\_\_\_\_ times.  
(number)

's

# his book



weed. \_\_\_\_\_

This is how



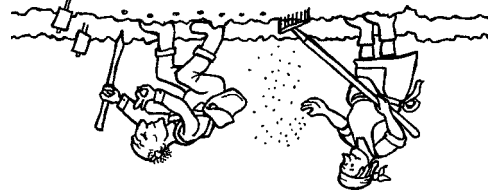
water. \_\_\_\_\_

This is how



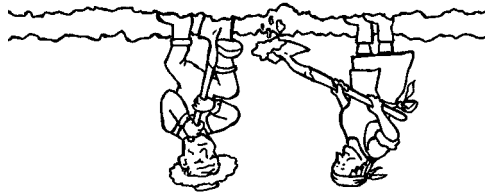
seed. \_\_\_\_\_

This is how



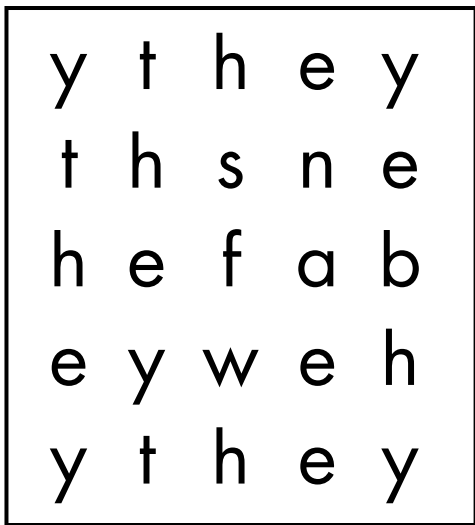
dig. \_\_\_\_\_

This is how



### Word Search

# they



I found **they** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

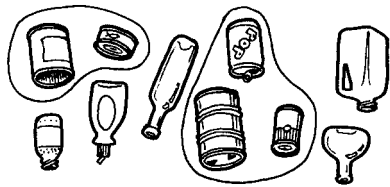
# they

## book

they they

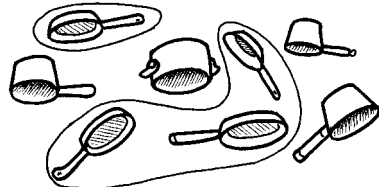
the cans \_\_\_\_\_



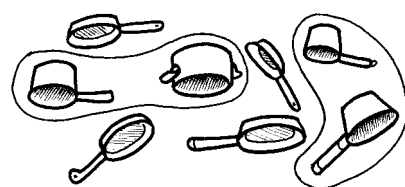
the bottles \_\_\_\_\_



the pans \_\_\_\_\_

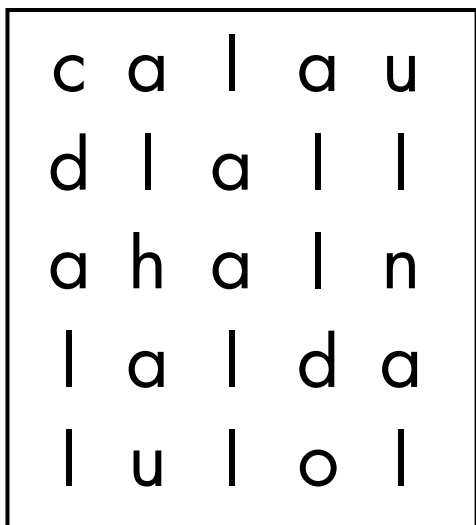


the pots \_\_\_\_\_



### Word Search

# all



I found **all** \_\_\_\_\_ times.  
(number)

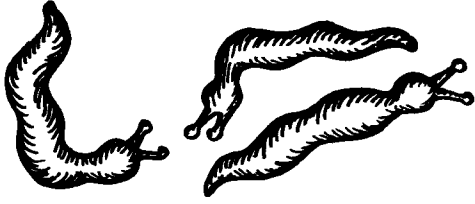
\_\_\_\_\_ 's

# all

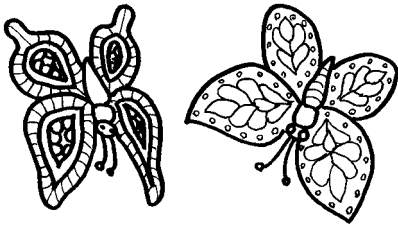
# book



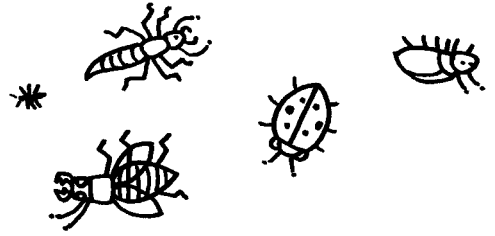
They \_\_\_\_\_ slugs.



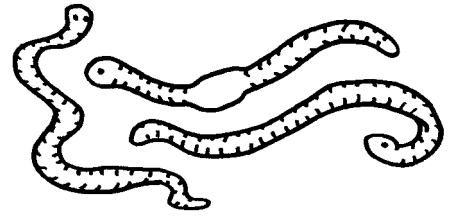
They \_\_\_\_\_ butterflies.



They \_\_\_\_\_ bugs.

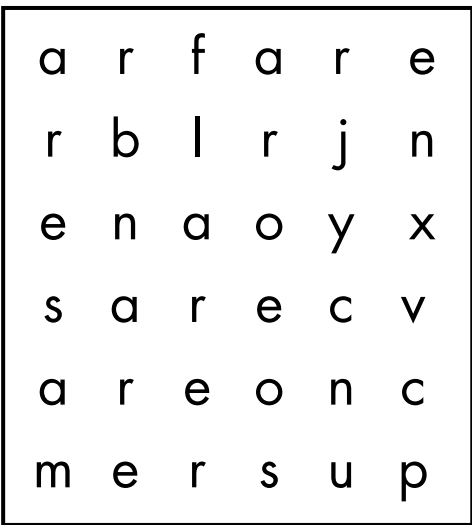


They \_\_\_\_\_ worms.



### Word Search

**are**



I found **are** \_\_\_\_\_ times.  
(number)

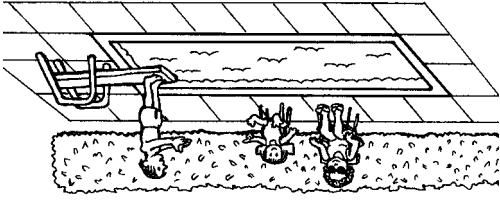
's

are

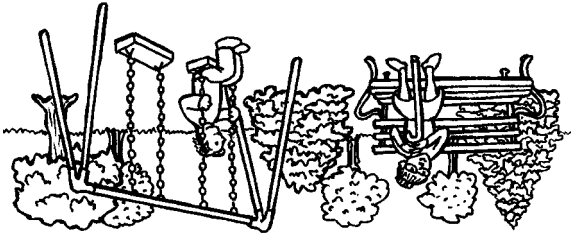
book

are are

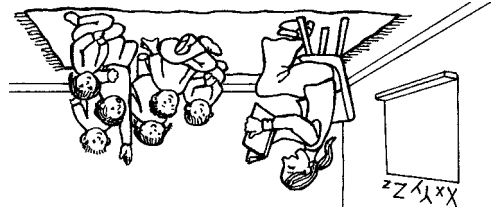
They are \_\_\_\_\_ the pool.



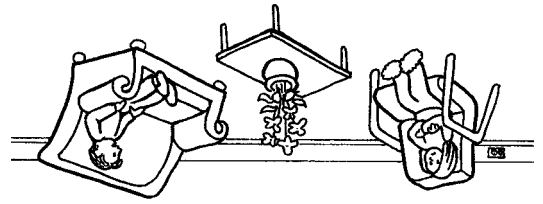
They are \_\_\_\_\_ the park.



They are \_\_\_\_\_ school.



They are \_\_\_\_\_ home.



### Word Search

**at**



I found **at** \_\_\_\_\_ times.  
(number)

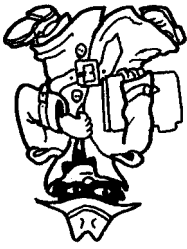
's

at  
book

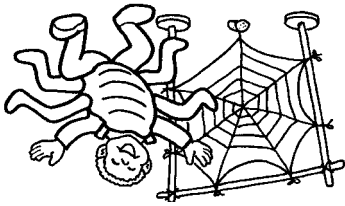
at at



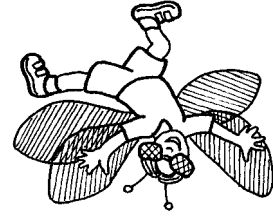
I can \_\_\_\_\_ a spy.



I can \_\_\_\_\_ a spider.



I can \_\_\_\_\_ a fly.



I can \_\_\_\_\_ a fairy.



### Word Search

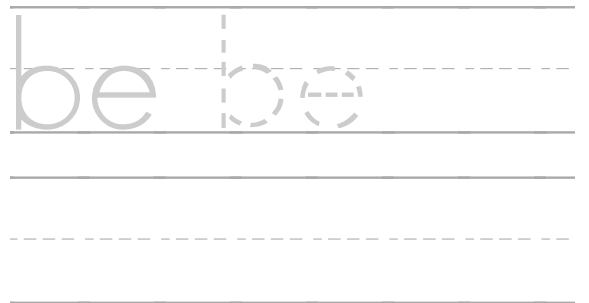
**be**

k	e	b	i	b	e
u	g	e	b	s	o
h	m	n	e	p	b
l	w	f	r	d	e
b	e	s	g	a	j
r	o	i	b	e	c

I found **be** \_\_\_\_\_ times.  
(number)

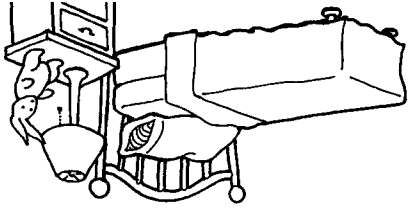
's

be  
book



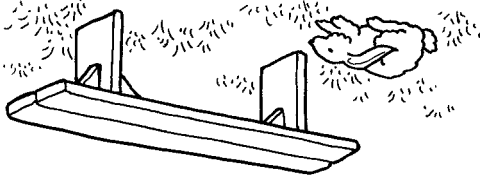
the bed.

The bunny is \_\_\_\_\_



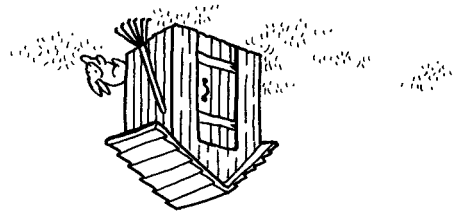
the bench.

The bunny is \_\_\_\_\_



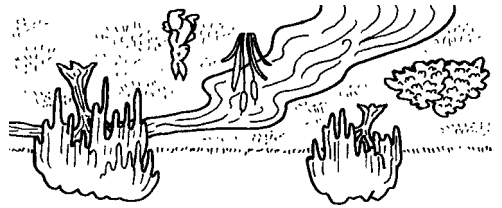
the shed.

The bunny is \_\_\_\_\_



the river.

The bunny is \_\_\_\_\_



### Word Search

# by

d	o	y	b	u	r
k	b	v	i	p	b
b	y	s	w	h	y
p	b	z	b	y	k
m	f	l	v	b	r
b	y	b	s	y	g

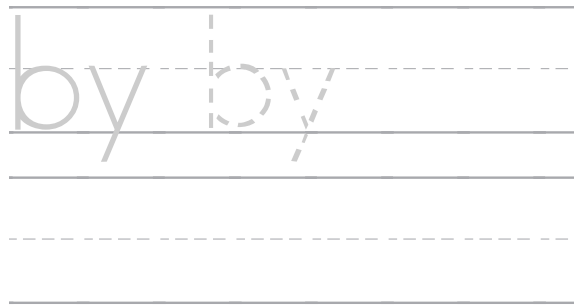
I found **by** \_\_\_\_\_ times.  
(number)

's

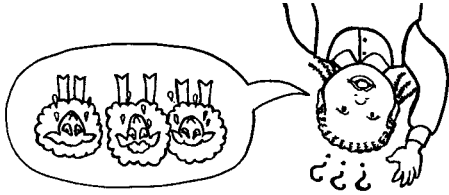
# by

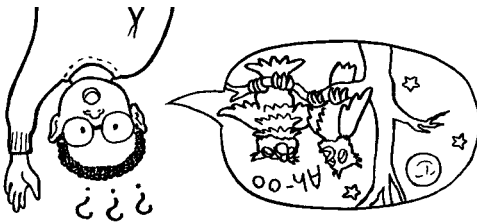
## book



Teacher, \_\_\_\_\_ sheep weep?



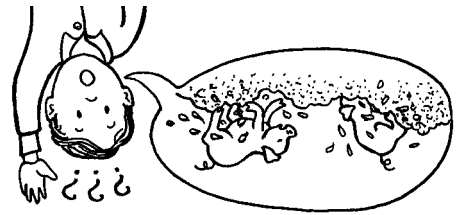
Teacher, \_\_\_\_\_ owls howl?



Teacher, \_\_\_\_\_ birds sleep?



Teacher, \_\_\_\_\_ pigs dig?



### Word Search

# do

r	a	x	b	o	s
a	d	o	w	d	o
b	c	d	u	p	m
d	k	o	e	d	o
o	s	a	b	d	y
b	o	l	i	o	v

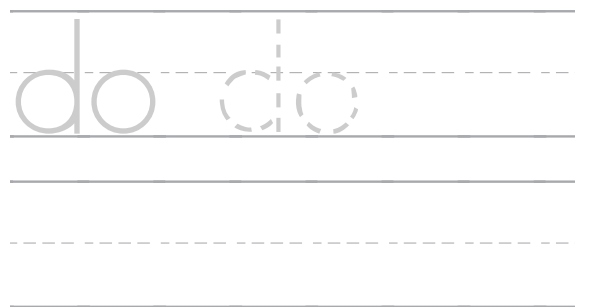
I found **do** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

# do

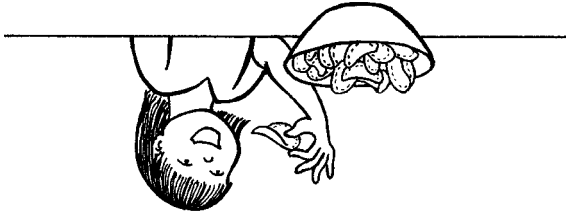
  

# book



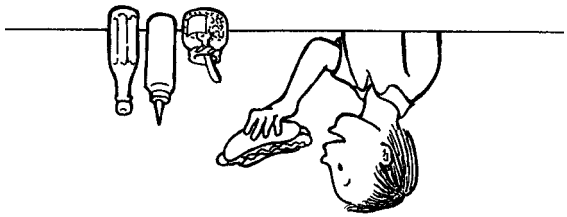
a chip.

You can \_\_\_\_\_



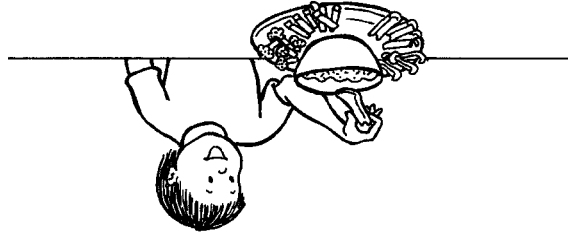
a hot dog.

You can \_\_\_\_\_



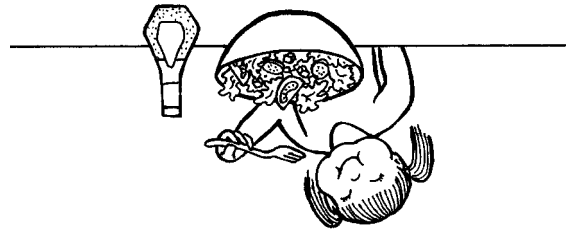
a dip.

You can \_\_\_\_\_



a salad.

You can \_\_\_\_\_



### Word Search

## eat

e	a	h	e	a	f
a	n	g	a	c	w
t	e	r	t	z	e
e	a	t	h	o	a
s	t	a	e	a	t
r	k	u	a	t	i

I found **eat** \_\_\_\_\_ times.  
(number)

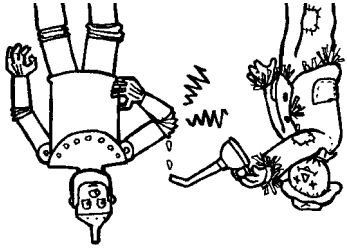
's

# eat

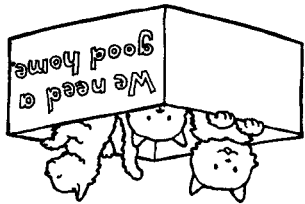
## book

eat eat

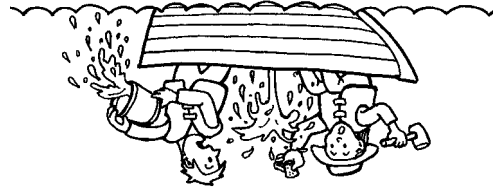
This is \_\_\_\_\_ a squeak.



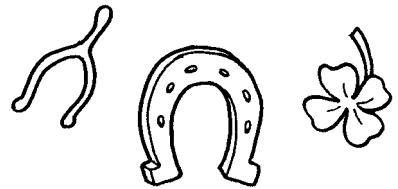
They are \_\_\_\_\_ free.



This is \_\_\_\_\_ a leak.

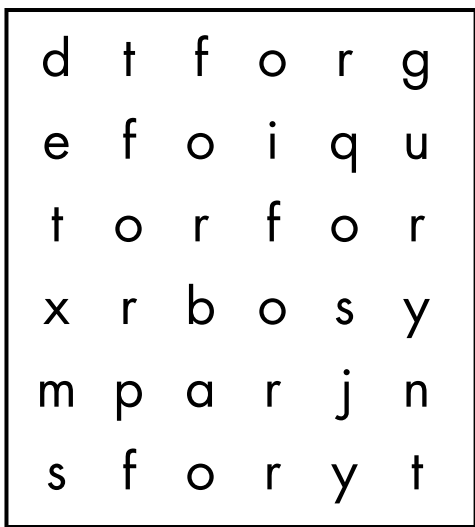


They are \_\_\_\_\_ luck.



### Word Search

## for



I found **for** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

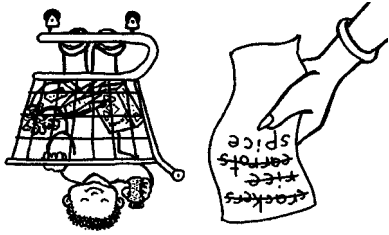
# for

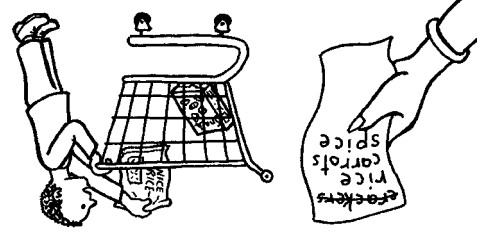
## book



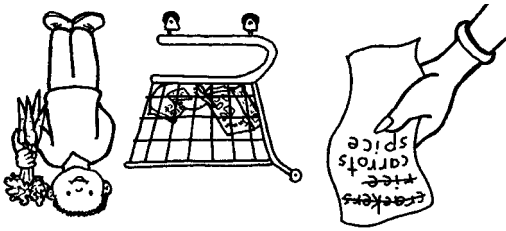
He can \_\_\_\_\_ spice.



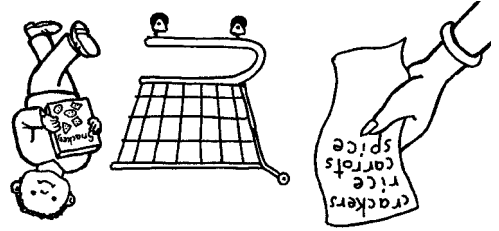
He can \_\_\_\_\_ rice.



He can \_\_\_\_\_ carrots.

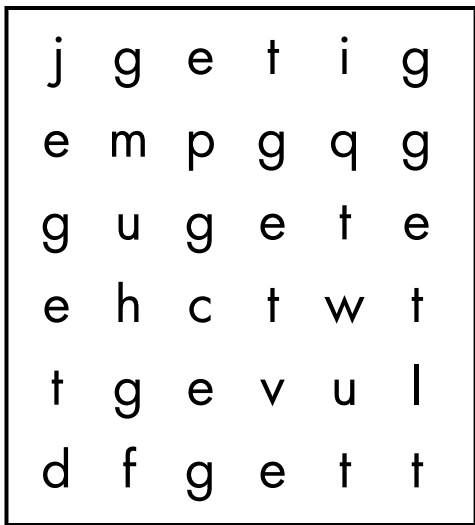


He can \_\_\_\_\_ crackers.



### Word Search

# get



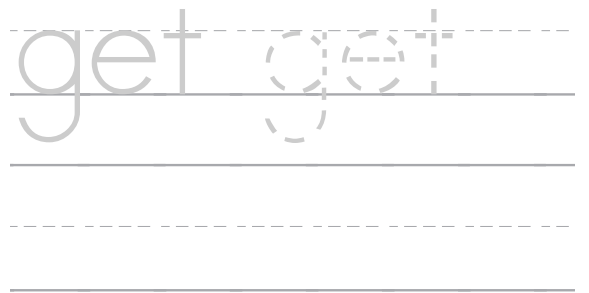
I found **get** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

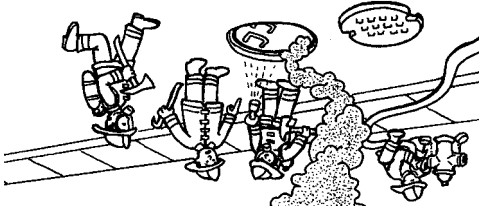
# get

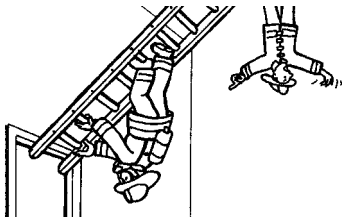
# book



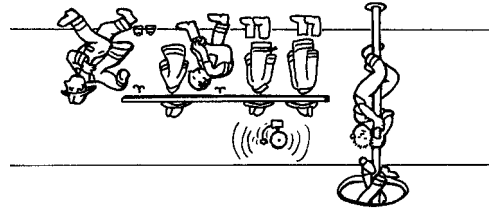
They \_\_\_\_\_ down holes.



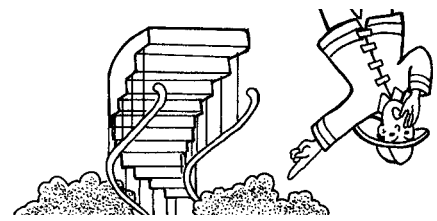
They \_\_\_\_\_ up ladders.



They \_\_\_\_\_ down poles.



They \_\_\_\_\_ upstairs.



### Word Search

**go**

q	j	o	p	g	s
o	g	g	o	w	g
x	g	u	b	j	o
e	o	c	g	o	g
g	c	a	o	s	c
u	g	o	s	o	n

I found **go** \_\_\_\_\_ times.  
(number)

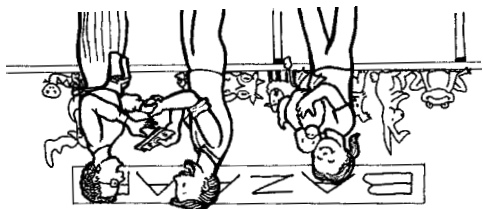
's

go  
book

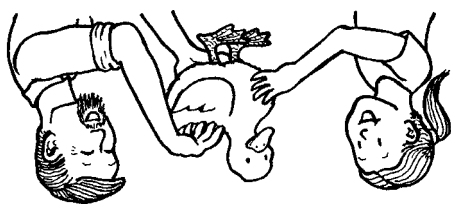
go go

so sweet!

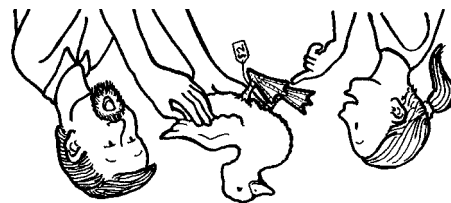
Oh, \_\_\_\_\_



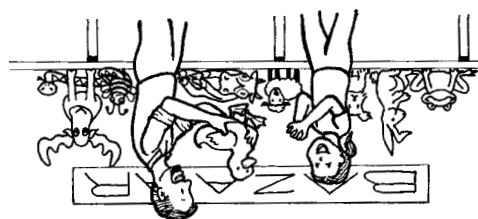
Oh, \_\_\_\_\_ so soft.



Oh, \_\_\_\_\_ so neat.



Oh, \_\_\_\_\_ so cute.



### Word Search

## it's

i	t	i	f	i	t
t	s	t	s	t	t
s	i	s	i	s	i
i	i	s	i	e	i
t	t	f	t	f	t
t	s	t	s	t	s

I found **it's** \_\_\_\_\_ times.  
(number)

's

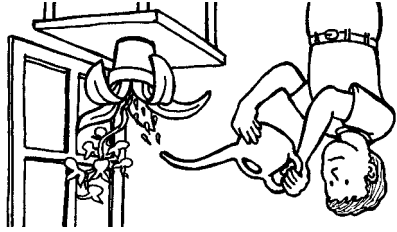
# it's

## book

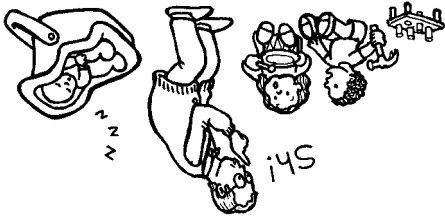
it's it's



Can you \_\_\_\_\_  
\_\_\_\_\_ it wet?



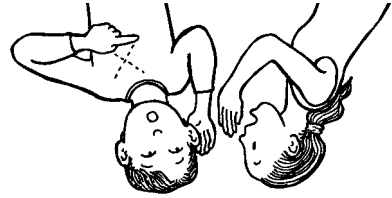
Can you \_\_\_\_\_  
\_\_\_\_\_ quiet?



Can you \_\_\_\_\_  
\_\_\_\_\_ a pet?



Can you \_\_\_\_\_  
\_\_\_\_\_ a secret?



### Word Search

# keep

k	t	k	e	e	p
e	k	e	e	q	i
e	a	e	k	y	k
p	c	p	e	s	e
n	k	e	e	o	e
k	e	e	p	a	p

I found **keep** \_\_\_\_\_ times.  
(number)

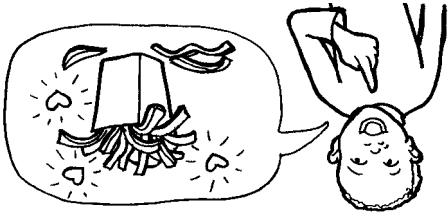
\_\_\_\_\_ 's

# keep

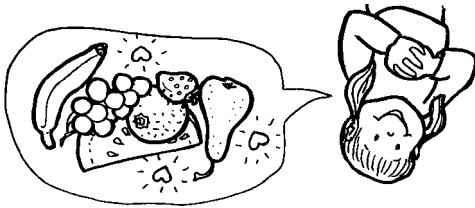
## book

keep keep

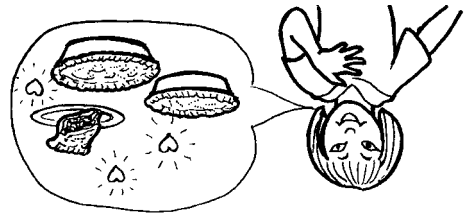
I \_\_\_\_\_ fries.



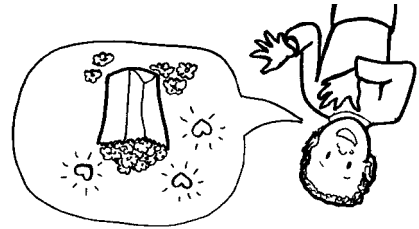
I \_\_\_\_\_ fruit.



I \_\_\_\_\_ pies.

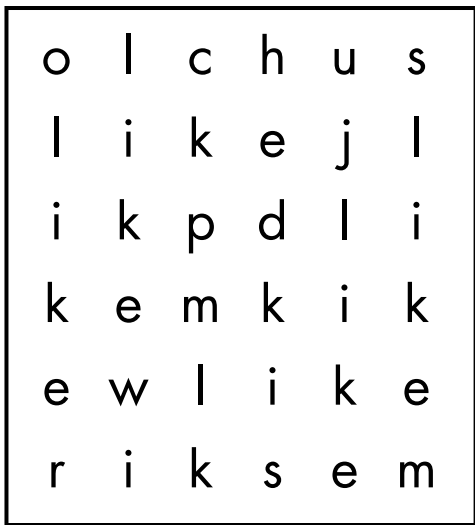


I \_\_\_\_\_ popcorn.



### Word Search

## like



I found **like** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

# like

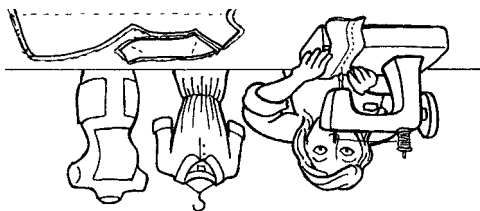
## book



a dress.

She can

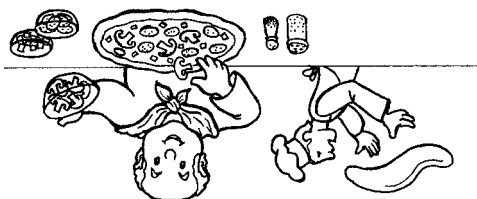
make



a pizza.

He can

make



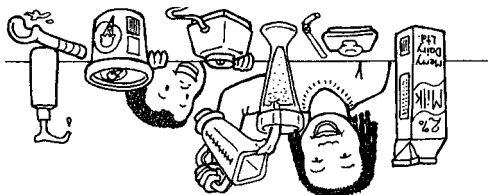
a mess!

He can



a milkshake.

She can



### Word Search

## make

b	s	m	a	k	e
r	t	a	u	m	l
m	a	k	e	a	m
a	i	e	a	k	e
k	m	a	k	e	b
e	a	z	e	c	k

I found **make** \_\_\_\_\_ times.  
(number)

's

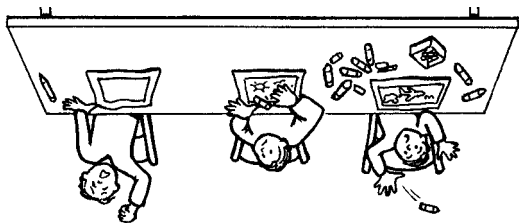
# make

## book

make make

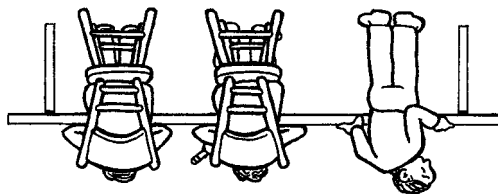
fair!



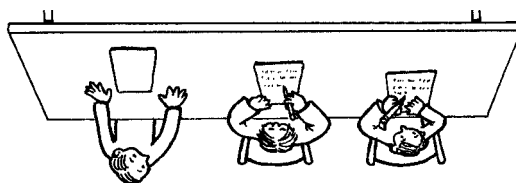
crayons



chair

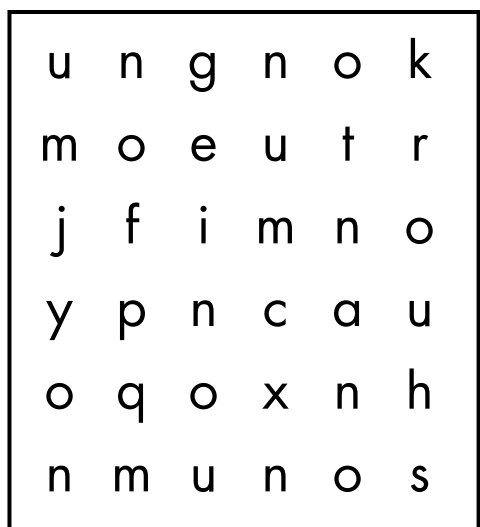


pencil



### Word Search

**no**



I found **no** \_\_\_\_\_ times.  
(number)

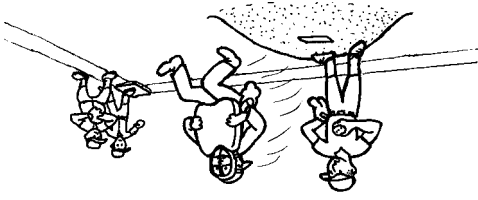
's

no  
book

no no

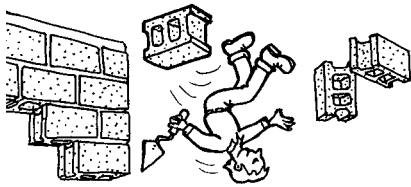
the hump.

Jump \_\_\_\_\_



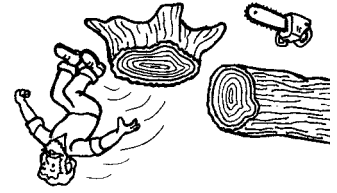
the block.

Jump \_\_\_\_\_



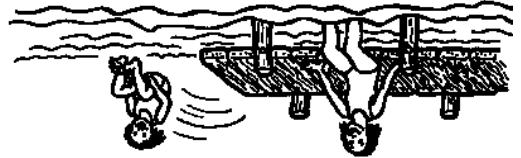
the stump.

Jump \_\_\_\_\_



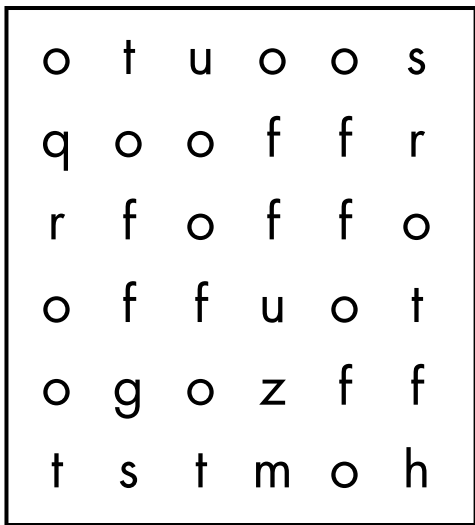
the dock.

Jump \_\_\_\_\_



### Word Search

# off

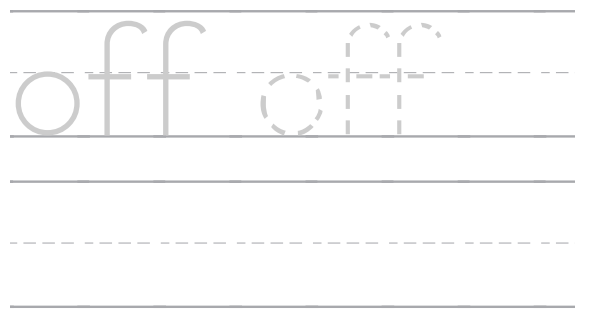


I found **off** \_\_\_\_\_ times.  
(number)

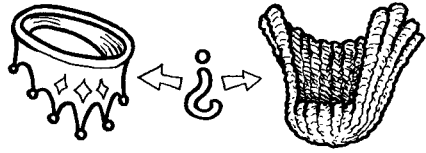
's

# off

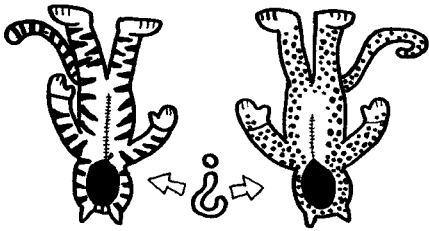
## book



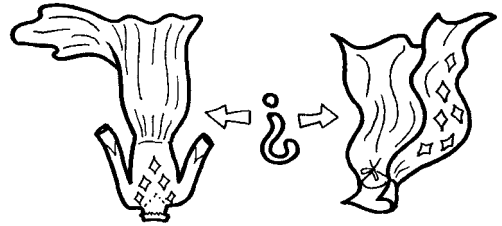
Wig ——— crown?



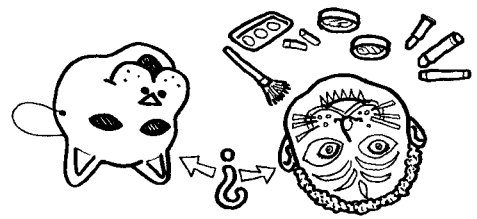
spots ——— stripes?



cape ——— gown?

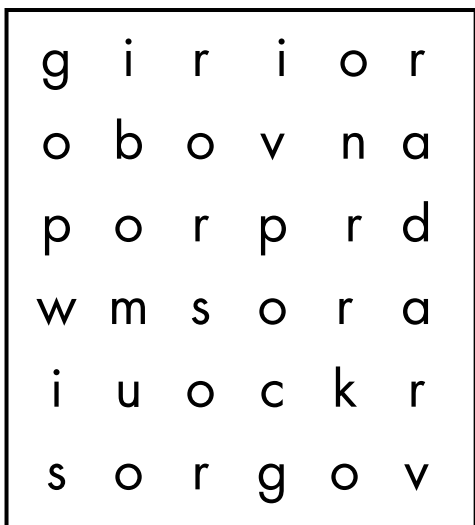


makeup ——— mask?



### Word Search

**or**



I found **or** \_\_\_\_\_ times.  
(number)

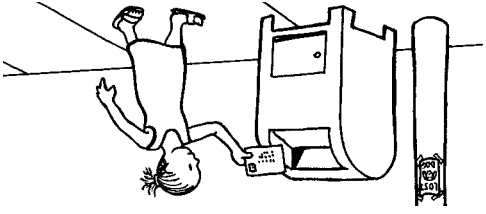
\_\_\_\_\_ 's

or  
book



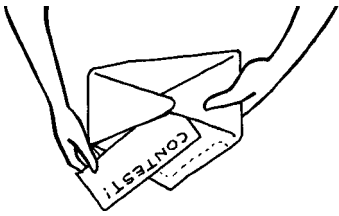
the mail.

I \_\_\_\_\_ it in



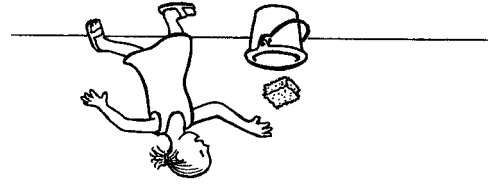
the envelope.

I \_\_\_\_\_ it in



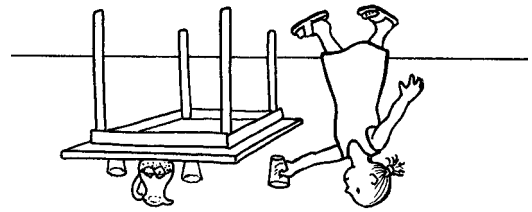
the pail.

I \_\_\_\_\_ it in



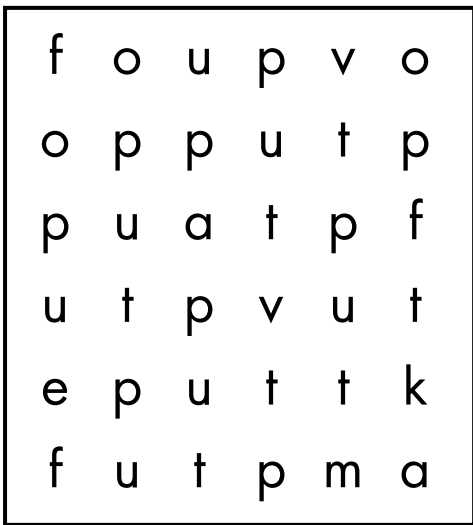
the table.

I \_\_\_\_\_ it on



### Word Search

# put



I found **put** \_\_\_\_\_ times.  
(number)

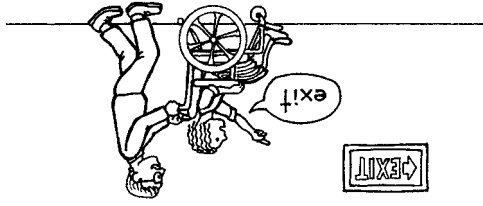
's

# put book



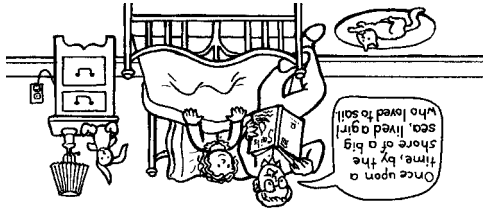
a sign.

She can



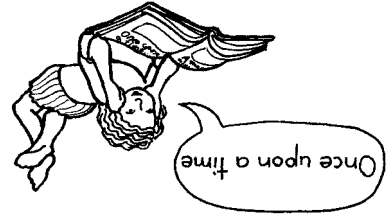
a story.

He can



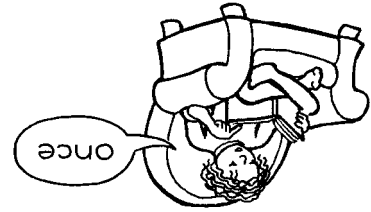
a line.

She can



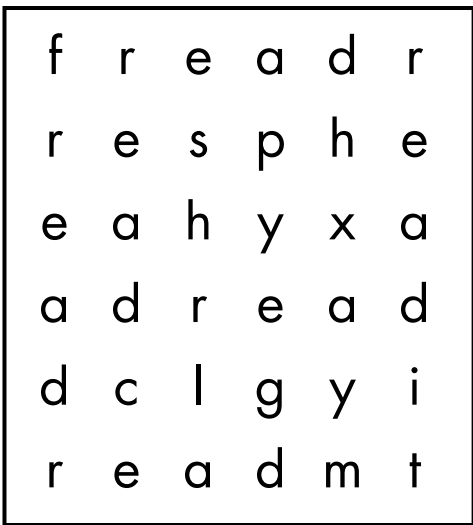
a word.

She can



### Word Search

## read

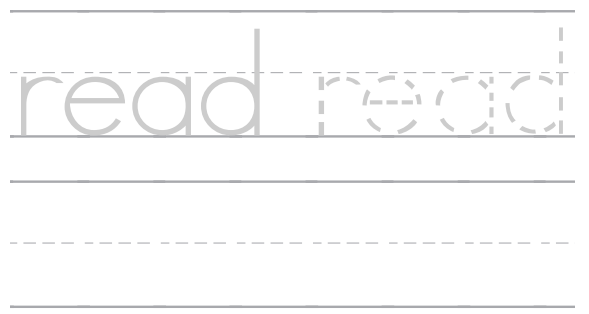


I found **read** \_\_\_\_\_ times.  
(number)

's

# read

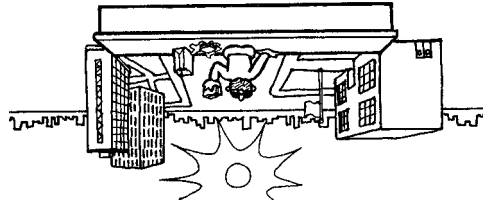
## book





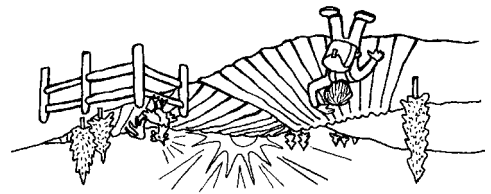
the sun at noon.

He S W



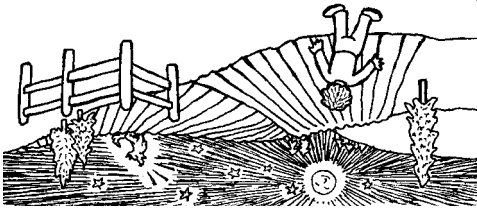
the sun rise.

He S W



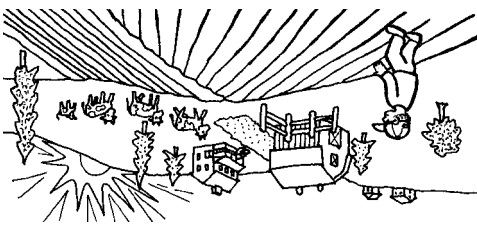
the full moon.

He \_\_\_\_\_



the sun set.

He \_\_\_\_\_



### Word Search

**saw**

a	h	s	u	w	e
e	s	a	a	m	k
s	a	w	e	s	s
a	k	s	a	w	a
z	g	a	w	a	w
s	a	w	s	p	i

I found **saw** \_\_\_\_\_ times.  
(number)

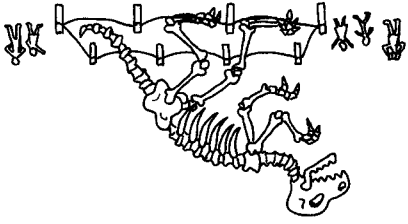
's

Saw

book

Saw Saw

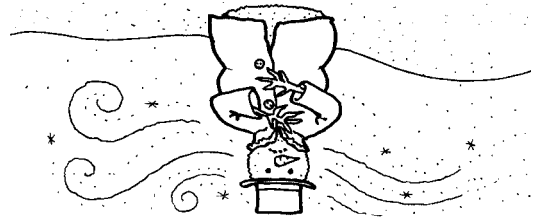
He is \_\_\_\_\_ old.



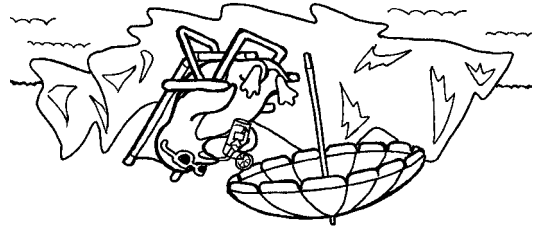
He is \_\_\_\_\_ new.



He is \_\_\_\_\_ cold.

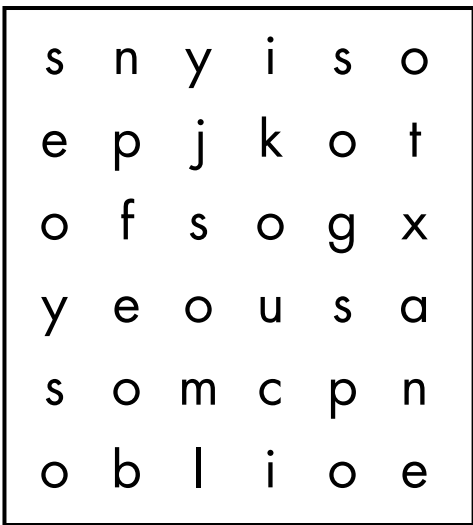


He is \_\_\_\_\_ cool.



### Word Search

**so**



I found **so** \_\_\_\_\_ times.  
(number)

's

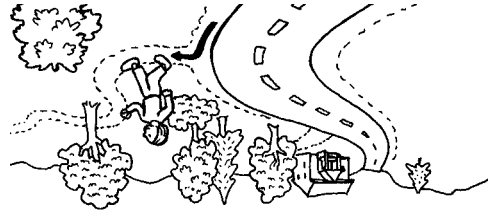
SO  
book

SO SO

a path.

She can

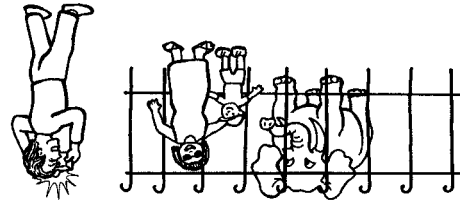
take



a picture.

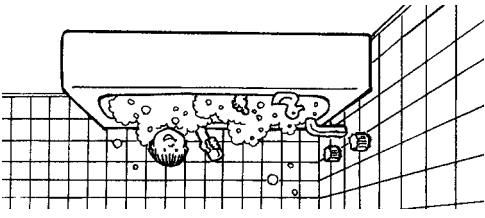
He can

take



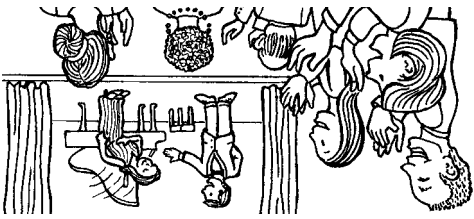
a bath.

He can



a bow.

She can



### Word Search

# take

t	a	k	e	c	k
a	o	t	u	t	e
k	t	a	k	e	t
e	a	k	g	z	a
o	k	e	r	n	k
s	e	m	k	t	e

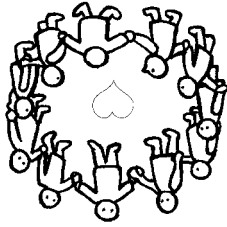
I found **take** \_\_\_\_\_ times.  
(number)

's

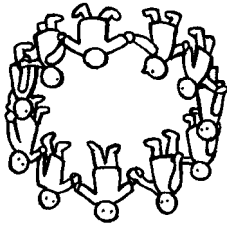
# take book

take take

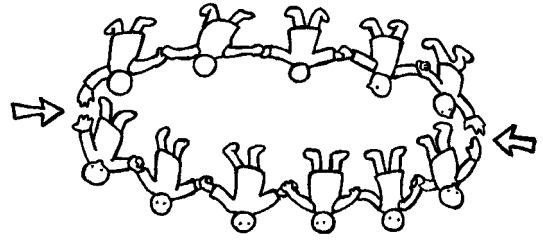
Let \_\_\_\_\_ be friends.



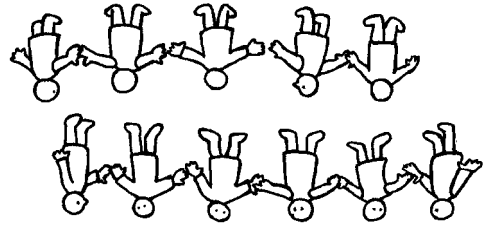
Let \_\_\_\_\_ make a circle.



Let us join ends.



Let us join hands.



### Word Search

**us**

u	n	e	s	o	c
e	z	m	u	s	n
s	e	n	s	a	r
u	s	u	z	u	e
v	c	s	a	n	u
s	e	r	o	u	s

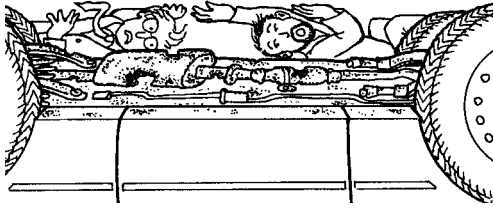
I found **us** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

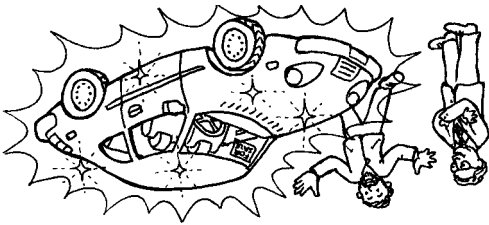
**US**  
book

us us

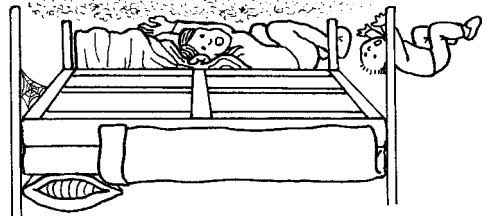
It's \_\_\_\_\_ rusty.



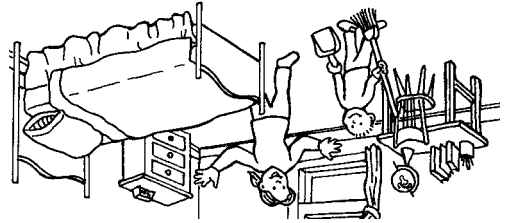
It's \_\_\_\_\_ shiny.



It's \_\_\_\_\_ dusty.



It's \_\_\_\_\_ clean.



### Word Search

## very



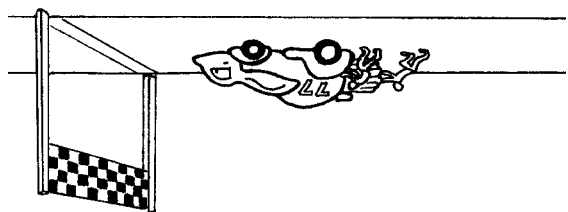
I found **very** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

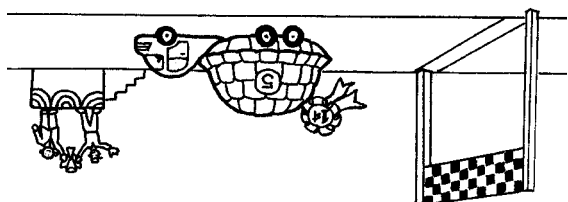
# very book

very very

This car \_\_\_\_\_ last.



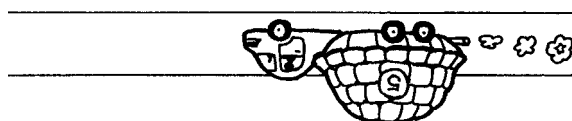
This car \_\_\_\_\_ first.



This car \_\_\_\_\_ fast.

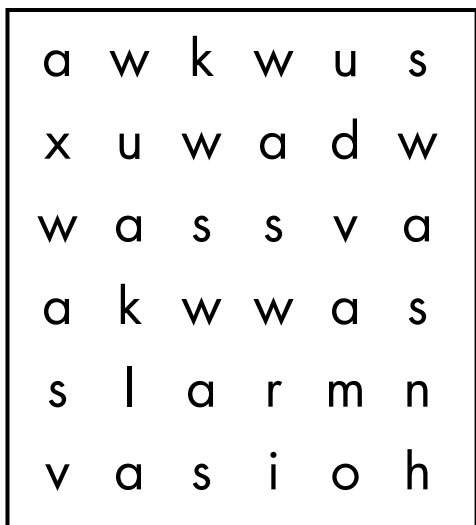


This car \_\_\_\_\_ slow.



### Word Search

**was**



I found **was** \_\_\_\_\_ times.  
(number)

's

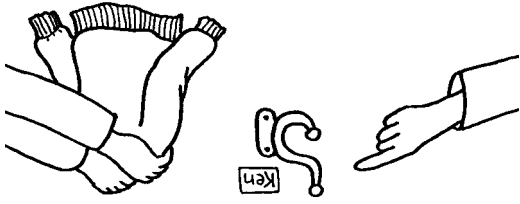
was

book

was was

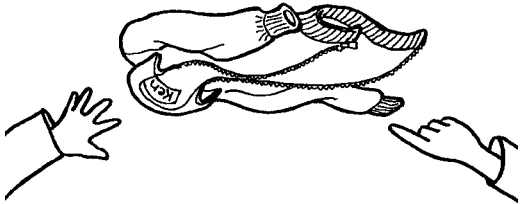
hook.

This is



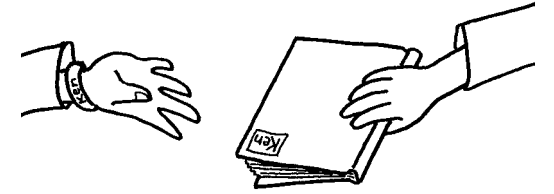
jacket.

This is



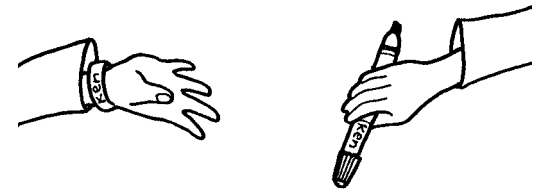
book.

This is



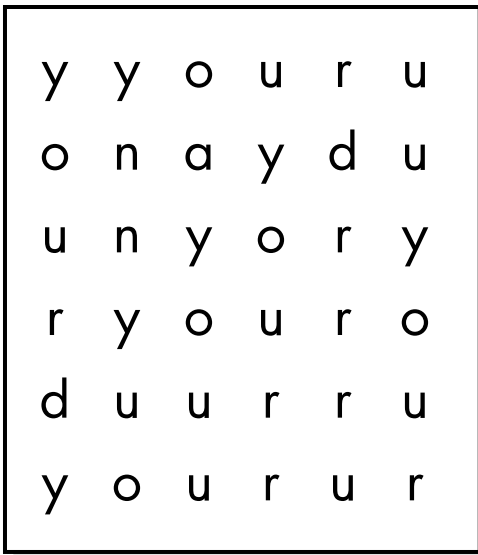
marker.

This is



### Word Search

# your



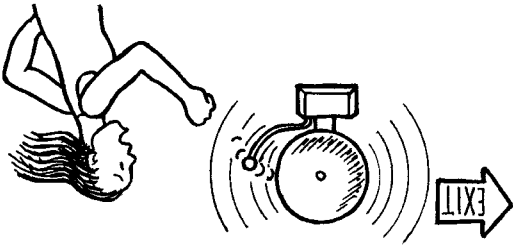
I found **your** \_\_\_\_\_ times.  
(number)

's

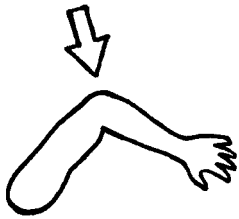
# your book

your your

This is \_\_\_\_\_ alarm.



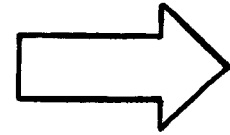
This is \_\_\_\_\_ elbow.



This is \_\_\_\_\_ arm.



This is \_\_\_\_\_ arrow.



### Word Search

**an**



I found **an** \_\_\_\_\_ times.  
(number)

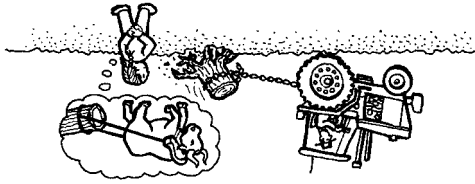
's

an  
book

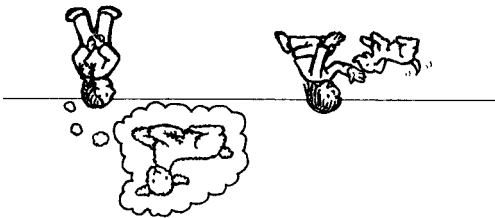
an an



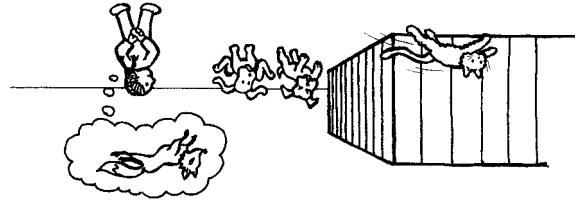
strong — — an ox



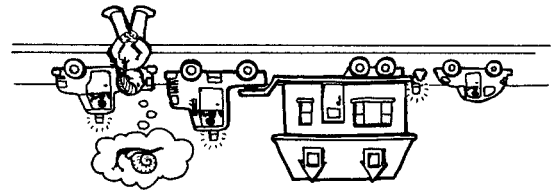
gentle — — a lamb



quick a fox

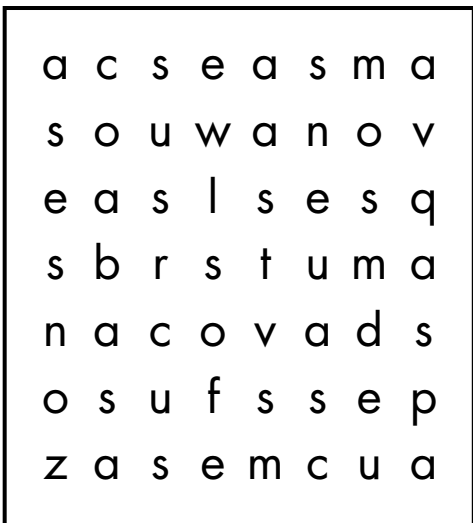


slow a snail



### Word Search

**as**



I found **as** \_\_\_\_\_ times.  
(number)

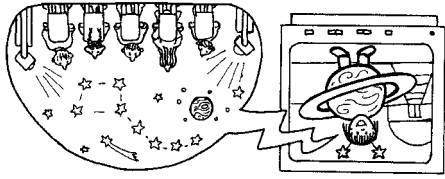
's

as  
book

as as

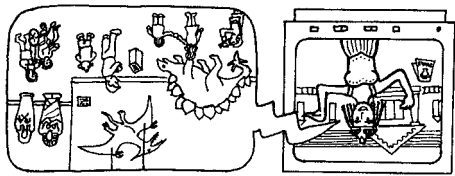
to the planetarium!

You must \_\_\_\_\_



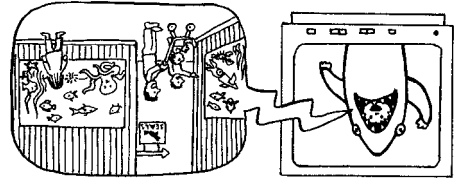
to the museum!

You must \_\_\_\_\_



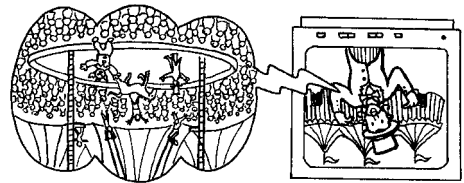
to the aquarium!

You must \_\_\_\_\_



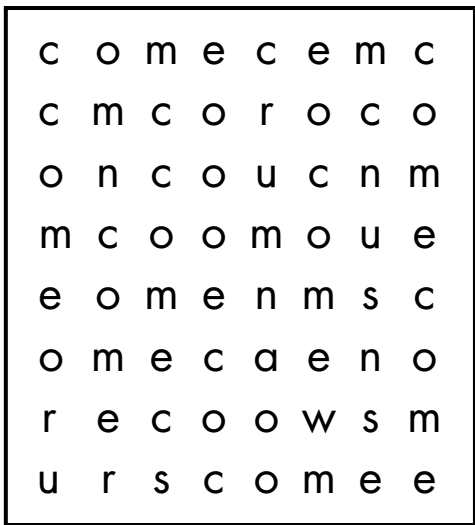
to the circus!

You must \_\_\_\_\_



### Word Search

**come**



I found **come** \_\_\_\_\_ times.  
(number)

's

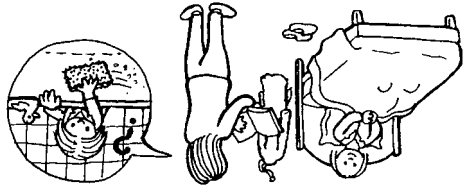
come

book

come come

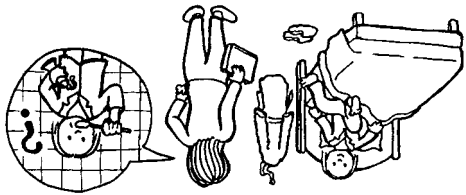
you scrub the tub?

Honey, \_\_\_\_\_



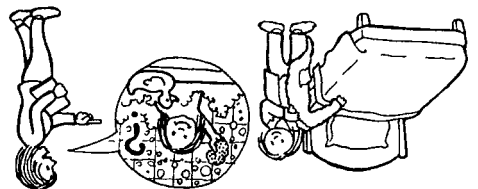
you brush?

Honey, \_\_\_\_\_



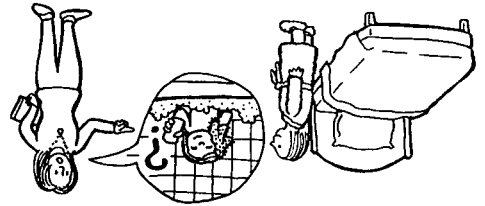
you rub-a-dub?

Honey, \_\_\_\_\_



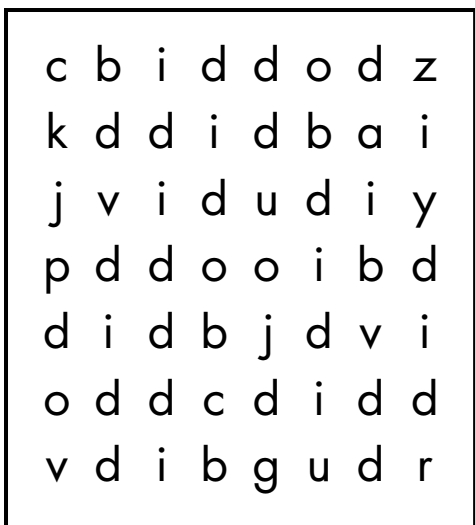
you wash?

Honey, \_\_\_\_\_



### Word Search

# did



I found **did** \_\_\_\_\_ times.  
(number)

's

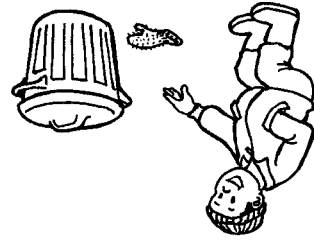
# did

# book

did did

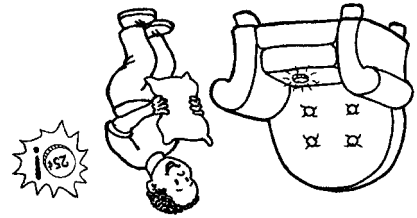
a mitten.

He found



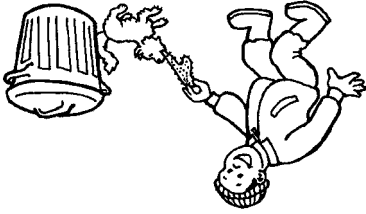
a quarter.

He found



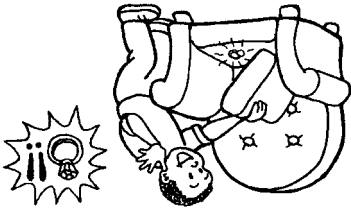
a kitten.

He



a ring.

He



### Word Search

# found

q	r	f	o	u	n	d	p
f	f	g	f	r	f	n	a
f	o	o	o	o	x	r	
o	u	u	j	u	n	d	
u	n	e	n	n	n	n	h
n	d	r	d	d	d	f	d
d	t	v	o	e	m	e	b

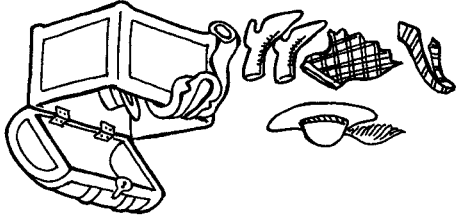
I found **found** \_\_\_\_\_ times.  
(number)

's

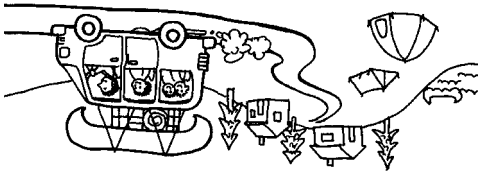
# found book

found found

They come \_\_\_\_\_ the chest.



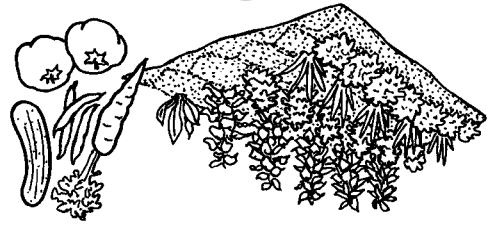
They come \_\_\_\_\_ the camp.



They come \_\_\_\_\_ the nest.



They come \_\_\_\_\_ the garden.



### Word Search

## from



I found **from** \_\_\_\_\_ times.  
(number)

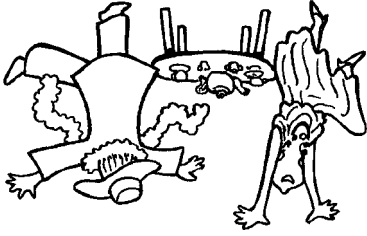
\_\_\_\_\_ 's

# from

## book

from from

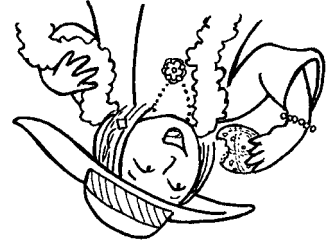
We \_\_\_\_\_ fun.



We \_\_\_\_\_ tea.



I \_\_\_\_\_ a bun.



She \_\_\_\_\_ a tart.



### Word Search

# had

a	h	a	d	l	c	b	t
h	a	d	o	r	d	s	h
a	d	w	h	u	h	h	a
d	a	q	k	z	h	a	d
s	h	e	p	d	a	h	b
a	e	i	a	s	h	a	d
k	o	h	k	h	a	d	l

I found **had** \_\_\_\_\_ times.  
(number)

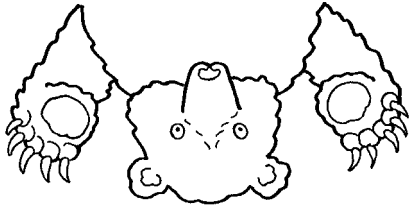
\_\_\_\_\_ 's

# had

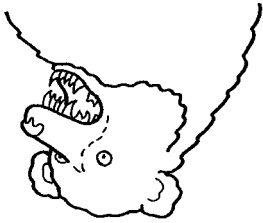
# book

had had

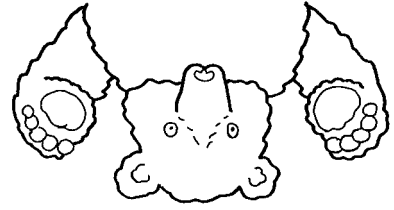
A bear \_\_\_\_\_ claws.



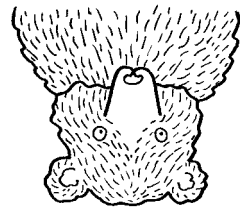
A bear \_\_\_\_\_ teeth.



A bear \_\_\_\_\_ paws.



A bear \_\_\_\_\_ fur.



### Word Search

# has

h	u	f	h	a	s	e	g
a	v	l	a	h	z	c	x
s	h	n	h	a	s	b	t
j	o	p	r	s	h	u	l
q	h	a	s	y	a	e	o
m	a	z	h	a	s	g	f
i	s	w	t	d	x	l	e

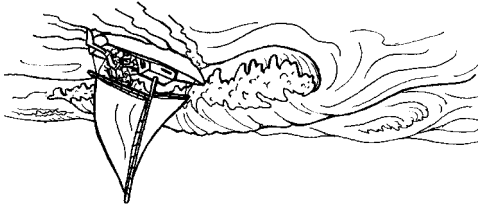
I found **has** \_\_\_\_\_ times.  
(number)

's

# has

## book

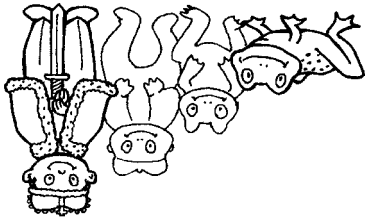
has has



Sail

a wave.

Turn \_\_\_\_\_  
\_\_\_\_\_ a prince.

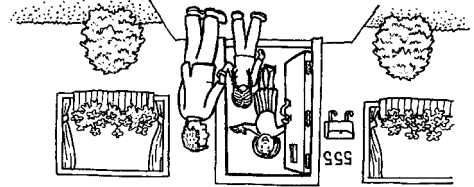


Crawl \_\_\_\_\_  
\_\_\_\_\_ into



my home.

Come \_\_\_\_\_  
\_\_\_\_\_ into



### Word Search

## into



I found **into** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

# into

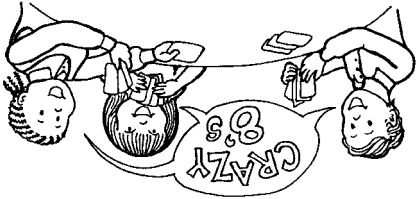
## book

into into



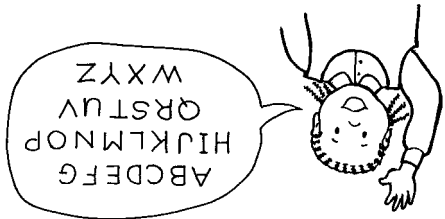
this game.

We



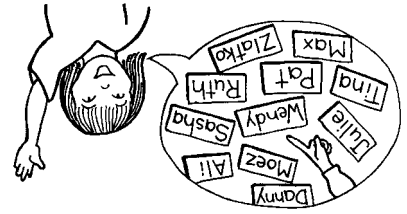
the alphabet.

I



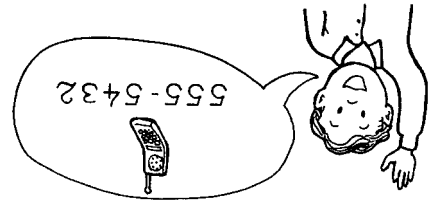
my name.

I know



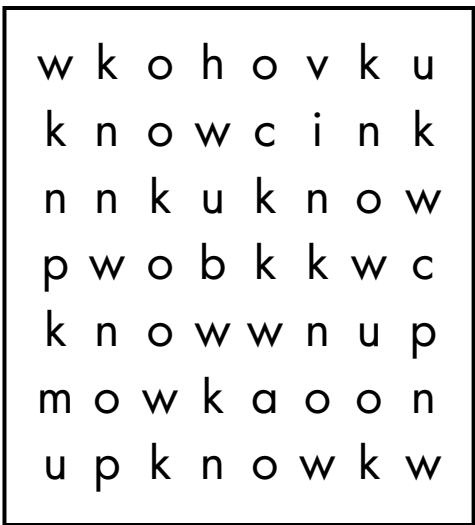
my number.

I know



### Word Search

# know



I found **know** \_\_\_\_\_ times.  
(number)

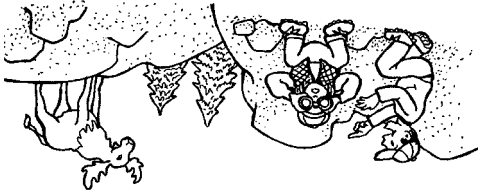
's

# know book

know know

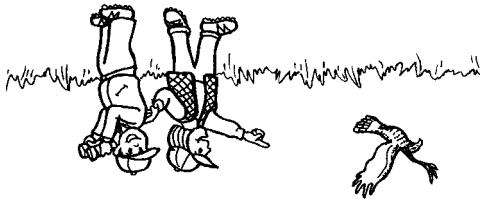
A moose!

Oh,



A hawk!

Oh,



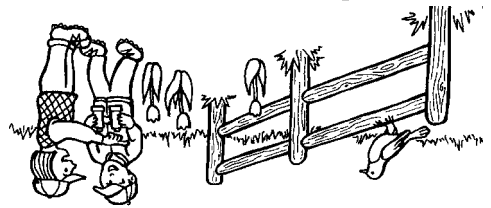
A goose!

Oh,



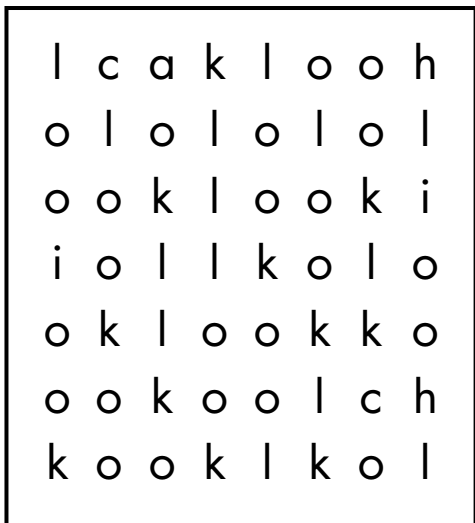
A robin!

Oh,



### Word Search

# look



I found **look** \_\_\_\_\_ times.  
(number)

's

# look

# book

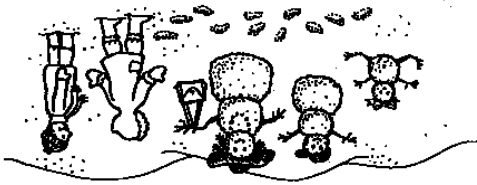


We \_\_\_\_\_ tracks.

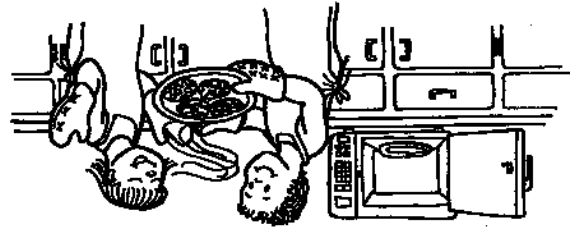


people.

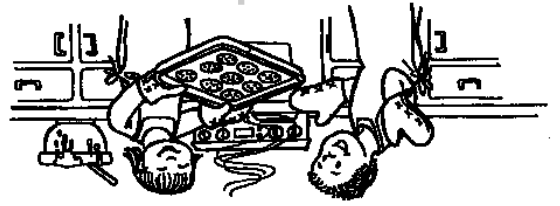
We \_\_\_\_\_ snow



We \_\_\_\_\_ snacks.



We \_\_\_\_\_ cookies.



### Word Search

# made

e	m	a	d	e	h	m	e
s	i	a	p	m	k	a	r
m	c	k	d	m	a	d	e
a	m	d	m	e	a	e	b
d	s	a	a	d	k	d	u
e	z	e	d	f	l	m	e
w	k	m	e	e	s	q	u

I found **made** \_\_\_\_\_ times.  
(number)

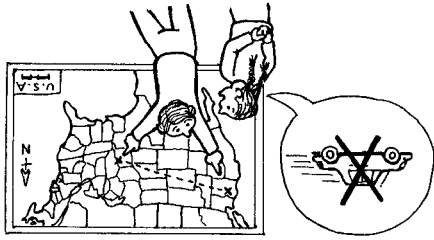
\_\_\_\_\_ 's

# made

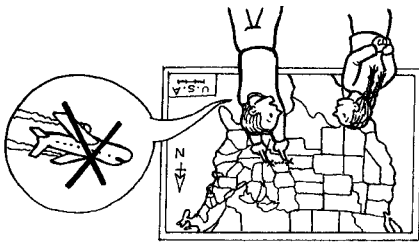
## book

made made

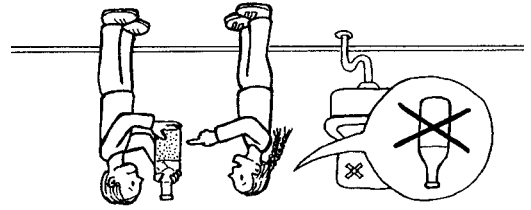
It is \_\_\_\_\_ near.



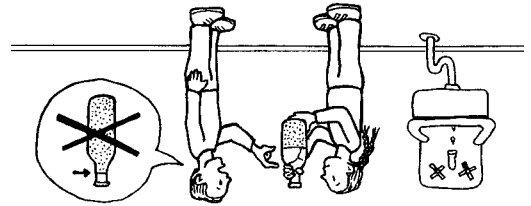
It is \_\_\_\_\_ far.



It is not clear.

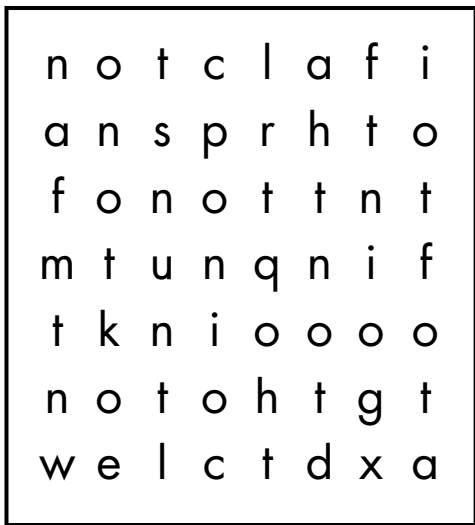


It is not full.



### Word Search

# not



I found **not** \_\_\_\_\_ times.  
(number)

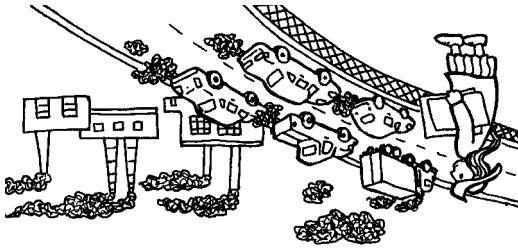
\_\_\_\_\_ 's

# not book

not not

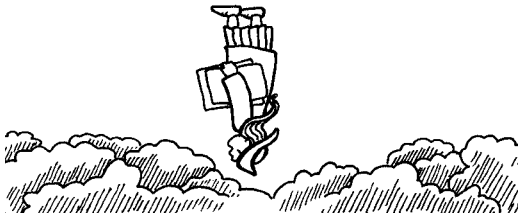
it is smoggy.

Right \_\_\_\_\_



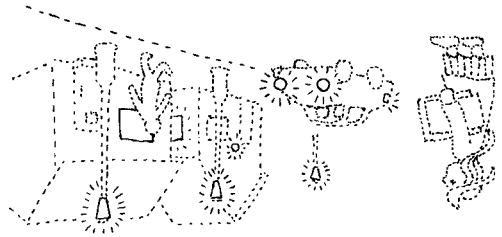
it is cloudy.

Right \_\_\_\_\_



it is foggy.

Right **now** \_\_\_\_\_



it is windy.

Right **now** \_\_\_\_\_



### Word Search

**now**



I found **now** \_\_\_\_\_ times.  
(number)

's

**now**

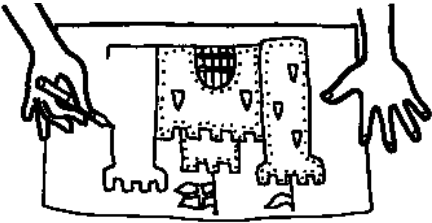
**book**

now now

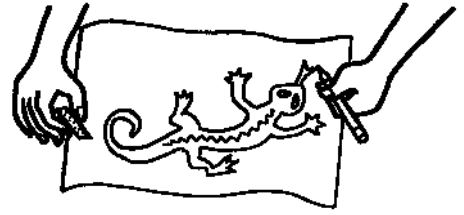
Draw \_\_\_\_\_ wizard.



Draw \_\_\_\_\_ castle.



Draw \_\_\_\_\_ lizard.

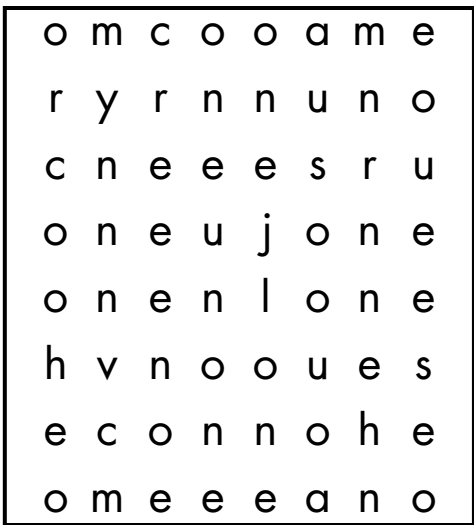


Draw \_\_\_\_\_ dragon.



### Word Search

**one**



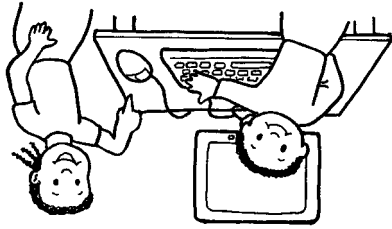
I found **one** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

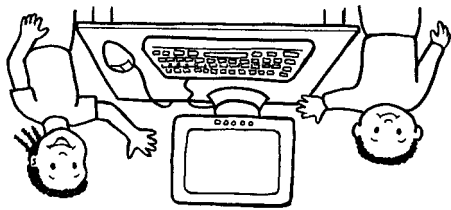
one  
book

one one

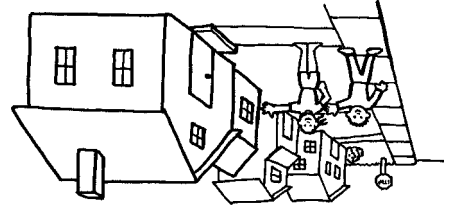
This is \_\_\_\_\_ mouse.



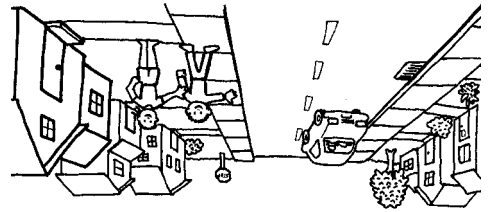
This is \_\_\_\_\_ computer.



This is our house.

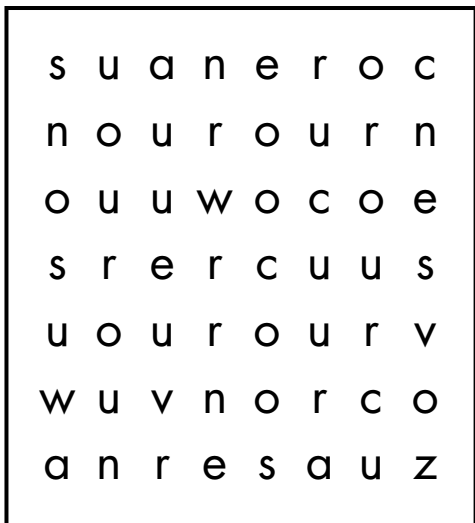


This is our street.



### Word Search

**our**



I found **our** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

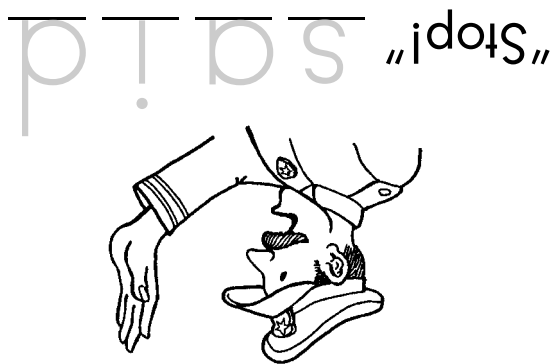
**our**  
**book**

our our

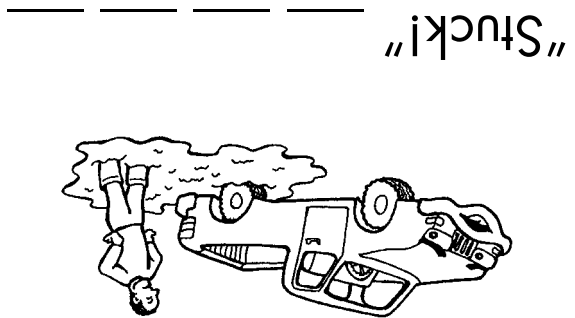
the duck.



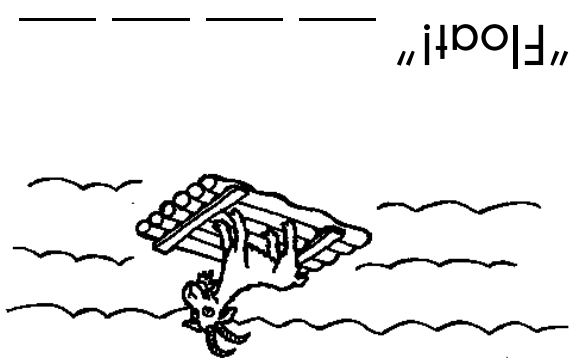
the cop.



the truck.

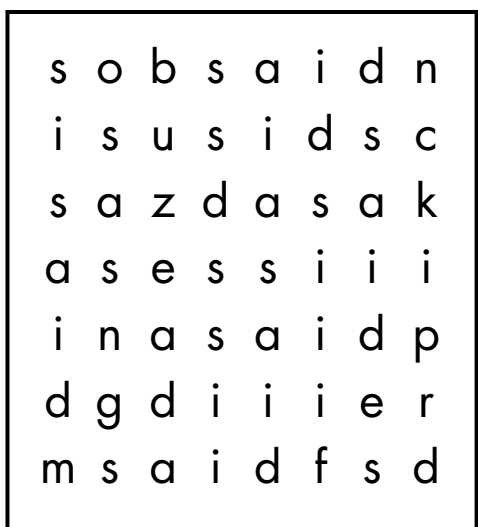


the goat.



### Word Search

## said



I found **said** \_\_\_\_\_ times.  
(number)

's

# said

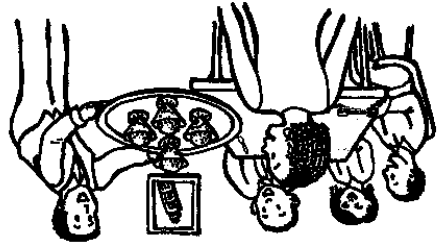
  

## book

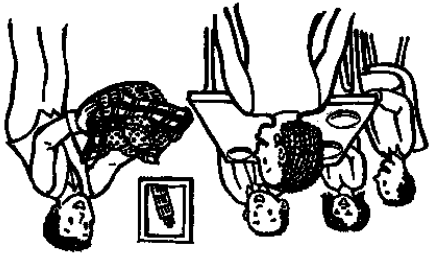




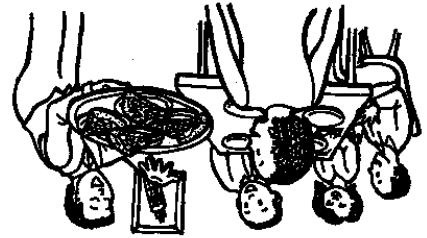
Here are \_\_\_\_\_  
ices.



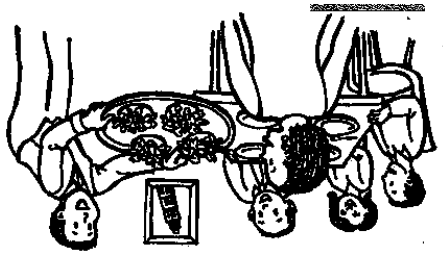
Here are \_\_\_\_\_  
cookies.



Here are **SOME**  
slices.

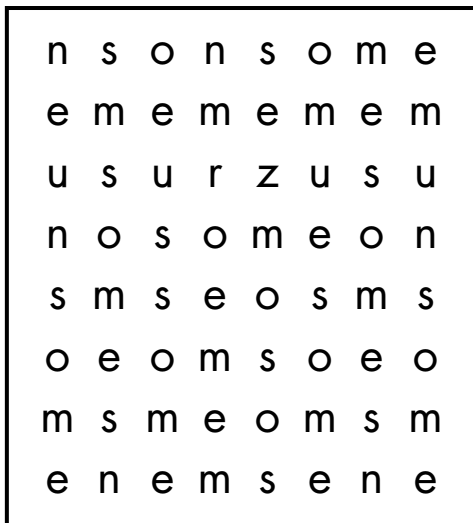


Here are **SOME**  
salads.



### Word Search

**some**

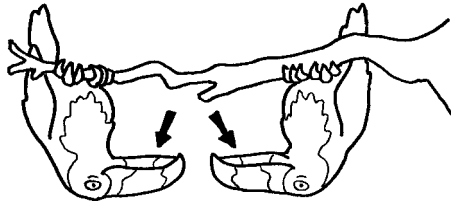


I found **some** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's  
**some**  
**book**

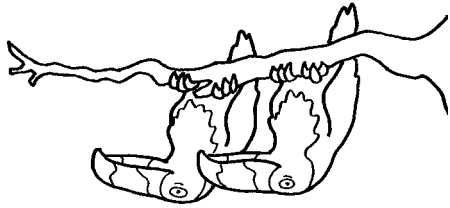
**some some**

See the \_\_\_\_\_ bills.

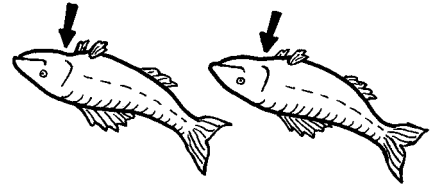


toucans.

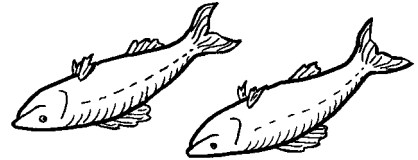
See the \_\_\_\_\_



See the \_\_\_\_\_ gills.

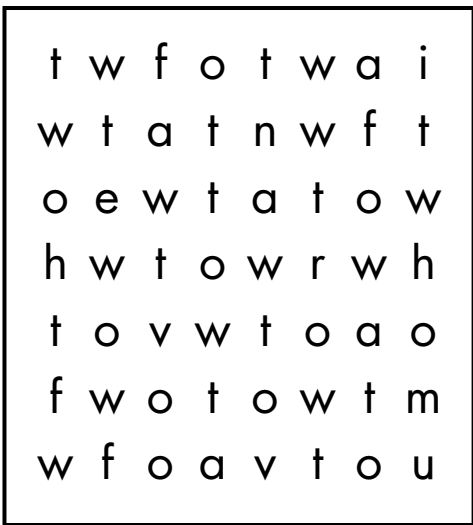


See the \_\_\_\_\_ fish.



### Word Search

## two



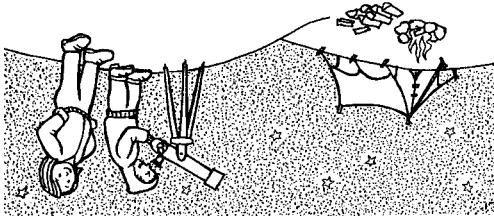
I found **two** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

# two

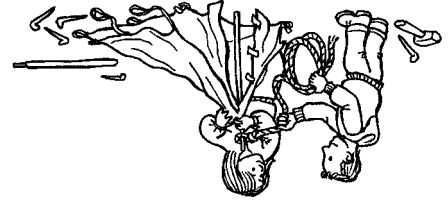
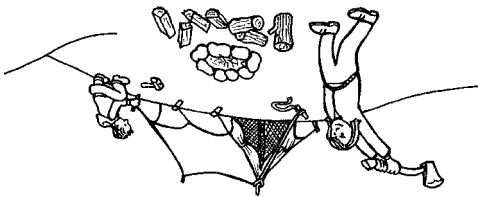
## book

two two



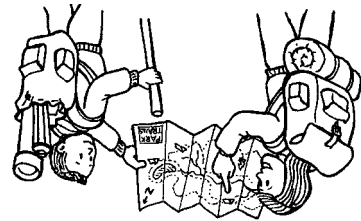
He can \_\_\_\_\_  
a telescope.

She can \_\_\_\_\_  
an ax.



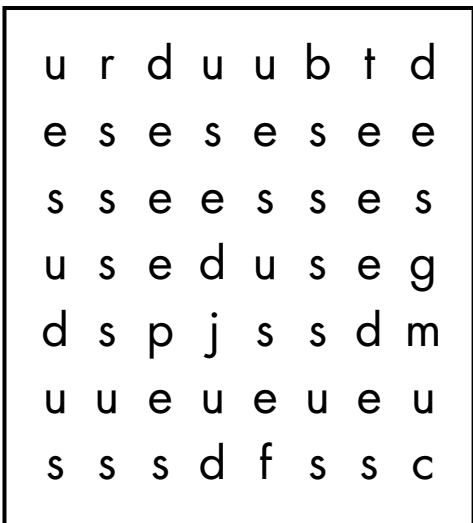
He can \_\_\_\_\_  
use a rope.

She can \_\_\_\_\_  
use a map.



## Word Search

**use**



I found **use** \_\_\_\_\_ times.  
(number)

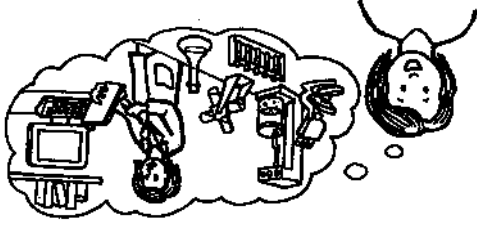
\_\_\_\_\_ 's

use

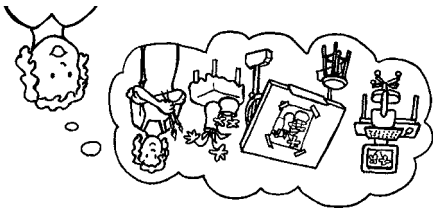
book

use use

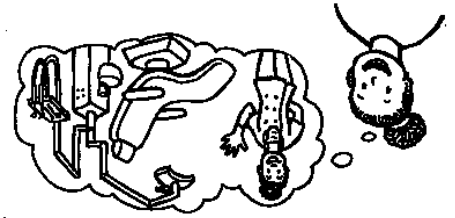
I \_\_\_\_\_ to be  
a scientist.



I \_\_\_\_\_ to be  
an artist.



I W A N T \_\_\_\_\_ to be  
a dentist.



I W A N T \_\_\_\_\_ to be  
a teacher.



### Word Search

## want



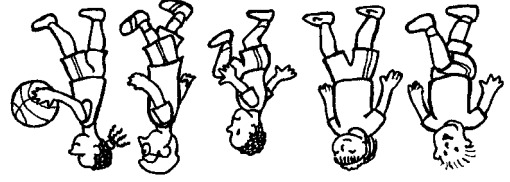
I found **want** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's  
**want**  
book

want want

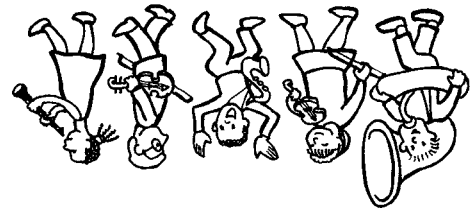
to gym.

They WENT



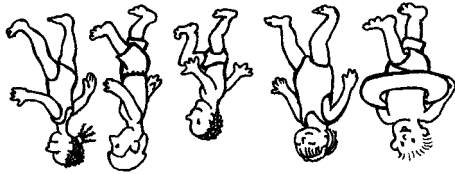
to music class.

They WENT



to swim.

They \_\_\_\_\_



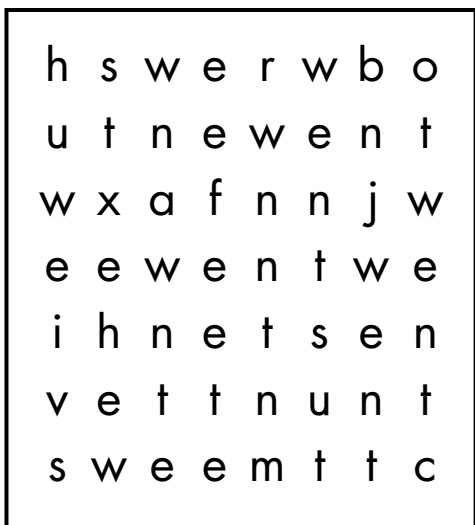
to recess.

They \_\_\_\_\_



### Word Search

## went



I found **went** \_\_\_\_\_ times.  
(number)

's

# went

## book

went went

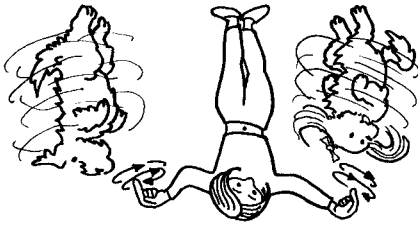
a good boy

Oh, \_\_\_\_\_



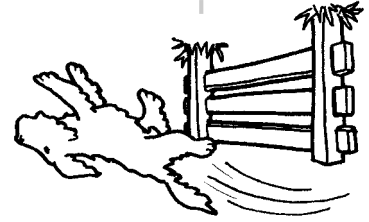
a good trick!

Oh, \_\_\_\_\_



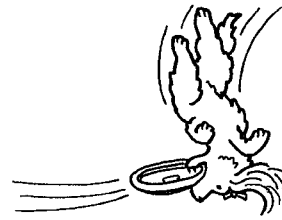
a good boy

Oh, \_\_\_\_\_



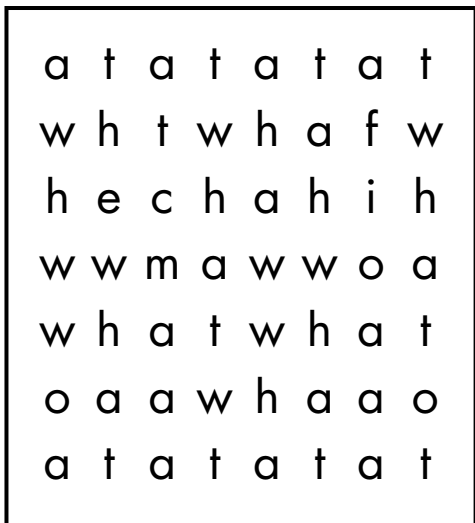
a good girl!

Oh, \_\_\_\_\_



### Word Search

# what



I found **what** \_\_\_\_\_ times.  
(number)

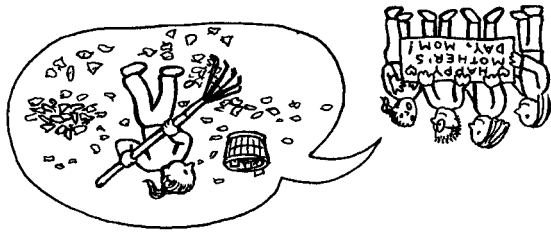
's

# what

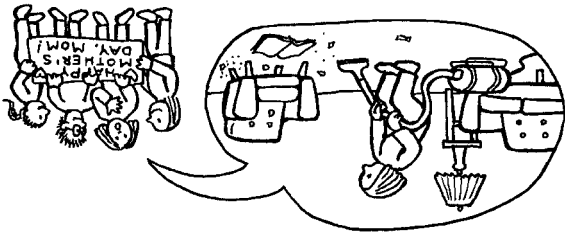
## book

what what

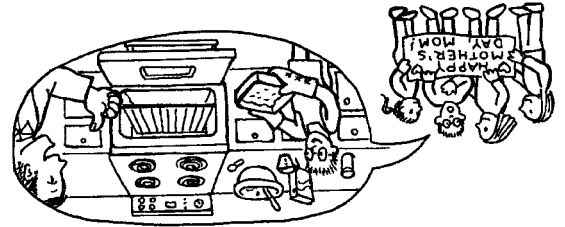
I \_\_\_\_\_ rake.



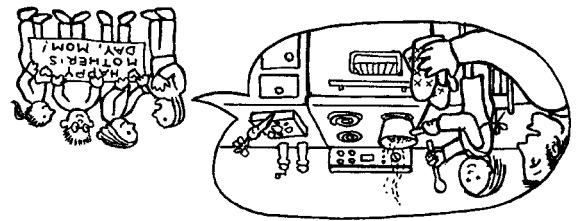
I \_\_\_\_\_ clean.



I \_\_\_\_\_ bake.

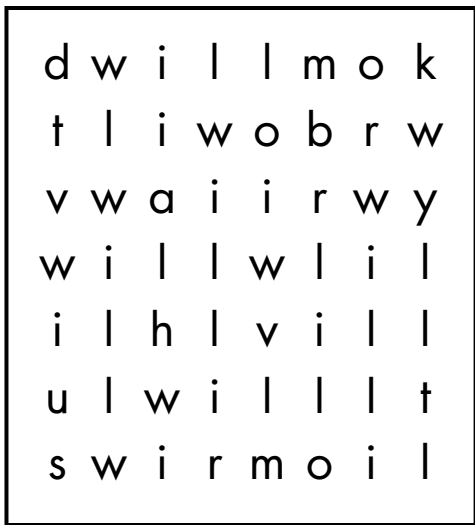


I \_\_\_\_\_ cook.



### Word Search

# will



I found **will** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

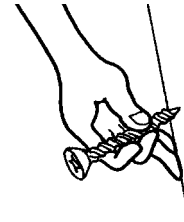
# will

# book



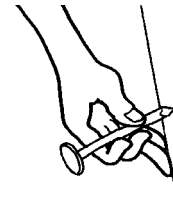
a screw.

Build **with** \_\_\_\_\_



a nail.

Build **with** \_\_\_\_\_



a crew.

Build \_\_\_\_\_



a hammer.

Build \_\_\_\_\_



### Word Search

## with

w	y	v	e	n	f	w	d
s	i	w	i	t	h	i	r
w	l	t	l	w	i	t	h
l	w	w	h	l	i	h	l
c	h	i	c	h	w	t	c
w	i	t	h	g	n	u	h
t	o	h	i	w	i	t	h

I found **with** \_\_\_\_\_ times.  
(number)

's

# with

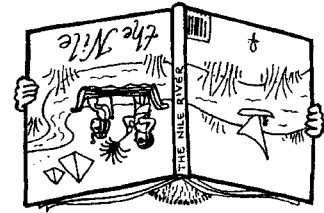
## book

with with



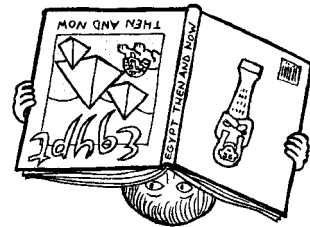
the Nile.

Read about



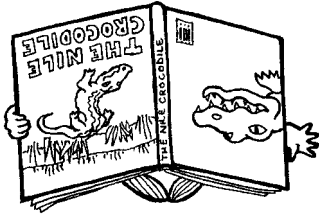
Egypt.

Read about



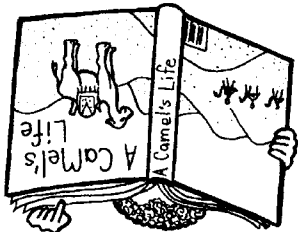
a crocodile!

Read



a camel.

Read



### Word Search

# about



I found **about** \_\_\_\_\_ times.  
(number)

's

# about

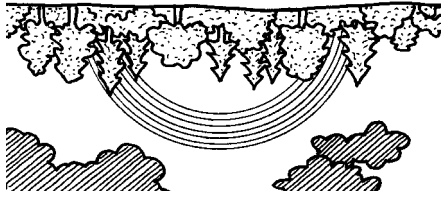
  

## book

about about

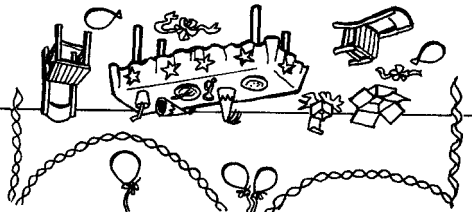
the rain!

This is



the party.

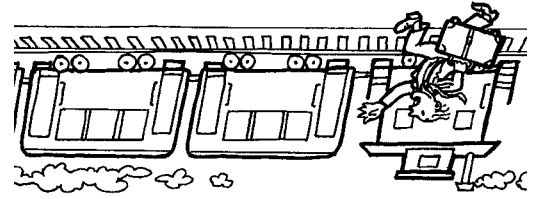
This is



the train.

Run

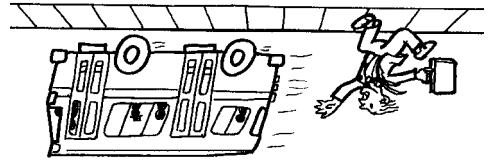
after



the bus.

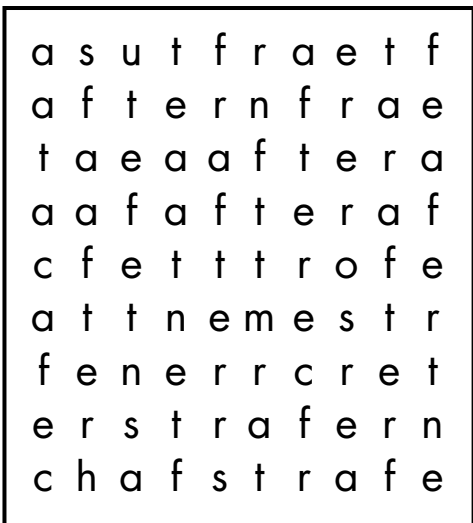
Run

after



### Word Search

## after



I found **after** \_\_\_\_\_ times.  
(number)

's

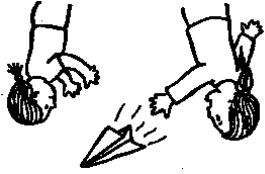
# after

## book

after after

it's a plane.

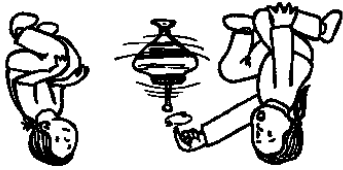
\_\_\_\_\_



It flies

it's a top.

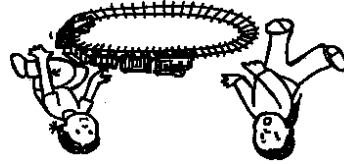
\_\_\_\_\_



It spins

it's a train.

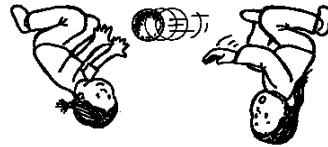
because



It rides

it's a ball.

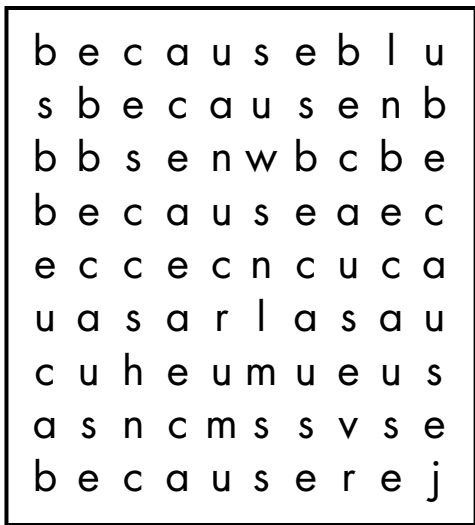
because



It rolls

### Word Search

## because



I found **because** \_\_\_\_\_ times.  
(number)

's

because

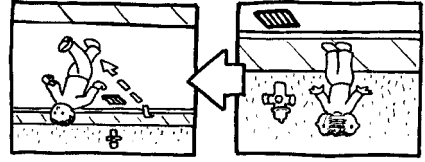
book

because

because

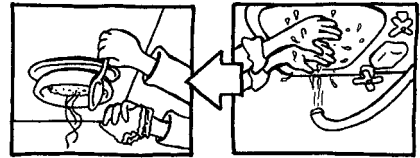
You cross.

Look before



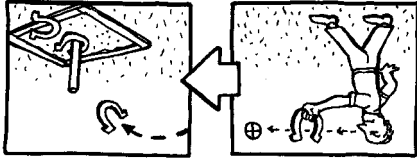
You eat.

Wash before



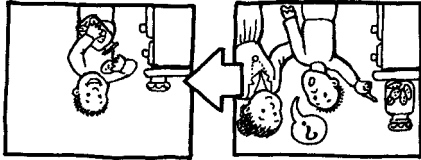
You toss.

Aim



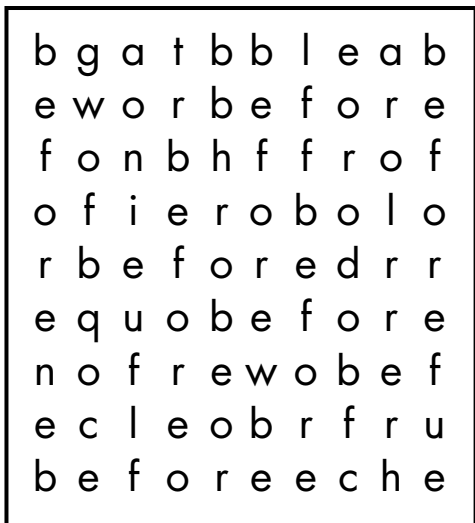
You take.

Ask



### Word Search

## before



I found **before** \_\_\_\_\_ times.  
(number)

's

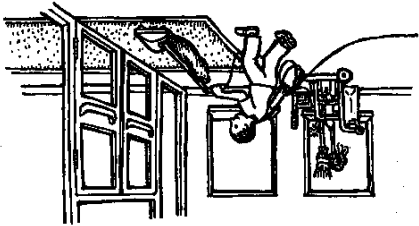
before  
book

before before



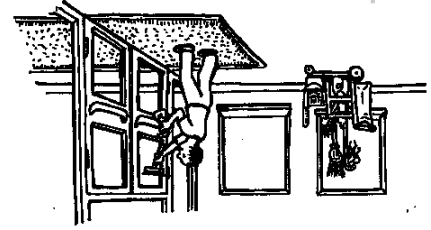
the floors.

He



the rugs.

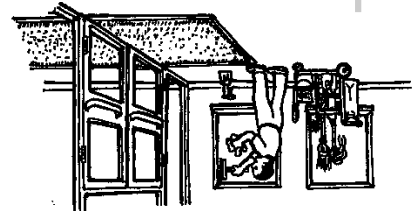
He



the doors.

He

does



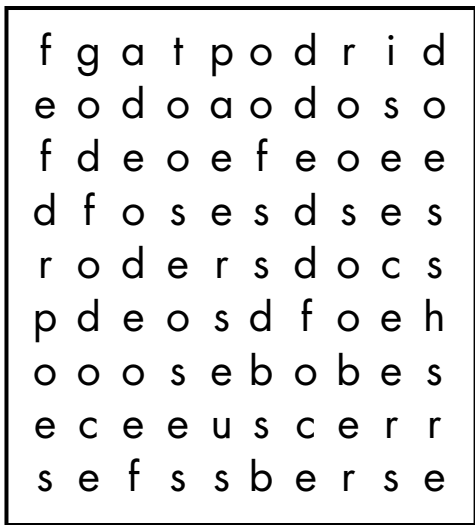
the windows.

He

does

### Word Search

## does



I found **does** \_\_\_\_\_ times.  
(number)

's

# does

## book

does does

like yams.

I \_\_\_\_\_ ,



like lemons.

I \_\_\_\_\_ ,



like clams.

I don't \_\_\_\_\_ ,



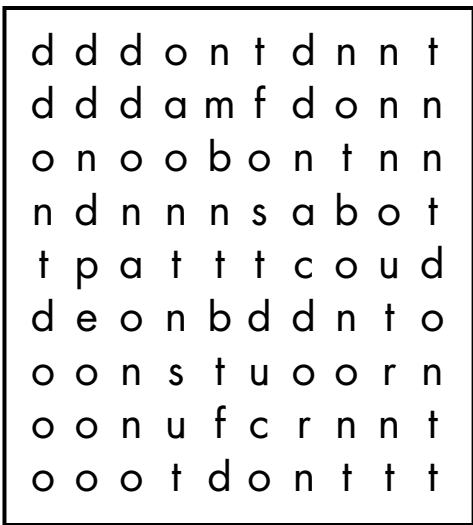
like pepper.

I don't \_\_\_\_\_ ,



### Word Search

# don't



I found **don't** \_\_\_\_\_ times.  
(number)

's

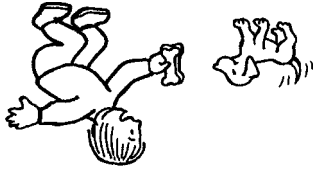
# don't

## book

don't don't

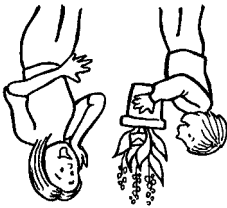
my dog a bone.

I \_\_\_\_\_



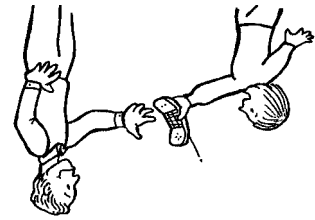
my aunt a plant.

I \_\_\_\_\_



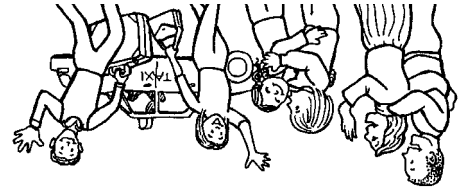
my uncle the phone.

I g i v e



my cousin a kiss.

I g i v e



### Word Search

# give



I found **give** \_\_\_\_\_ times.  
(number)

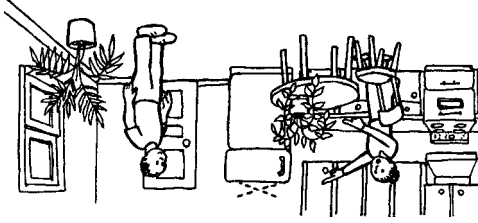
's

# give book

give give

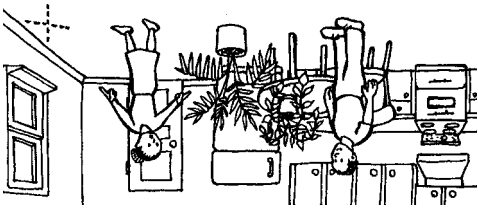
over the fridge.

That plant



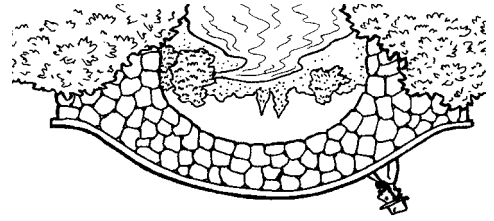
under the window.

This plant



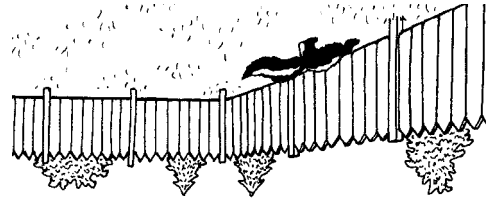
over the bridge.

The man



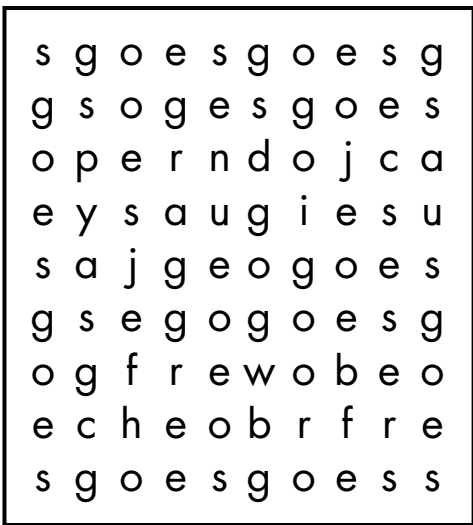
under the fence.

The skunk



### Word Search

## goes



I found **goes** \_\_\_\_\_ times.  
(number)

's

# goes

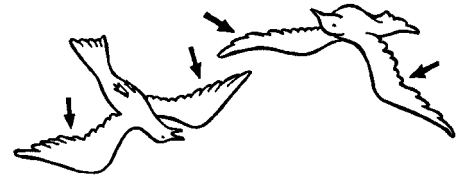
  

## book

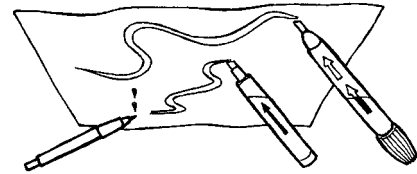
goes goes



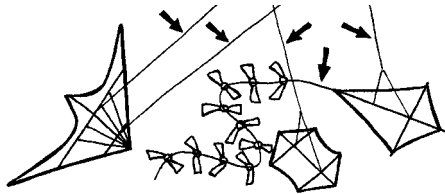
Birds \_\_\_\_\_ wings.



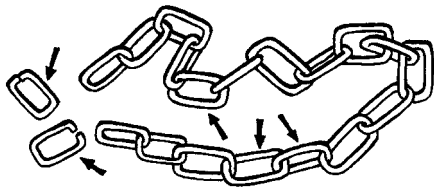
Markers \_\_\_\_\_ ink.



Kites \_\_\_\_\_ strings.



Chains \_\_\_\_\_ links.



### Word Search

# have



I found **have** \_\_\_\_\_ times.  
(number)

's

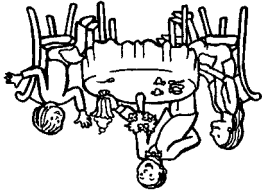
# have

# book

have have

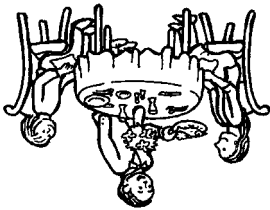
is your treat!

Look, \_\_\_\_\_



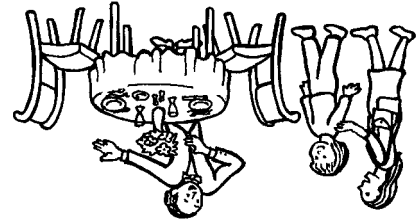
is your dinner.

Look, \_\_\_\_\_



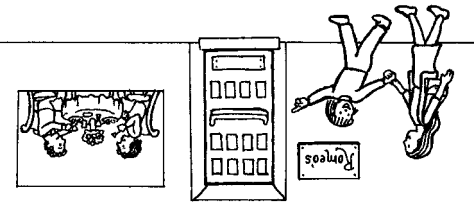
is your seat.

Look, here



is the restaurant.

Look, here



### Word Search

# here



I found **here** \_\_\_\_\_ times.  
(number)

's

# here

# book



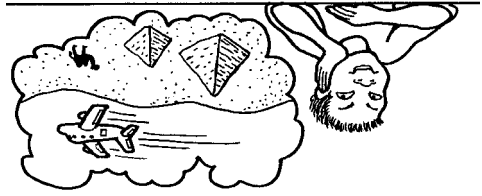
What \_\_\_\_\_ I had  
a crane?



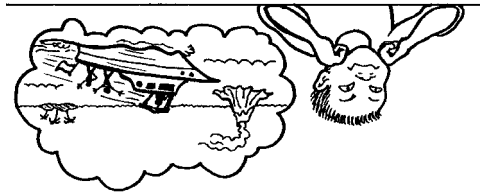
What \_\_\_\_\_ I had  
a rocket?



What \_\_\_\_\_ I had  
a plane?



What \_\_\_\_\_ I had  
a boat?



### Word Search

**if**



I found **if** \_\_\_\_\_ times.  
(number)

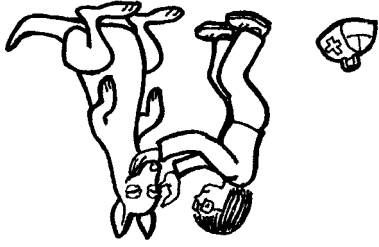
\_\_\_\_\_ 's

if  
book

if if

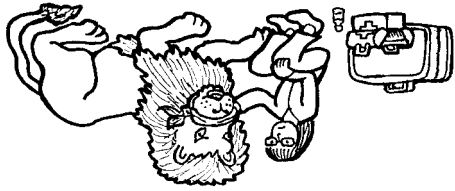
eyes are puffy.

Poor thing, \_\_\_\_\_



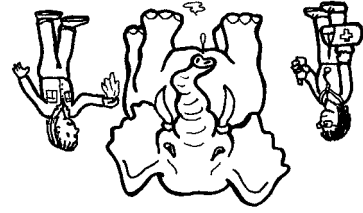
tooth hurts.

Poor thing, \_\_\_\_\_



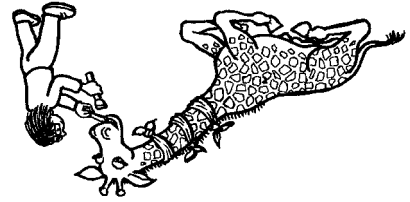
nose is stuffy.

Poor thing, \_\_\_\_\_



throat is sore.

Poor thing, \_\_\_\_\_



### Word Search

## its



I found **its** \_\_\_\_\_ times.  
(number)

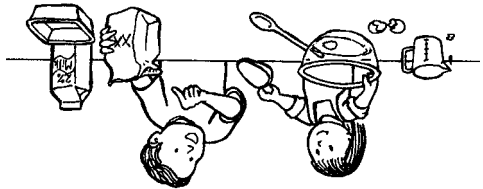
's

# its book

its its

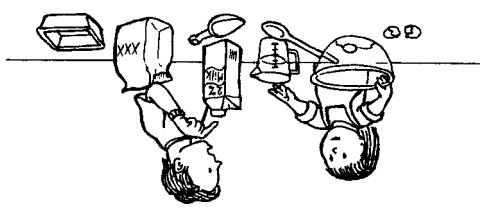
add flour.

You \_\_\_\_\_  
just



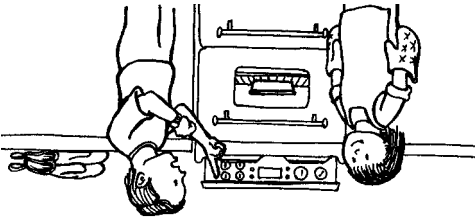
add milk.

You \_\_\_\_\_  
just



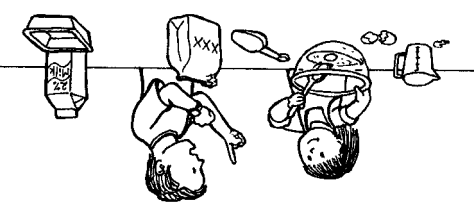
for an hour.

You \_\_\_\_\_  
wait



for a minute.

You \_\_\_\_\_  
mix



### Word Search

# just



I found **just** \_\_\_\_\_ times.  
(number)

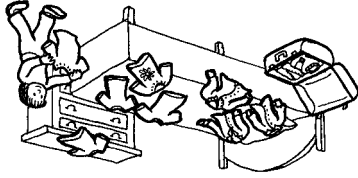
's

# just book



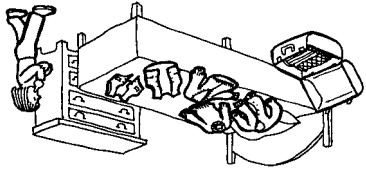
\_\_\_\_\_ shirts.

She took fewer coats



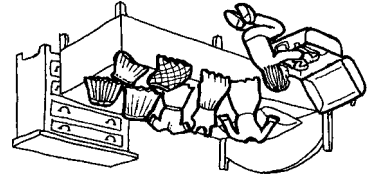
\_\_\_\_\_ vests.

She took more sweaters



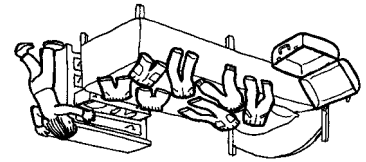
\_\_\_\_\_ skirts.

She took fewer dresses



\_\_\_\_\_ shorts.

She took more pants



### Word Search

# than



I found **than** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

# than

# book

than than

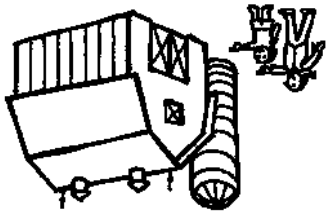
cow.

This is



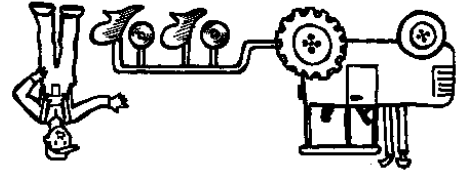
barn.

This is



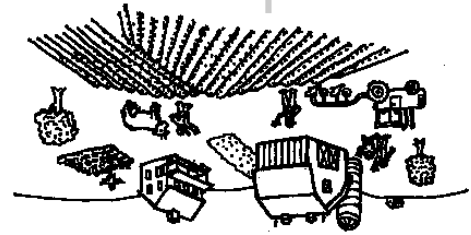
plow.

This is



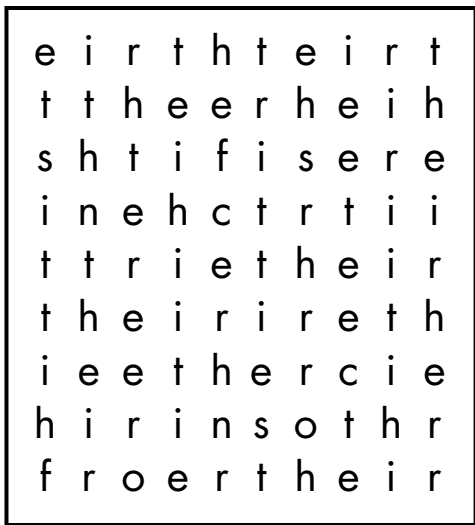
farm.

This is



### Word Search

## their



I found **their** \_\_\_\_\_ times.  
(number)

's

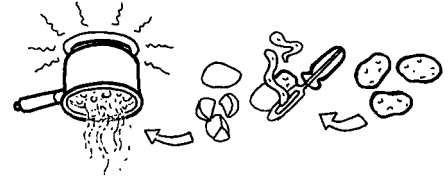
# their

## book

their their

on to boil.

Put **them**



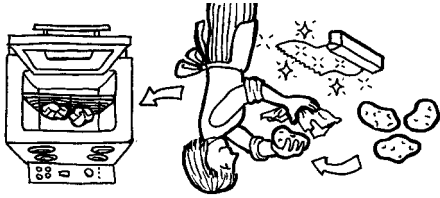
from the soil.

Take **them**



in some foil.

Wrap \_\_\_\_\_



some oil.

Fry \_\_\_\_\_ in



### Word Search

# them

t	k	e	m	t	h	a	m	e	t
e	m	s	e	h	e	t	t	h	u
t	t	h	m	e	e	f	h	e	t
m	h	e	u	m	t	h	e	e	m
t	b	e	m	t	t	h	m	s	m
h	t	t	m	h	e	t	o		
e	f	h	e	e	t	h	e	m	h
w	t	h	e	m	s	t	c	m	t
t	h	c	n	m	m	e	h	t	e

I found **them** \_\_\_\_\_ times.  
(number)

's

# them

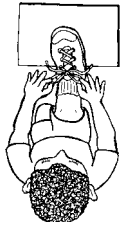
## book

them them



you tie your shoe!

And \_\_\_\_\_



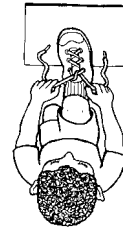
you make two loops.

And \_\_\_\_\_

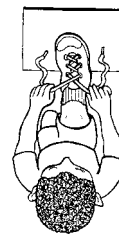


you pull one through.

And **then** \_\_\_\_\_

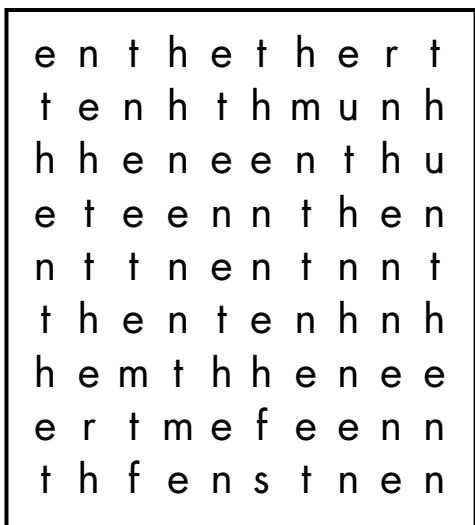


First you cross the laces.



### Word Search

## then



I found **then** \_\_\_\_\_ times.  
(number)

's

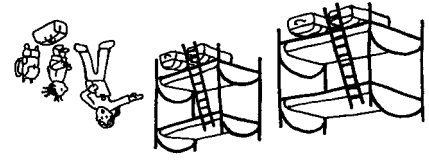
# then

## book

then then

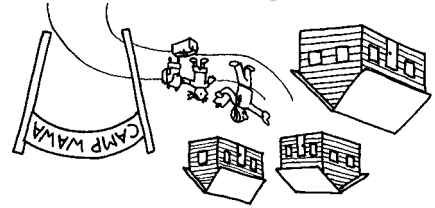
is your bunk.

Down there



is your cabin.

Look, there



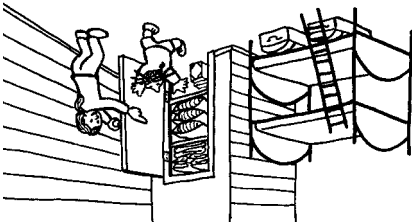
is your trunk.

Under



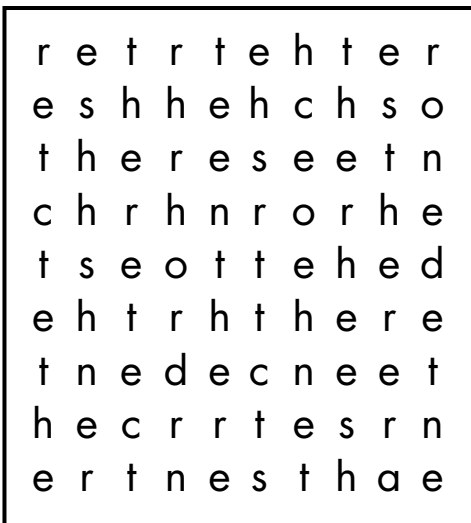
is your pillow.

In



### Word Search

# there



I found **there** \_\_\_\_\_ times.  
(number)

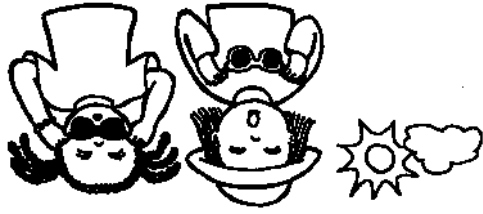
's

# there

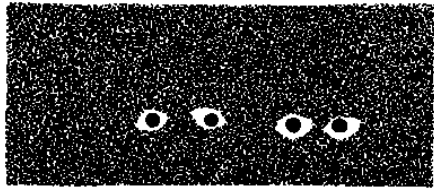
## book

there there

It is \_\_\_\_\_ bright.



It is \_\_\_\_\_ dark.



It is \_\_\_\_\_ light.

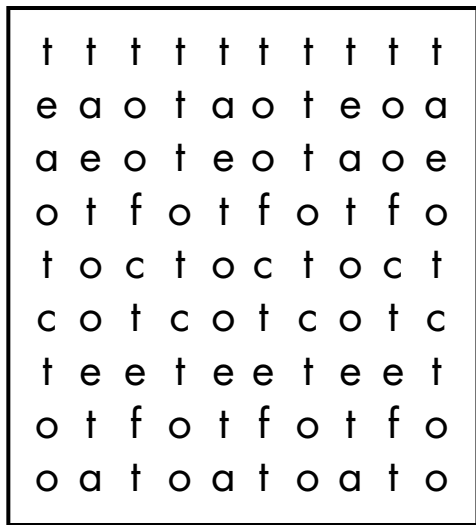


It is \_\_\_\_\_ heavy.



### Word Search

## too



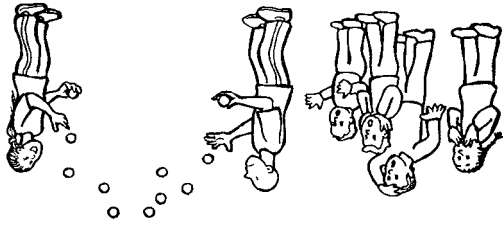
I found **too** \_\_\_\_\_ times.  
(number)

's

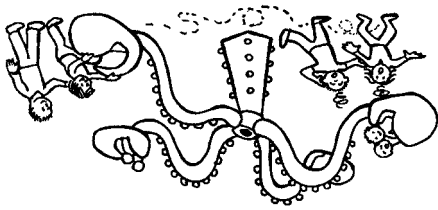
too book

too too

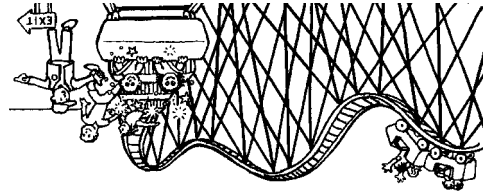
They \_\_\_\_\_ amazed!



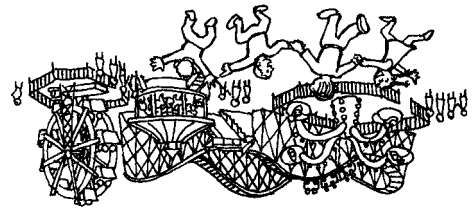
They \_\_\_\_\_ dizzy.



They \_\_\_\_\_ dazed.

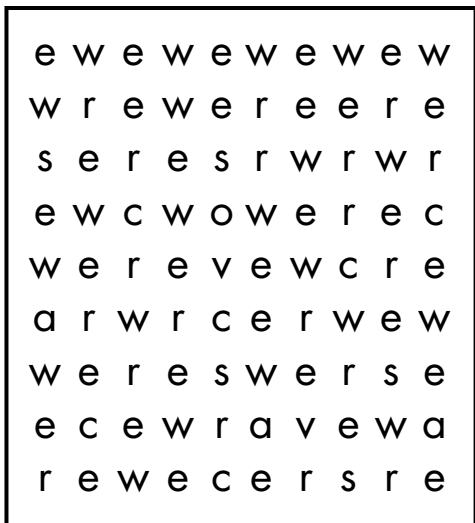


They \_\_\_\_\_ happy.



### Word Search

## were



I found **were** \_\_\_\_\_ times.  
(number)

\_\_\_\_\_ 's

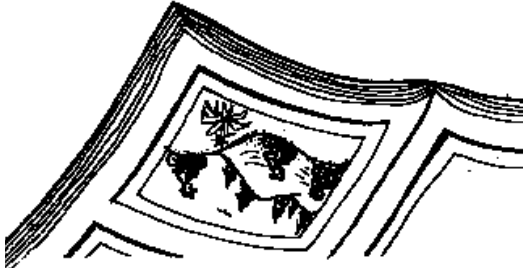
# were

## book

were were

we biked.

This is \_\_\_\_\_



we swam.

This is \_\_\_\_\_



we hiked.

This is W H E N



we camped.

This is W H E N



### Word Search

# when

h	w	e	n	w	h	e	r	w	
w	e	h	n	k	e	b	e	r	
a	h	o	e	e	n	w	r	e	
w	h	e	n	n	s	h	h	n	w
h	a	w	n	e	h	e	w	e	h
e	w	h	e	n	w	n	h	e	n
n	o	c	v	h	e	h	a	r	e
s	h	e	n	t	w	n	e	h	n
w	c	r	h	e	w	h	e	n	w

's

# when

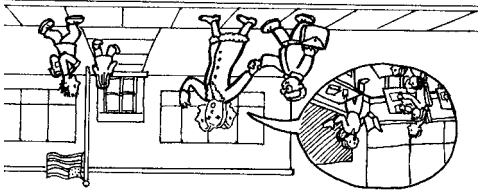
# book

when when

I found **when** \_\_\_\_\_ times.  
(number)

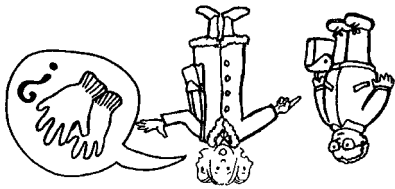
are your classes?

Honey,



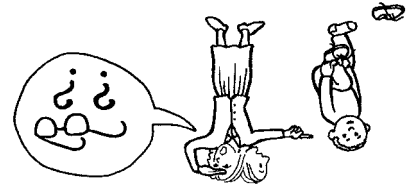
are your gloves?

Honey,



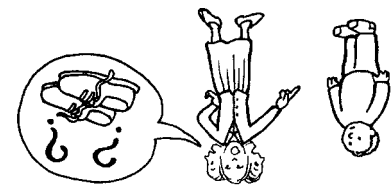
are your glasses?

Honey, *where*



are your shoes?

Honey, *where*



### Word Search

# where



I found **where** \_\_\_\_\_ times.  
(number)

's

# where

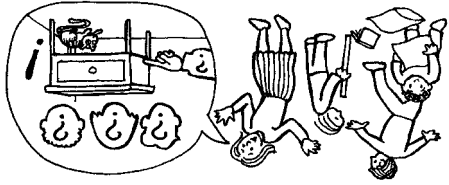
  

# book

*where where*

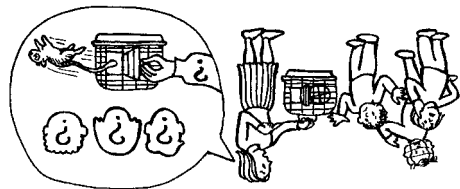
can find it?

Okay, \_\_\_\_\_



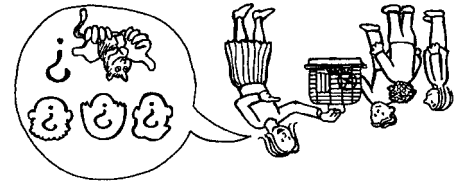
let it out?

Okay, \_\_\_\_\_



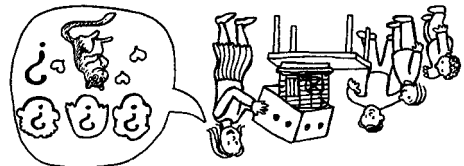
will mind it?

Okay, W H O



likes gerbils?

Okay, W H O



### Word Search

# who



I found **who** \_\_\_\_\_ times.  
(number)

's

# who

## book

who who

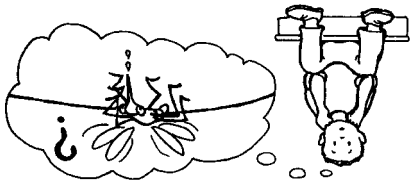
rhinos have horns.

I wonder \_\_\_\_\_



mosquitoes bite.

I wonder \_\_\_\_\_



roses have thorns.

I wonder \_\_\_\_\_



bees make honey.

I wonder \_\_\_\_\_



### Word Search

# why

r	w	h	e	w	l	y	h	w	n
w	b	y	w	k	h	i	w	h	y
h	l	w	d	l	v	y	h	l	w
w	k	w	h	y	w	b	y	w	p
n	w	y	h	u	p	h	w	i	y
e	p	w	l	y	w	h	y	z	w
k	y	h	w	b	h	p	w	e	n
w	h	y	l	h	i	v	p	w	y
d	w	o	r	w	y	w	h	p	c

I found **why** \_\_\_\_\_ times.  
(number)

's

# why

## book

why why



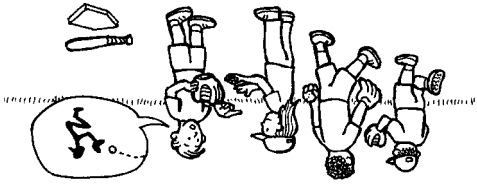
like to switch.

I



like to catch.

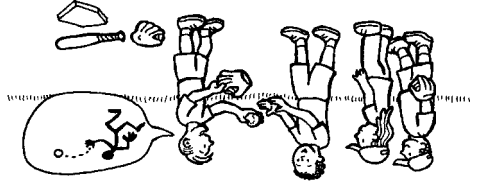
I



like to pitch.

I

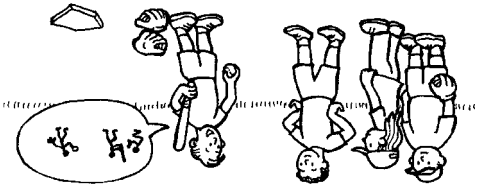
pitch



like to play.

I

play



### Word Search

# would

d	l	o	u	w	d	o	n	w	p
l	w	u	w	o	u	l	d	o	u
u	n	o	v	e	w	b	o	u	h
o	w	o	u	l	d	o	n	l	a
w	w	o	d	l	w	u	d	u	
h	o	c	u	n	d	o	j	l	e
a	u	u	b	l	w	o	u	l	d
c	l	w	l	u	d	n	c	l	u
s	d	o	u	d	o	d	l	n	d

I found **would** \_\_\_\_\_ times.  
(number)

's

# would book

would would