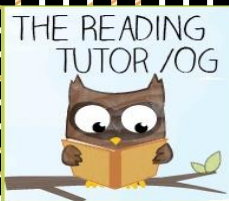




# Leveled Sight Word Practice Pack

Suitable for  
Orton-Gillingham Instruction



PLEASE READ FIRST.

Dear Educator,

Thank you for your purchase! This is a leveled pack of sight words suitable for Orton-Gillingham instruction for levels 1-5. This pack accompanies my leveled Orton-Gillingham words and sentences products. The words come from the recommended lists passed along to me during my training in using the Orton-Gillingham approach. I realize there are many other longer lists of sight words used in classrooms. These lists are short and manageable enough, so not to overwhelm a struggling reader. Here are a few important things to remember:

1. An educator trained in using an Orton-Gillingham approach is highly recommended for use with this product.
2. This is just ONE approach to teaching sight words. There are many others. Whichever you choose, please be sure to provide plenty of multi-sensory practice and repetition.
3. Sight words in OG are generally called learned words or red words. I've named this pack Sight Words to make it easier to locate in a search engine. You'll also notice the word cards and lists have a reddish tint to make them stand out if you do call them red words.
4. You do not have to use every page of this pack. There are several choices for practice within each level. You may decide to stick with manuscript practice over cursive. Do what works for your student(s) at their stage of learning.
5. There is a black dot in the corner of the word cards in every level, so you may punch a hole and place them on a ring.
6. In a typical OG lesson there is time allotted for sight word practice. However, it should be brief within the confines of

the lesson. Spending too much time on sight word practice within an OG lesson detracts from the main focus of that lesson. Allotting 5 -10 minutes for practice per lesson is recommended.

7. Cut and laminate the word cards for long lasting use, or make them tactile by applying a thin layer of glitter glue over each letter.

8. The flap book pages are a great tool if you use a notebook. You just glue along the left vertical tab labeled, "My Level ----- Learned Words Flap Book", and cut between each flap. I've always provided a notebook for my OG students, so they have a record of every lesson we've done. It's a great way to keep lessons organized, and to go back and review.

**9. IMPORTANT: The lists are labeled for reading and spelling. There are NO sight words to spell in Level 1. The words to practice reading in a particular level will become the words a student will practice spelling in the NEXT level. Do not have students practice spelling and writing words that are only used for reading within a level.**

Finally, I realize you have many options for sight word practice out there. I appreciate your taking the time to purchase this product, give it a chance, and provide me with feedback. I do request that you message me first if there is a serious problem or error before you give feedback. Many times an issue can be resolved simply by contacting me, the seller. I respond to any and all concerns and questions promptly.

If you'd like to learn more about me and my OG training, you can visit my blog: <http://thereadingtutorog.blogspot.com> Thank you!

-Emily Gibbons, The Reading Tutor/OG

Check out the other products in my [store](#) too!

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48	LOTTO game board
49-50	Sight Word Symbols: directions and game board
51	Credits



## **Sight Word Practice Ideas**

***Making sure the practice activity is multisensory is essential to learning, especially for the struggling reader.***

1. Have students write words in the sand of a sand tray.
2. Play sight word tic-tac-toe: Instead of X and O, use sight words.
3. Use magnetic letters or alphabet stamps to write sight words.
4. Write or trace over sight words in different colored markers, crayons, or highlighters.
5. Make the sight word cards in this pack tactile by tracing over each letter with a thin layer of glitter glue. Students can practice reading while tracing over each letter in a word with their finger.
6. Write sight words on tongue depressors, and place them in a cup. Write ZOOM on one of the tongue depressors. Take turns reaching in and reading the words. The person who gets the ZOOM stick puts all of their words back into a cup.
7. Using the blank LOTTO board, have students write the words randomly on their boards. Call out sight words to try and earn a LOTTO. Students get LOTTO by earning 5 in a row across, down or diagonally.
8. Using the blank game-board and sight word cards, play a game from start to finish. See pg. 41 for directions.

# **Level One Learned Words**

## **(For Reading Only)**

**a**

**are**

**do**

**of**

**said**

**the**

**to**

**was**

**were**



a



are



do



of



said



the



to



was



were





# My Level One Learned Words Flap Book

a

are

do

of

said

the

to

was

were

# **Level Two Learned Words**

## **(For Reading Only)**

**come**

**does**

**done**

**gone**

**one**

**once**

**some**

**they**

**two**



come



does



done



gone



one



once



some



they

two

# My Level Two Learned Words Flap Book

**come**

**does**

**done**

**gone**

**one**

**once**

**some**

**they**

**two**

# **Level Two Learned Words**

## **(For Spelling)**

**are**

**do**

**of**

**said**

**the**

**to**

**was**

**were**

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

**Read**

**Write**

**Write Again**

1. are



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. do



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. of



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. said



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. the



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. to



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. was



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. were



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name: Date

## Level 2 Learned Words

are

do

of

said

the

to

was

were

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

## Level 2 Learned Words

are

do

of

said

the

to

was

were

# **Level Three Learned Words**

## **(For Reading)**

**again**

**against**

**any**

**been**

**could**

**give**

**have**

**many**

**says**

**should**

**there**

**where**

**would**



again



against



any



been



could



give



have



many



says



should



there



where



would



**My Level Three Learned Words Flap Book**

**again**

**against**

**any**

**been**

**could**

**give**

**have**

**many**

# My Level Three Learned Words Flap Book

**says**

**should**

**there**

**where**

**would**



# **Level Three Learned Words**

## **(For Spelling)**

**come**

**does**

**done**

**gone**

**one**

**once**

**some**

**they**

**two**

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

**Read**

**Write**

**Write Again**

1. come



\_\_\_\_\_

-----

\_\_\_\_\_

2. does



\_\_\_\_\_

-----

\_\_\_\_\_

3. done



\_\_\_\_\_

-----

\_\_\_\_\_

4. gone



\_\_\_\_\_

-----

\_\_\_\_\_

5. one



\_\_\_\_\_

-----

\_\_\_\_\_

6. once



\_\_\_\_\_

-----

\_\_\_\_\_

7. some

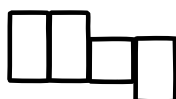


\_\_\_\_\_

-----

\_\_\_\_\_

8. they



\_\_\_\_\_

-----

\_\_\_\_\_

9. two



\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## Level 3 Learned Words

come

does

done

gone

one

once

some

they

two

Name: \_\_\_\_\_ Date \_\_\_\_\_  
Level 3 Learned Words \_\_\_\_\_

come

does

done

gone

one

once

some

they

two

# **Level Four Learned Words**

## **(For Reading)**

**build**

**buy**

**chalk**

**enough**

**friend**

**people**

**sugar**

**sure**

**talk**

**their**

**though**

**walk**



build



buy



chalk



enough



friend



people



sugar



sure



talk



their



though



walk





# **My Level Four Learned Words Flap Book**

**build**

**buy**

**chalk**

**enough**

**friend**

**people**

# **My Level Four Learned Words Flap Book**

**sugar**

**sure**

**talk**

**there**

**though**

**walk**

# **Level Four Learned Words**

## **(For Spelling)**

**again**

**against**

**any**

**been**

**could**

**give**

**have**

**many**

**says**

**should**

**there**

**where**

**would**

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

**Read**

**Write**

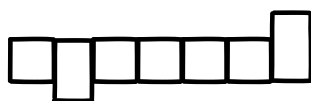
**Write Again**

1. again



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. against



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. any



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. been



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. could



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. give



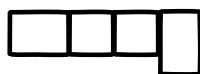
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. have



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. many



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. says



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Read**

**Write**

**Write Again**

10. should



\_\_\_\_\_

-----

\_\_\_\_\_

11. there



\_\_\_\_\_

-----

\_\_\_\_\_

12. where



\_\_\_\_\_

-----

\_\_\_\_\_

13. would



\_\_\_\_\_

-----

\_\_\_\_\_

Name: Date:

## Level 4 Learned Words

again

against

any

been

could

give

have

many

says

should

there

where

would

Name: \_\_\_\_\_ Date \_\_\_\_\_  
Level 4 Learned Words \_\_\_\_\_

again

against

any

been

could

give

have

many

says



Name: \_\_\_\_\_ Date \_\_\_\_\_  
Level 4 Learned Words \_\_\_\_\_

should

there

where

would

# **Level Five Learned Words**

## **(For Reading)**

**beauty**

**busy**

**heart**

**thought**

**through**

**who**

**whose**



beauty



busy



heart



thought



through



who



whose



**My Level Five Learned Words Flap Book**

**beauty**

**busy**

**heart**

**thought**

**through**

**who**

**whose**

# **Level Five Learned Words**

## **(For Spelling)**

**build**

**buy**

**chalk**

**enough**

**friend**

**people**

**sugar**

**sure**

**talk**

**their**

**though**

**walk**

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

**Read**

**Write**

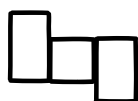
**Write Again**

1. build



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. buy



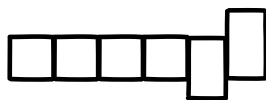
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. chalk



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. enough



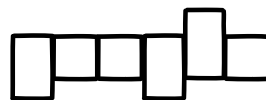
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. friend



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. people



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. sugar



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. sure



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. talk



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**Read**

**Write**

**Write Again**

10. their

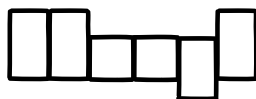


---

---

---

11. though



---

---

---

12. walk



---

---

---

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

## Level 5 Learned Words

build

buy

chalk

enough

friend

people

sugar

sure

talk

there

though

walk



Name: \_\_\_\_\_ Date \_\_\_\_\_  
Level 5 Learned Words \_\_\_\_\_

build

buy

chalk

enough

friend

people

sugar

sure

talk

Name: \_\_\_\_\_ Date \_\_\_\_\_  
Level 5 Learned Words \_\_\_\_\_

there

though

walk



# SIGHT WORD LOTTO

CHOOSE ONE BOX FOR YOUR FREE SPACE.

L	O	T	T	O

# Sight Word Symbols

## Board Game Instructions

*Materials: 1 set of sight word cards from any level for each player, 1 game board, 1 die, plastic counters, buttons, pennies for game pieces.*

*Players: 2-4*

How To Play:

1. Take turns rolling the die.
2. Move ahead the correct number of spaces on the game board.
3. Check the chart in the middle of the board to see what to do when you land on a space.
4. There is no end to this game. Keep playing until you run out of time. 😊

START



1



2



3



4



15



To play: Begin at START. Roll 1 die. Move ahead to the correct number of spaces. Follow the chart below:



Read 3 words.

5



14



Read 5 words together.



6



13



Read 7 words.



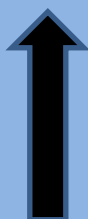
Read all your words.

7



Land on an arrow = move ahead 1 space.

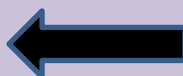
12



11



10



9



8



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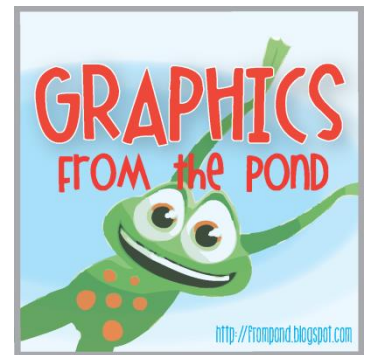
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