

***For 5 - 8 Year Olds***

# ***Working With Words***

***Book 3***

Written by Kyanne Kachel & Toni McRae. © Ready-Ed Publications - 2001.  
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# Introduction

The activities in the Working With Words series developed as a result of the necessity to teach sight words to early learners.

All activities provide opportunities for:

- ☐ reinforcement of sight words
- ☐ identification of words at sight
- ☐ repetition of sight words
- ☐ teaching the ability to discriminate between sight words
- ☐ practise of sight words
- ☐ consolidation of classroom teaching.

After the overwhelming success of “Sight Words Activities 1 and 2” we were inspired to develop the series and add to the list of sight words in those books. We have provided another 85 words with activities and revision sheets for the end of each list. However, these activities are slightly more difficult in some instances, as they have been designed with the expectation that the words in the first two books of Sight Words Activities have been taught.

Therefore, where possible those original words have been included in reading sections of the activities in these books to assist with revision and practice.

Although the activities were primarily designed for Early Learners, we have had increasing comments and compliments about how effective the books have been in Years 1 and 2, for children requiring extra help with revision and remediation due to learning difficulties. The activities are great for those children who learn visually, and they are perfect for children who require remediation as they are not required to write excessive amounts in completing their work. Many repetitive activities are provided, as well as the revision pages to consolidate the children’s learning.

We hope that this series of books will be as beneficial to you as was the first series.

*Kyanne Kachel*

*Toni McRae*

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Working with Words Activities  
Book 3

**List A**

**them  
our  
day  
night  
came  
over  
were  
out  
water  
two  
some  
morning**

Revision

# them

them

th \_\_\_\_

t \_\_\_\_

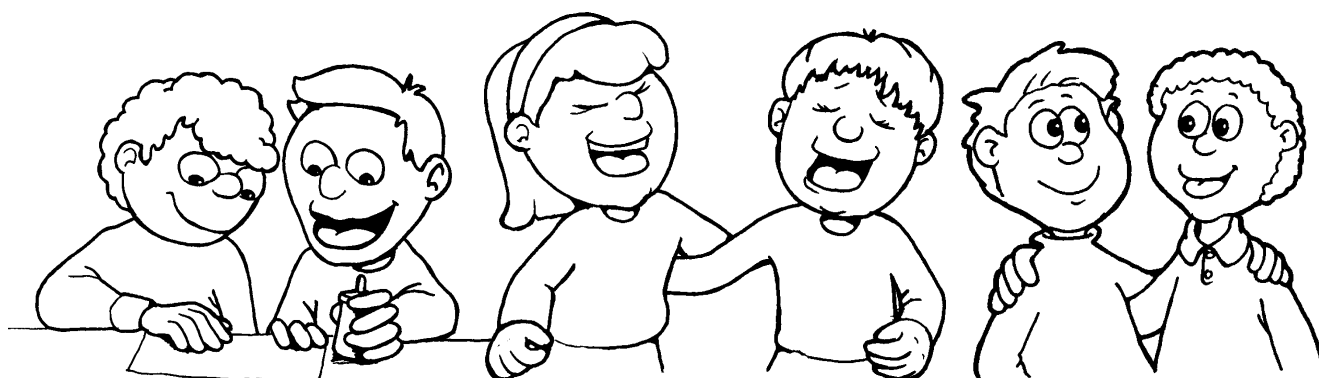
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Colour the boxes that spell the word them.

t	h	e	m	t	h	t
h	e	t	h	e	m	h
e	m	h	t	h	e	e
m	t	e	t	h	e	m
t	h	e	m	e	e	t



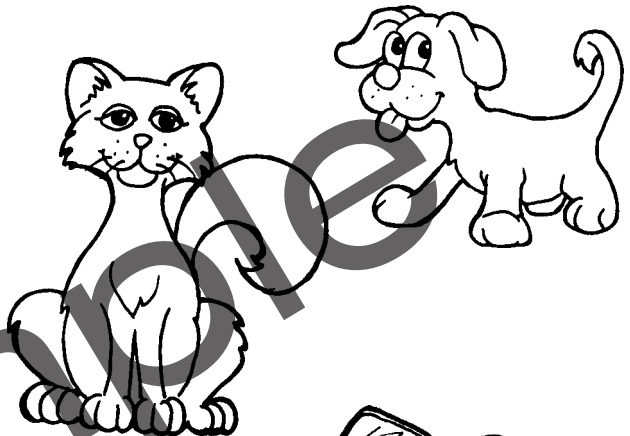
# our

Complete the sentences by writing the word our in the spaces.

This is ..... house.

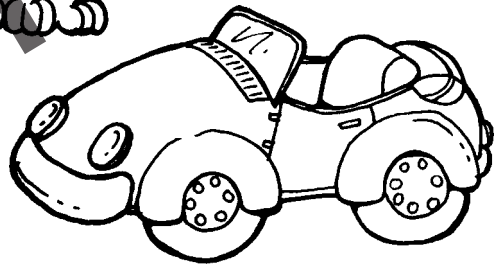


This is ..... dog.

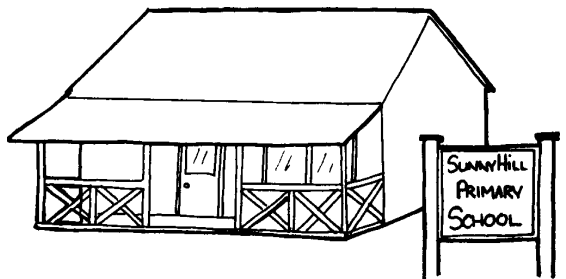


This is ..... cat.

This is ..... car.



This is ..... school.



Circle the words that say our.

oro

our

uro

oor

oo

our

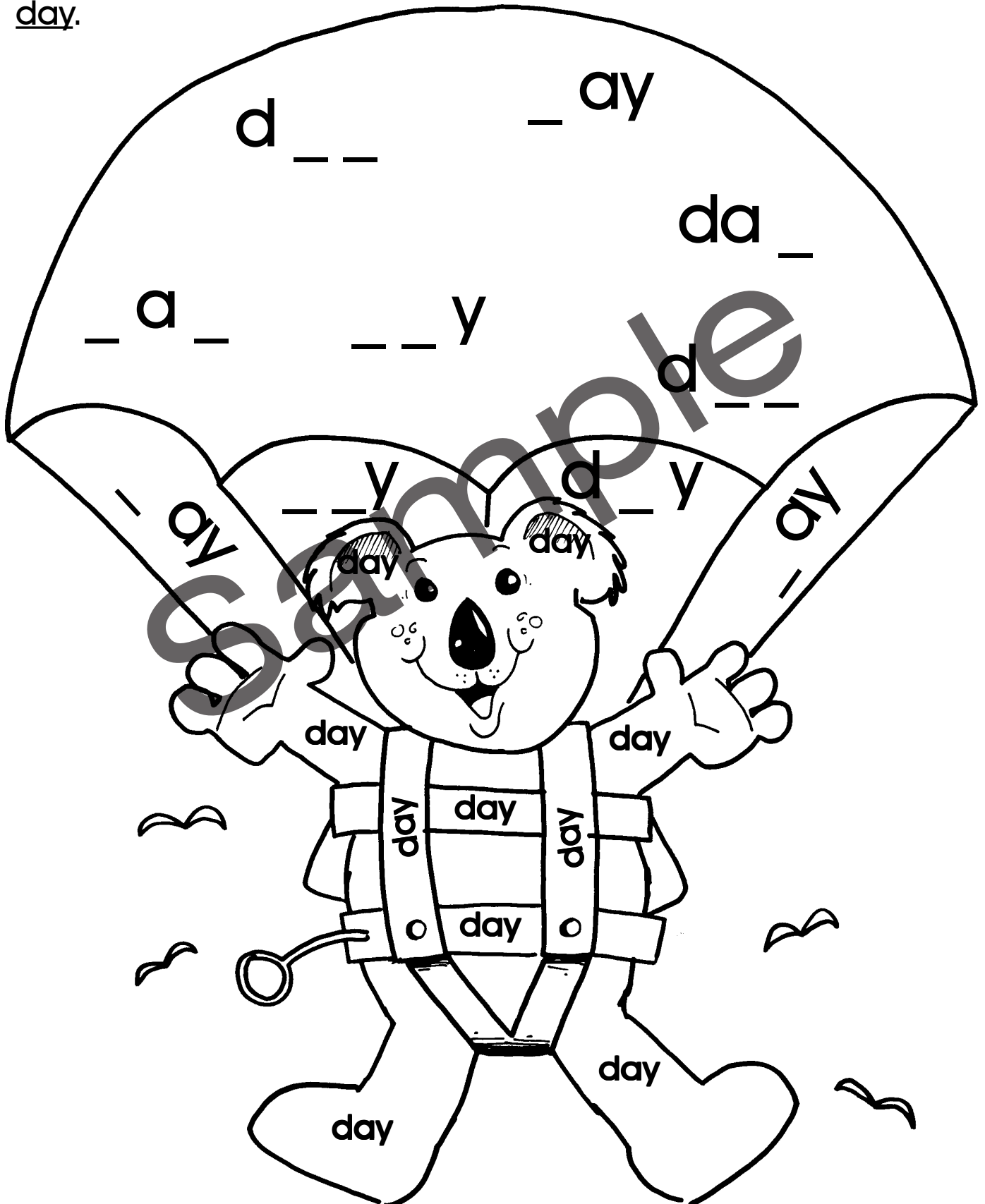
oru

our

or

# day

Complete the words. Colour the parts of the picture that spell day.



# over

Match the word to the presents that say over.  
Then colour the elf and presents.



over

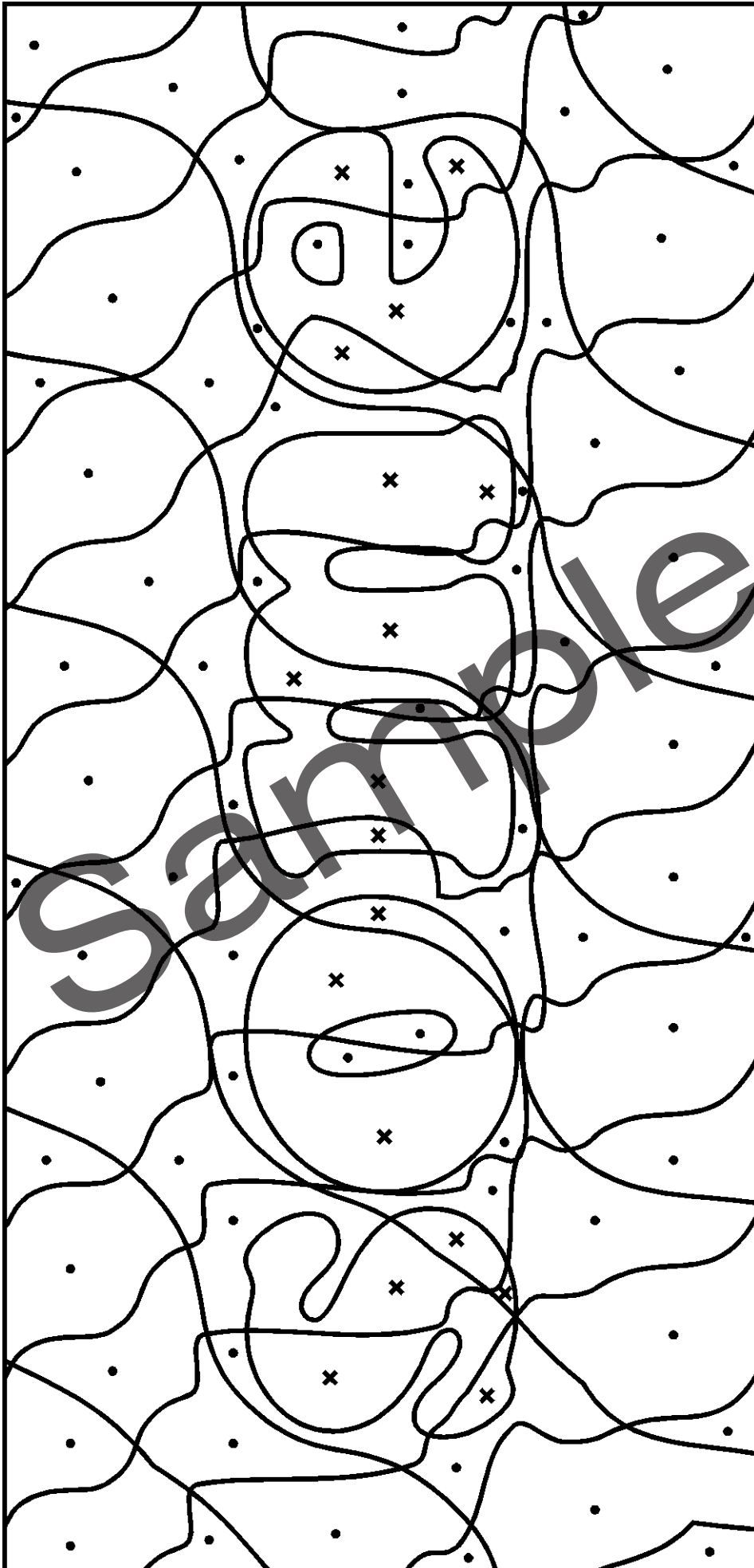
— — — —



Name .....

**List A Activities**

**some**

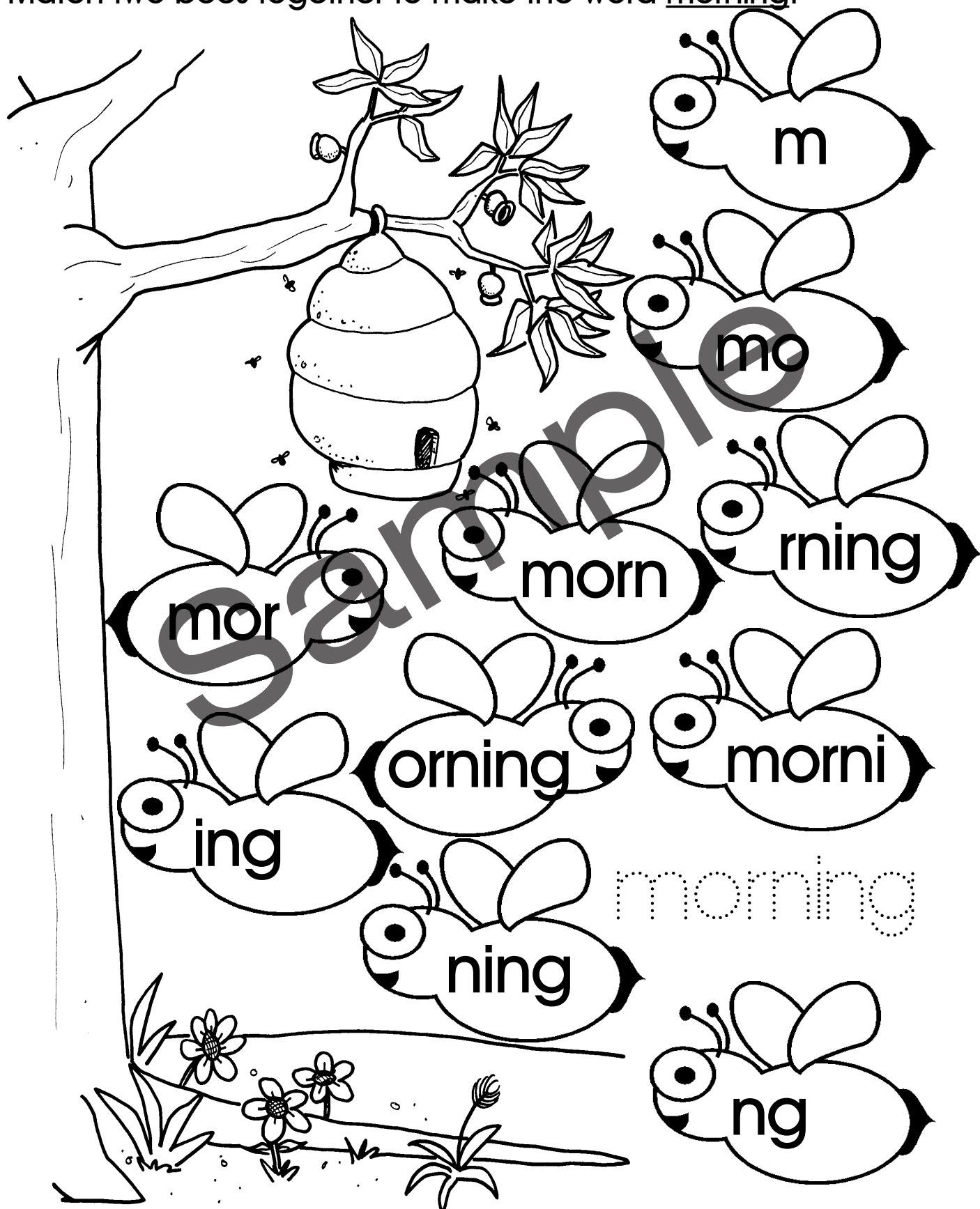


Colour the shapes with the X's red, and the shapes with the ●'s blue. What word did you make?

— — — —

# morning

Match two bees together to make the word morning.



Name .....

## List B Activities

Trace the words.  
Colour the sign  
and the dragon.

start start start start start



# start

Make rhyming  
words.

c \_ \_ \_  
d \_ \_ \_  
p \_ \_ \_