

An example of an acrostic poem

Time to see our wonderful friends again.

Over to see grandparents for that special hug.

Go back to dancing and football clubs.

Everyone will be jumping for joy.

Together we're playing amazing games in the school playground.

Having super fun with cousins in the park.

Everyone has funny stories to tell and huge smiles to share.

Summarising the Story

B

M

E

Summarising the Story

B

M

E



Kindness Connect 4



Complete 4 activities in a row, either vertically, horizontally or diagonally to 'Connect 4'.

Smile at someone to cheer them up.	Write a note or draw a picture to thank the NHS - post your picture on Twitter or put in your window.	Write a nice note to a teacher.	Give someone in your home a high five or give a friend a 'virtual' high five!
Ask someone how their day is going.	Draw a thank you picture for the bin collectors and leave it out for them or put it in your window.	Write a note or draw a picture to thank supermarket workers.	Draw or write about 3 things you are grateful for.
Offer to help someone who is struggling with something.	Compliment someone.	Create your own kindness act.	Volunteer to do a chore that isn't yours.
Draw or write about 3 things that makes you a good friend.	Write an acrostic poem to someone you admire.	Tell someone a reason why you are proud of them.	Ask someone in your home what they would like to watch on T.V (and let them watch it!)

Who Has the Most Money?

Amazing Fact

The 1p, 2p, 5p, 10p, 20p and 50p coins can be put together to make a picture of the Royal Shield.

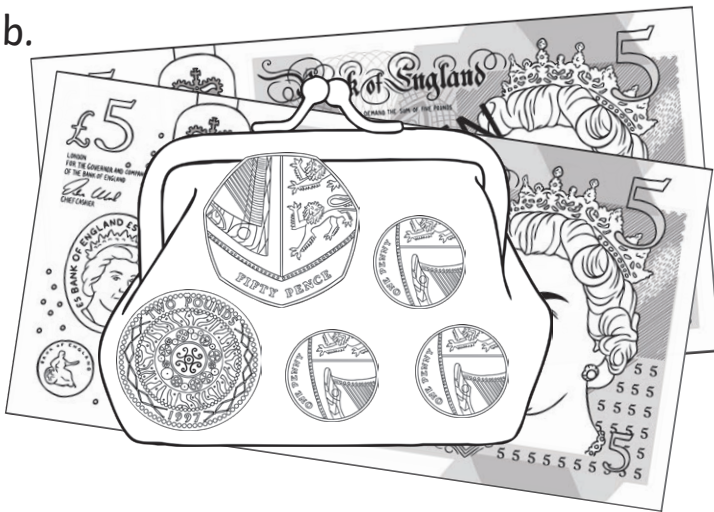
Challenge

Add the money in each purse together.

a.



b.



c.



d.



e.



f.



Now, order the purses from the the smallest to the greatest in the boxes.

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You could also try to find out:

- who the richest person in the world is;
- which country has the most billionaires;
- which are the poorest countries.

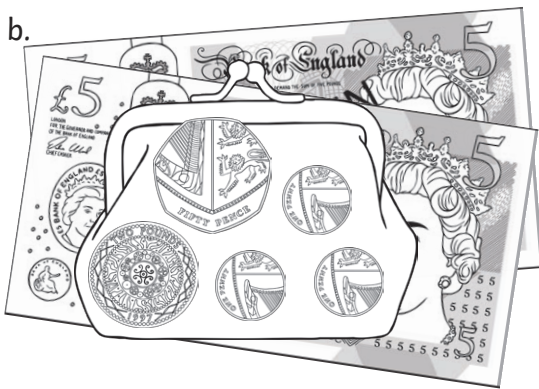
Who Has the Most Money? Answers



£8.10



£16.00



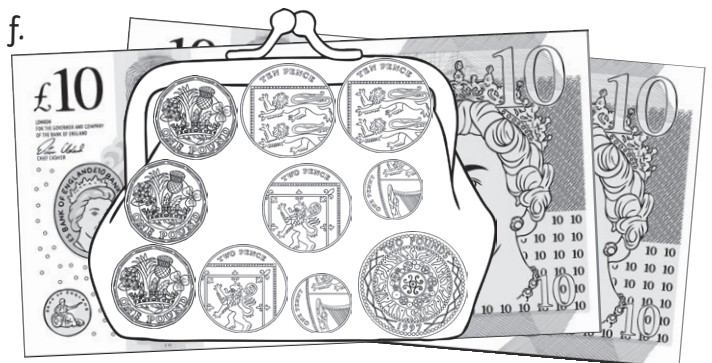
£12.53



£19.52



£17.31



£25.26

Now, order the purses from the the smallest to the greatest in the boxes.

a	b	d	c	f	e
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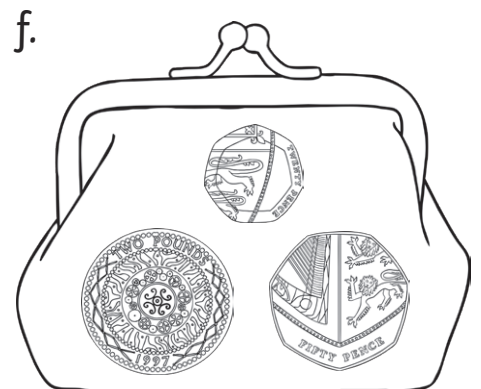
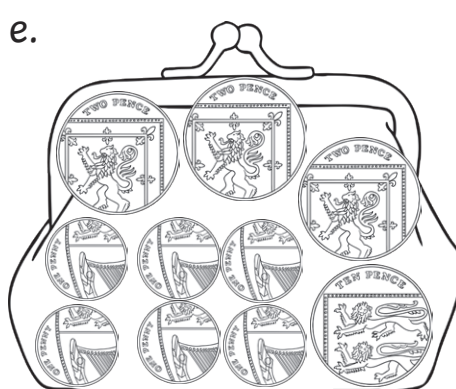
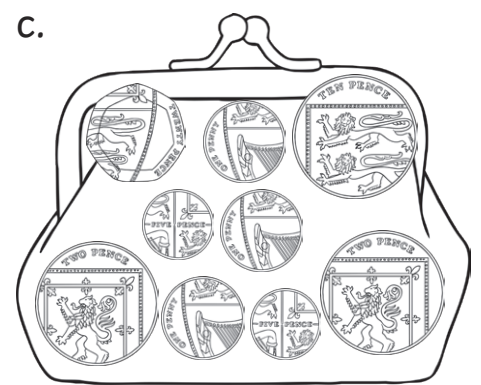
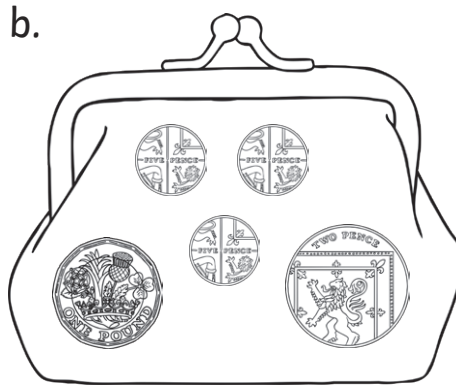
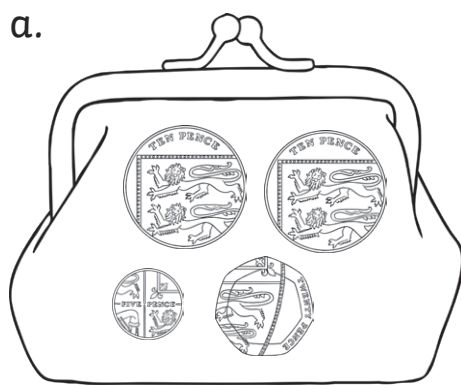
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Challenge

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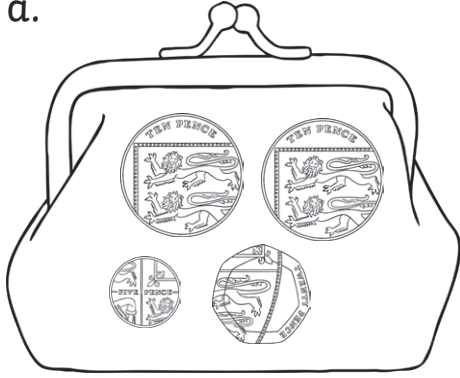
Now, order the purses from the most to the least amount in the boxes.

You could also try to find out:

- who the richest person in the world is;
- which country has the most billionaires;
- which are the poorest countries.

Who Has the Most Money? Answers

a.



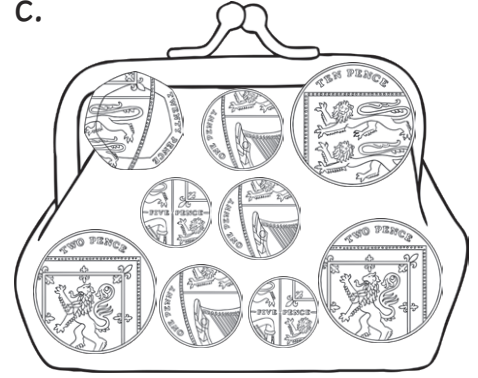
45p

b.




£1.17

c.



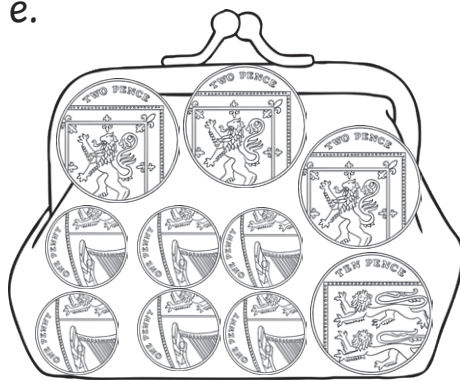
47p

d.



70p

e.



22p

f.



£2.70

Now, order the purses from the most to the least amount in the boxes.

f	b	d	c	a	e
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Who Has the Most Money?

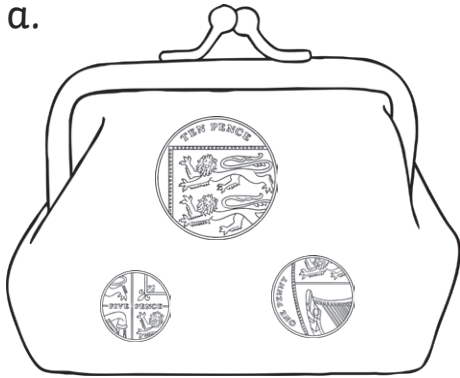
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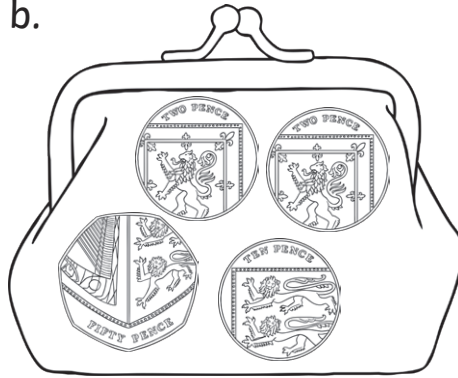
Challenge

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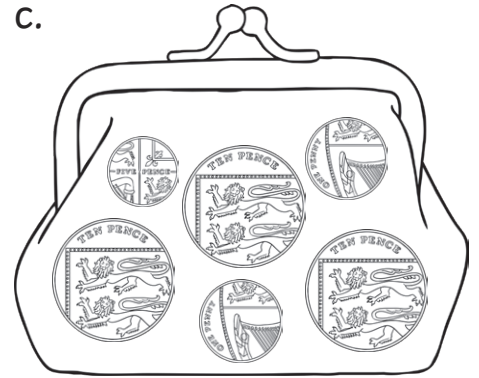
a.



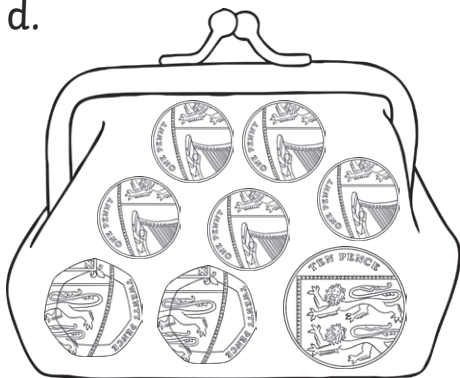
b.



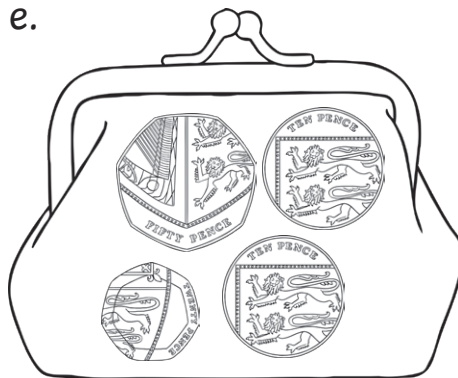
c.



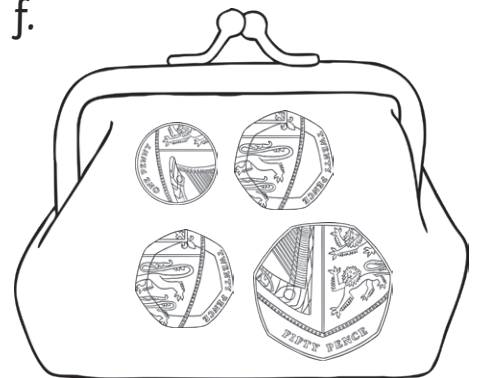
d.



e.



f.




Now, order the purses from the the smallest to the greatest in the boxes.

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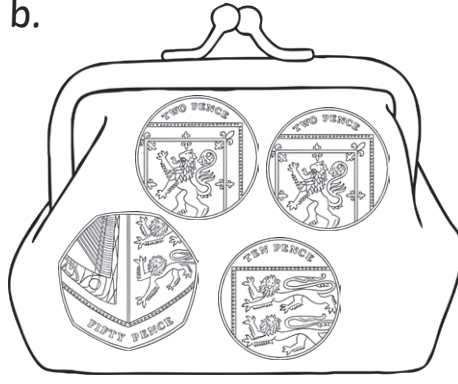
Who Has the Most Money? Answers

a.




16p

b.



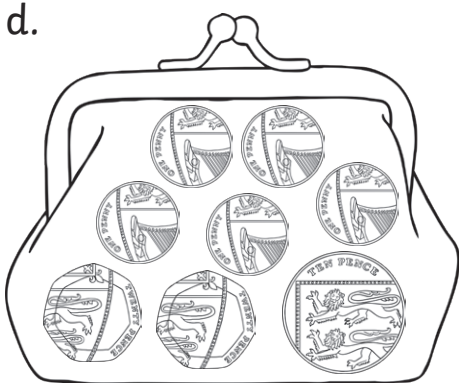
64p

c.



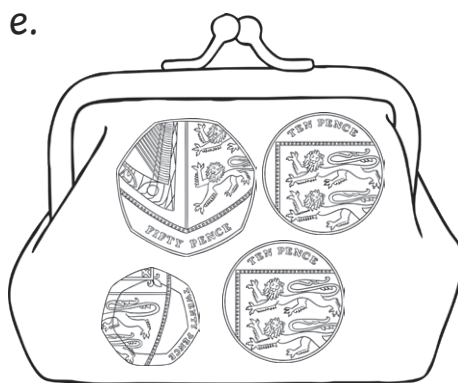
37p

d.



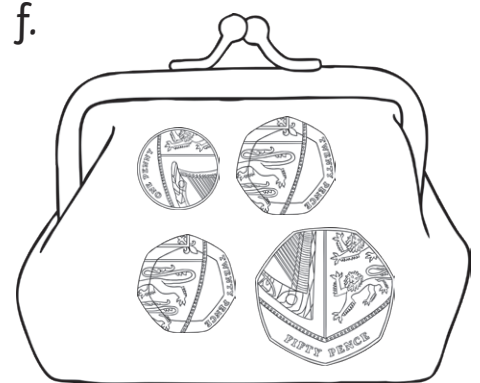
55p

e.



90p

f.



91p

Now, order the purses from the the smallest to the greatest in the boxes.

a

c

d

























































b

e

f

Make the Total

Circle the coins that would make the total at the start. There may be more than one way to make the total.

1)	5p							
2)	9p							
3)	11p							
4)	16p							
5)	25p							
6)	23p							
7)	50p							
8)	32p							

Make the Total

Circle the coins that would make the total at the start. There may be more than one way to make the total.

1) 22p

2) 40p

3) 56p

4) 81p

5) 34p

6) 14p

7) 77p

8) 95p

Make the Total

Circle the coins that would make the total at the start. There may be more than one way to make the total.

1)	£1.20							
2)	£1.50							
3)	£1.75							
4)	£2.00							
5)	£1.17							
6)	£1.65							
7)	£2.81							
8)	£2.43							

Make the Total Answers

1* answers

1. 5p: $2p + 2p + 1p$ or $5p$
2. 9p: $5p + 2p + 2p$ or $5p + 1p + 1p + 1p + 1p$ or $5p + 2p + 1p + 1p$
3. 11p: $10p + 1p$ or $5p + 2p + 2p + 2p$
4. 16p: $10p + 5p + 1p$ or $5p + 5p + 5p + 1p$
5. 25p: $10p + 10p + 2p + 2p + 1p$ or $10p + 10p + 5p$
6. 23p: $20p + 2p + 1p$ or $10p + 5p + 5p + 2p + 1p$
7. 50p: $50p$ or $10p + 10p + 10p + 20p$
8. 32p: $20p + 10p + 2p$ or $20p + 10p + 1p + 1p$

2* answers

1. 22p: $20p + 2p$ or $20p + 1p + 1p$ or $10p + 10p + 2p$ or $10p + 10p + 1p + 1p$
2. 40p: $20p + 20p$ or $20p + 10p + 5p + 5p$
3. 56p: $50p + 5p + 1p$ or $20p + 20p + 10p + 5p + 1p$
4. 81p: $50p + 20p + 10p + 1p$ or $50p + 10p + 10p + 5p + 5p + 1p$
5. 34p: $20p + 10p + 2p + 2p$ or $20p + 10p + 2p + 1p + 1p$
6. 14p: $10p + 2p + 2p$ or $10p + 2p + 1p + 1p$
7. 77p: $50p + 20p + 5p + 2p$
8. 95p: $50p + 20p + 20p + 5p$ or $50p + 20p + 10p + 10p + 5p$

3* answers

1. £1.20: $50p + 50p + 20p$ or $50p + 20p + 20p + 10p + 20p$
2. £1.50: $£1 + 50p$ or $50p + 50p + 20p + 20p + 10p$
3. £1.75: $£1 + 50p + 20p + 5p$
4. £2.00: $£1 + 50p + 20p + 20p + 10p$
5. £1.17: $£1 + 10p + 5p + 2p$
6. £1.65: $50p + 50p + 50p + 10p + 5p$
7. £2.81: $£2 + 50p + 20p + 10p + 1p$
8. £2.43: $£1 + £1 + 20p + 20p + 2p + 1p$

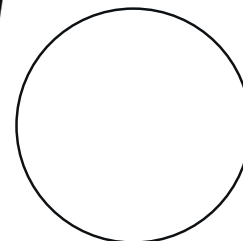
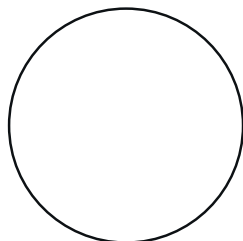
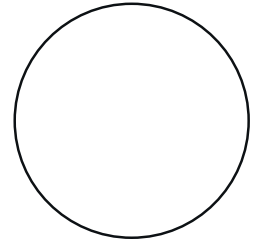
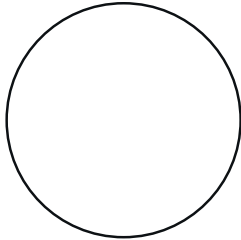
How Much Do the Ice Creams Cost?

How much does each ice cream cost? Look at the coins and write the total amount in the circle.



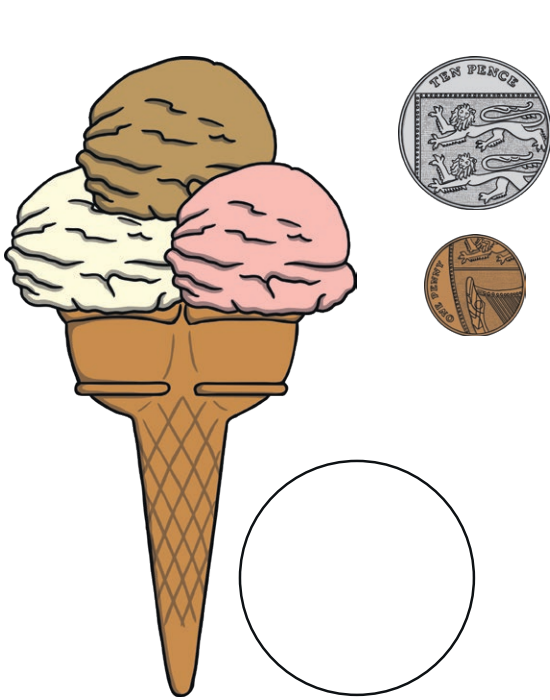
How Much Do the Ice Creams Cost?

How much does each ice cream cost? Look at the coins and write the total amount in the circle.



How Much Do the Ice Creams Cost?

How much does each ice cream cost? Look at the coins and write the total amount in the circle.



T

O

G

E

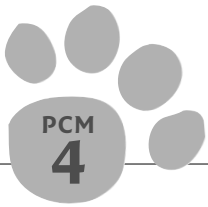
T

H

E

R





Name _____



Write an invitation to your party.



Invitation

To _____

Come to my party

on _____

at _____ o'clock

Love from

Ideas for reading

Written by Clare Dowdall PhD
Lecturer and Primary Literacy Consultant

Learning objectives: read longer phrases and more complex sentences; search for and use familiar syllables within words to read longer words; reinforce and apply word level skills; become aware of character and dialogue; recognise the critical features of words; ensure everyone contributes in group discussion.

Curriculum links: Citizenship: Choices, Living in a Diverse World

Interest words: idea, party, fantastic, animals, everyone, told, doesn't, sound, dressing, porridge, evening, arrived

Word count: 254

Getting started

- Read the title together: 'Arthur's Fantastic Party'. Ask the children to predict what might be 'fantastic' about Arthur's party.
- Read to p5 with the children. Model a range of strategies to decode challenging words like *fantastic* and *animals*. Use the words *fantastic* (*ant, as*) and *about* (*out*) to remind the children to look for short words and sounds within longer words.

- Skim through the pages up to p21, and ask the children to follow what is happening in the pictures. What is Arthur's character like? Are there any characters they know from other stories, and if so who?
- Point out the speech in the text on pp2-3, and ask the children to practise reading aloud with expression.

Reading and responding

- Ask the children to read the book independently and quietly up to p21. Observe their progress and listen to each child reading a short section aloud.
- Praise the children for looking for words and sound patterns within longer words to help them decode tricky words. Remind the children of the full range of cues that are available (the picture, the sense of sentence, the shape of words and the sounds within words), if necessary.
- Help the children to identify speech, and adopt an appropriate voice for the characters in the story.
- Use pp20-21 to identify all the characters that have come to the party. What have they brought with them? Discuss what sort of party Arthur would have had if he had insisted on his guests being 'fantastic'. *What sort of lesson did Arthur learn?* (to accept his friends as they are.)

Returning to the book

- Ask the children to try reading each character's speech with expression. Discuss the type of voice that each character might have.
- Ask the children to read the story aloud together, taking the parts of the different characters.
- Ask the children to discuss the theme of the story. How would they feel if they couldn't go to a party because they weren't 'fantastic'? Would they want to go?
- Ask the children each to find a tricky word in the story and describe the strategies they used to read it.

Checking and moving on

- Prepare invitations for Arthur's fantastic party.
- Create freeze frames for different stages of the story: Arthur and Flora planning the party; Arthur telling the pigs about the party; Arthur telling the wolf about the party; Lonely Arthur and Flora; Arthur's party.
- Prepare a reading accompanied by freeze frames, using the children as characters' voices and narrator.



Reading more

How to make a Pop-up Card (Orange/Band 6) is a non-fiction instruction text on making birthday cards.

Ideas for reading

Written by Kelley Taylor
Educational Consultant

Learning objectives: understand time and sequential relationships in stories, i.e. what happened when; identify and describe characters; express own views using words and phrases from texts; take account of grammar and punctuation, when reading aloud; speak with clarity and use intonation when reading and reciting texts.

Curriculum links: Citizenship: Choices and Taking Part

Interest words: protested, determined, velvet, tweaked, imagine, nightmares, crouched, slobbering, compost heap, impressed, enormous

Word count: 1,213

Resources: whiteboard and coloured pens

Getting started

This book can be read over two guided reading sessions.

- Read the title to the children, asking them what they think it means to be 'in the dumps'. They may have heard of the expression 'down in the dumps'. Does the title remind anybody of another book they may have heard of? (*Stig of the Dump* by Clive King.)
- Look together at the cover and illustrations from pp2-4. *What kind of character do you think Tig is?* Read to the group using expression to establish Tig's character.
- Ask the children to say what kind of character Miss Simmons is. How will her voice sound in the speech bubbles on p5? Ask a child to demonstrate. Discuss the use of bold and italic print for emphasis.

Reading and responding

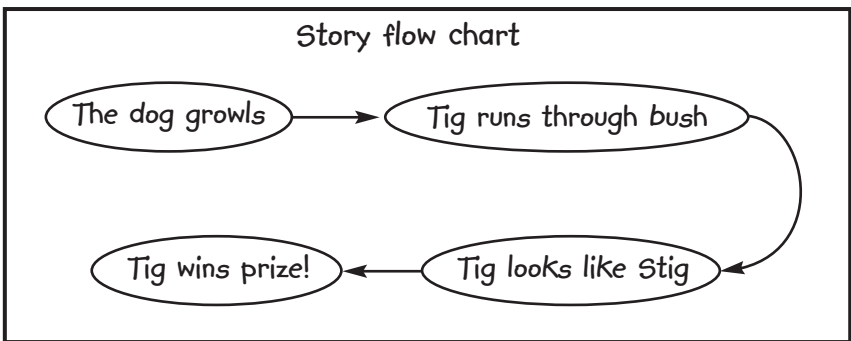
- Ask the children to read the text quietly up to Chapter 3. Then ask them to predict what happens, based on their knowledge of Tig. *Will everything go to plan? What could go wrong?*
- Ask the children to continue reading independently, inviting each child in turn to read a short section aloud to you. Prompt and praise accurate reading. As they read, remind the children to observe punctuation and use expression to add character and meaning.
- When they reach the end, ask the children if 'Tig in the Dumps' is a good title for this story and why.

Returning to the book

- Ask the children to choose their favourite part of the story, say why they liked it, and to read that section aloud to the group. What did they do to add expression and character?
- Ask the children in turn to recount what happened in the story using time words like *first*, *next*, *after that* and *finally*. Discuss how one event led to another and draw a flow chart on the whiteboard.
- Look at pp30-31, and ask the children to describe the thoughts of Tig, Tig's mum and Miss Simmons about Tig's outfits.

Checking and moving on

- Create a character web with Tig's name in the centre, and words and phrases to describe him around it. Add words (using different colours) that Tig's Mum and Miss Simmons might use to describe Tig. Discuss how points of view vary. Add children's own words for Tig.
- In pairs, ask the children to create their own flow chart detailing the events in this story, to describe the series of events to the class. Discuss how useful a flow chart is when writing your own stories.



- Ask the children to imagine it is Book Day at their school. They should choose a book character and draw themselves as the character, adding labels to describe their costume.

Reading more

The Amazing Adventures of Batbird (Lime/Band 11) is another humorous story about disguises.

Character web

Think of words and phrases to describe Tig.

What words and phrases might Tig's mum and teacher use to describe him?

Tig's mum



- _____
- _____
- _____

Miss Simmons

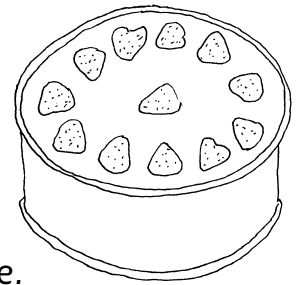


- _____
- _____
- _____



Planning a 'thank you' letter

Imagine you are a fairy.
You have just found a delicious cake outside
your palace.



Write a letter to the person who baked the cake.
Don't forget to say how sorry you are for
capturing her!

Plan your letter here.

The Fairies' Palace
The Woods
Fairyland

Dear _____

Thank you very much for _____

It tasted _____

I am sorry that we _____

Love from _____

🐾 Ideas for reading 🐾

Written by Linda Pagett B.Ed(hons), M.Ed
Lecturer and Educational Consultant

Learning objectives: Comprehending characters' thoughts, feelings and actions; identifying key themes; identifying and describing characters; preparing and retelling stories individually and through role play; telling real and imagined stories using familiar story language

Curriculum links: PSHE: to recognize what they like/dislike, what is fair/unfair and what is right/wrong.

Interest words: scrumptious, fairies, furious, pantry, emptied

Word count: 796

Getting started

This text can be read over two guided reading sessions.

- Introduce the book to the children, and discuss the cover and blurb. Ask children to skim through the pages up to p21, looking at the pictures.
- Discuss what sort of story this is and what the children think is going to happen.
- Draw children's attention to unfamiliar words and discuss decoding strategies, for example, scrumptious and pantry begin with 'easy' words scrum and pan.
- Explore the background detail in the illustrations, and ask children what they can tell about the characters in the story from these details, e.g pp2-3 shows the woman loves making cakes.

Reading and responding

- Remind children of their strategies for unknown words (e.g. *furious, pantry*), including making 'good guesses', where they can explain their choice of word.
- Ask the children to read the story independently and silently up to p21.
- As they read, ask children to think about key questions: *Is the woman frightened of the fairies? Why did she keep making them go back to her cottage? Were the fairies angry? Who gets their own way in the end?*

- When finished, look at pp22-23 and discuss the trips the fairies make. Ask how many trips they made and how they felt on each one.

Returning to the book

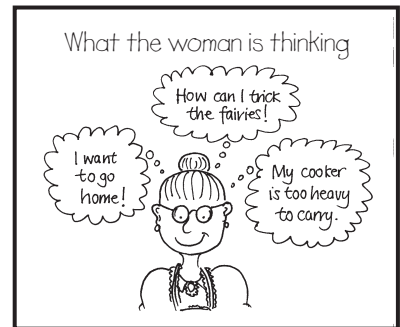
- Scan the text and illustrations for evidence of how the characters are feeling at different points in the story.
- Model answering a question, for example, *Was the woman frightened?* and scan for the words *sighed*, *laughed* and *grinned*, which indicate how she feels.
- Make sure every child takes part and that they consider alternatives and try to reach agreement.
- Ask for words to describe the fairies and the woman, modelling the choice of interesting words such as *cunning*, *adventurous*, *impish* and *tolerant*.

Checking and moving on

- Discuss themes such as patience, forgiveness and cunning, in relation to the story. Do the children know any other stories which have similar themes?
- Ask the children to perform a role play activity: one woman and two or three fairies. The fairies have to persuade the old woman to make them a cake and try to make her an offer which she will accept.
- Ask children to practise a retelling without referring the book.
- Choose a point in the story where it is clear what the woman is feeling. Ask the children to draw the woman with thought bubbles saying what she is thinking.

Reading more

Buzz and Bingo in the Fairytale Forest (Gold/Band 10) is a humorous story that explores the world of traditional fairytales.



Ideas for guided reading

Learning objectives: reading familiar words; developing strategies to decode unfamiliar words; understanding story elements – character, sequence of events; being aware of actions and reactions in a story; attempting writing for various purposes, e.g. labels; retelling a story; using talk to organise ideas.

Curriculum links: Personal Social and Emotional Development: Responding to experiences, showing a range of feelings;

Knowledge and Understanding of the World: Finding out about your environment;
Creative Development: Using imagination in art and design

High frequency words: in, the

Interest words: tent, sandpit, grass, leaves, mud, bath

Word count: 18

Getting started

- Look at the front cover together. Encourage the children to read the title and point to each word.
- Walk through the book looking at the pictures. Leave pp12-15 until later. Ask the children what they think will happen next.
- Ask them to find the interest words on each page (*tent, sandpit, grass, leaves, mud, bath*). What helps them to read the words? Encourage the use of different cues such as the illustration and initial letters.
- Look at the pictures on the right hand page and discuss what Mum is doing. What do they think Mum is saying on p11? Why?

Reading and responding

- Read the book together from the beginning to p13. As the children read, prompt and praise correct reading of familiar words. Prompt the children to use a range of cues to read the interest words.
- Prompt and praise comments on the children's actions and Mum's reactions.
- Did they predict what would happen in the end? Were the children in trouble?

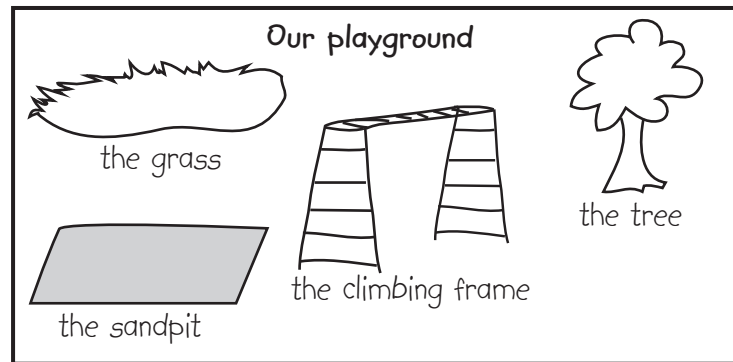
- When you've read the story, look at pp14-15. Ask the children to retell the story using the story map, starting and ending in the right place.

Returning to the book

- Ask the children to read the whole book together again as a group. Can they remember each interest word?
- Ask the children, in pairs, to find each interest word and look carefully at its letters and the shape of the word. Ask them to tell their partner ways to remember the word.

Checking and moving on

- Ask the children to retell the story in their own words using 'first', 'next' and 'after that' to explain what happens, either with the book closed or using pp14-15 as a prompt.
- Make a model of a garden using a sand tray or play board and small world figures.
- Discuss favourite games to play outside.
- Draw and label a map showing outdoor areas at school.



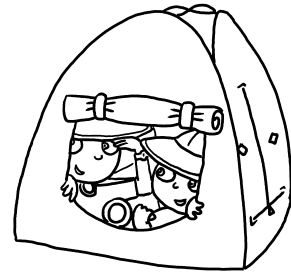
Reading more

Minibeasts (Pink/Band A) is a non-fiction book about minibeasts you might find in your garden.

Fill in the lines to tell the story.

grass tent bath mud sandpit leaves

In the _____.



In the _____.



In the _____.



In the _____.



In the _____.



In the _____.



$10 + 0$

SIGHTWORDS.com



$9 + 1$

SIGHTWORDS.com



$8 + 2$

SIGHTWORDS.com



$7 + 3$

SIGHTWORDS.com



$6 + 4$

SIGHTWORDS.com



$5 + 5$

SIGHTWORDS.com



$4 + 6$

SIGHTWORDS.com



$3 + 7$

SIGHTWORDS.com



$2 + 8$

SIGHTWORDS.com



$1 + 9$

SIGHTWORDS.com



$0 + 10$

SIGHTWORDS.com



$9 + 0$

SIGHTWORDS.com



$8 + 1$

SIGHTWORDS.com



$7 + 2$

SIGHTWORDS.com



$6 + 3$

SIGHTWORDS.com



$5 + 4$

SIGHTWORDS.com



$4 + 5$

SIGHTWORDS.com



$3 + 6$

SIGHTWORDS.com



$2 + 7$

SIGHTWORDS.com



$1 + 8$

SIGHTWORDS.com



$0 + 9$

SIGHTWORDS.com



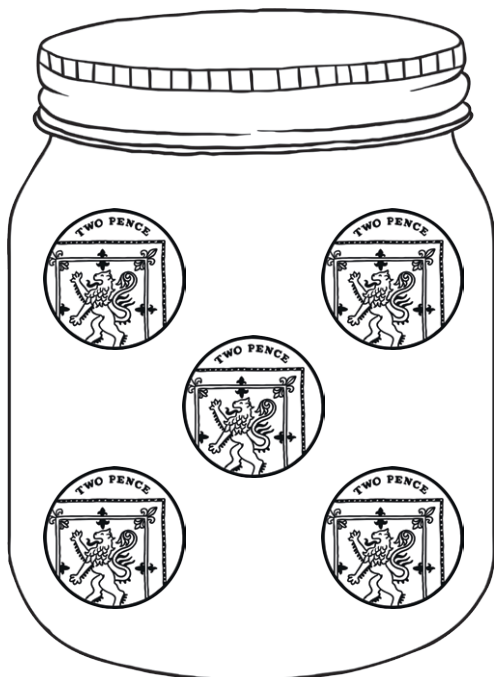
SIGHTWORDS.com

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SIGHTWORDS.com

How Much Money Is in My Jar?

Making Different Amounts up to 10



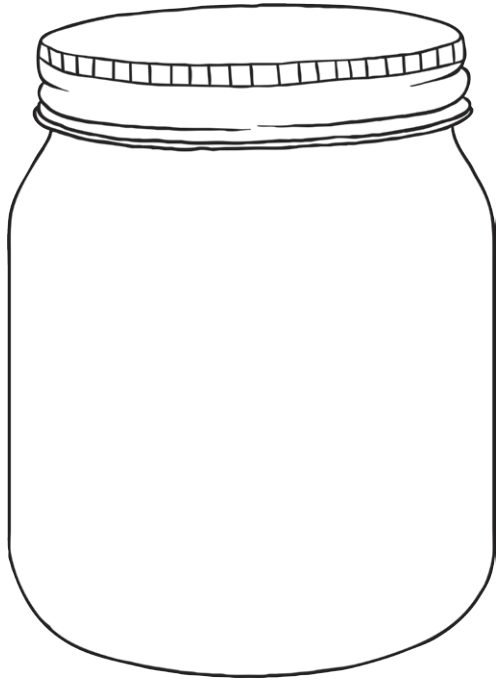
How Much Money Is in My Jar?

Making Different Amounts up to 10



How Much Money Is in My Jar?

Making Different Amounts up to 10



3p



4p



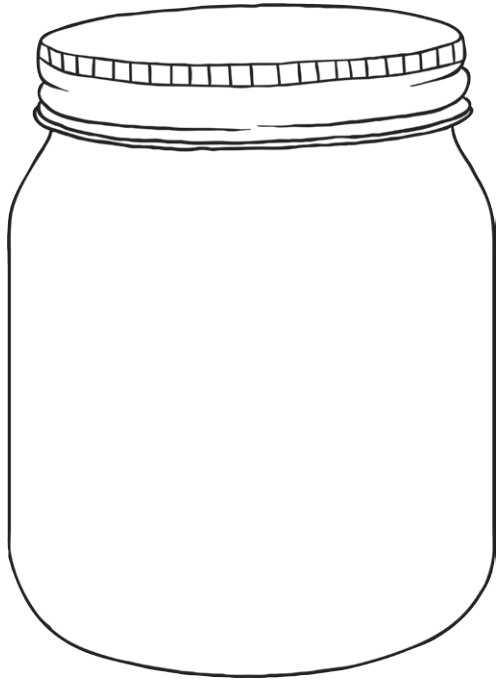
8p



9p

How Much Money Is in My Jar?

Making Different Amounts up to 10



5p



10p



7p



6p

How Much Money Is in My Jar?

Making Different Amounts up to 10





How Much Money Is in My Jar? Answers

Page 1



5p



1p



10p

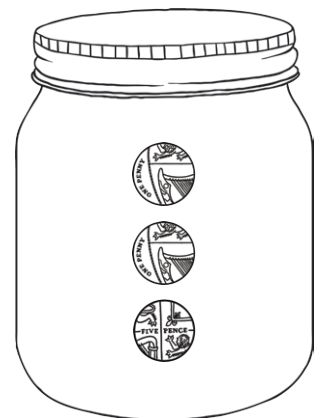


8p

Page 2



2p



7p



9p



8p

Page 3, 4 and 5

Answers will vary

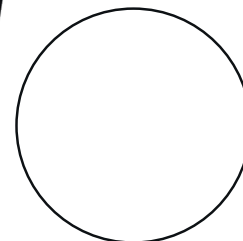
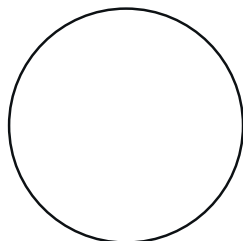
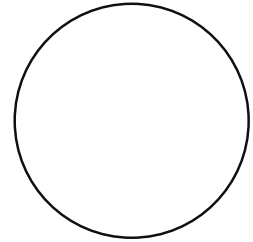
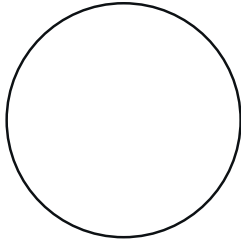
How Much Do the Ice Creams Cost?

How much does each ice cream cost? Look at the coins and write the total amount in the circle.



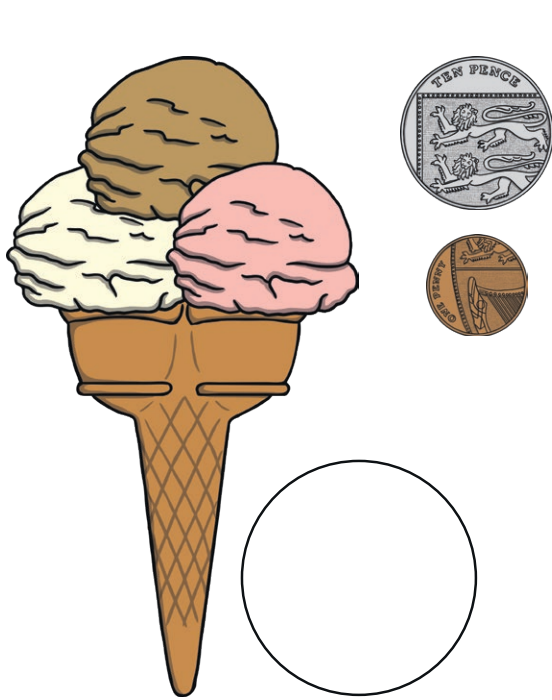
How Much Do the Ice Creams Cost?

How much does each ice cream cost? Look at the coins and write the total amount in the circle.



























































How Much Do the Ice Creams Cost?

How much does each ice cream cost? Look at the coins and write the total amount in the circle.



Make the Total

Circle the coins that would make the total at the start. There may be more than one way to make the total.

1)	5p							
2)	9p							
3)	11p							
4)	16p							
5)	25p							
6)	23p							
7)	50p							
8)	32p							

Make the Total

Circle the coins that would make the total at the start. There may be more than one way to make the total.

1) 22p

2) 40p

3) 56p

4) 81p

5) 34p

6) 14p

7) 77p

8) 95p

Make the Total

Circle the coins that would make the total at the start. There may be more than one way to make the total.

1)	£1.20							
2)	£1.50							
3)	£1.75							
4)	£2.00							
5)	£1.17							
6)	£1.65							
7)	£2.81							
8)	£2.43							

Make the Total Answers

1* answers

1. 5p: $2p + 2p + 1p$ or $5p$
2. 9p: $5p + 2p + 2p$ or $5p + 1p + 1p + 1p + 1p$ or $5p + 2p + 1p + 1p$
3. 11p: $10p + 1p$ or $5p + 2p + 2p + 2p$
4. 16p: $10p + 5p + 1p$ or $5p + 5p + 5p + 1p$
5. 25p: $10p + 10p + 2p + 2p + 1p$ or $10p + 10p + 5p$
6. 23p: $20p + 2p + 1p$ or $10p + 5p + 5p + 2p + 1p$
7. 50p: $50p$ or $10p + 10p + 10p + 20p$
8. 32p: $20p + 10p + 2p$ or $20p + 10p + 1p + 1p$

2* answers

1. 22p: $20p + 2p$ or $20p + 1p + 1p$ or $10p + 10p + 2p$ or $10p + 10p + 1p + 1p$
2. 40p: $20p + 20p$ or $20p + 10p + 5p + 5p$
3. 56p: $50p + 5p + 1p$ or $20p + 20p + 10p + 5p + 1p$
4. 81p: $50p + 20p + 10p + 1p$ or $50p + 10p + 10p + 5p + 5p + 1p$
5. 34p: $20p + 10p + 2p + 2p$ or $20p + 10p + 2p + 1p + 1p$
6. 14p: $10p + 2p + 2p$ or $10p + 2p + 1p + 1p$
7. 77p: $50p + 20p + 5p + 2p$
8. 95p: $50p + 20p + 20p + 5p$ or $50p + 20p + 10p + 10p + 5p$

3* answers

1. £1.20: $50p + 50p + 20p$ or $50p + 20p + 20p + 10p + 20p$
2. £1.50: $£1 + 50p$ or $50p + 50p + 20p + 20p + 10p$
3. £1.75: $£1 + 50p + 20p + 5p$
4. £2.00: $£1 + 50p + 20p + 20p + 10p$
5. £1.17: $£1 + 10p + 5p + 2p$
6. £1.65: $50p + 50p + 50p + 10p + 5p$
7. £2.81: $£2 + 50p + 20p + 10p + 1p$
8. £2.43: $£1 + £1 + 20p + 20p + 2p + 1p$



5×0

SIGHTWORDS.com



5×1

SIGHTWORDS.com



5×2

SIGHTWORDS.com



5×3

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5×4

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5×5

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5×6

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5×7

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5×8

SIGHTWORDS.com



5×9

SIGHTWORDS.com



5×10

SIGHTWORDS.com



3×0

SIGHTWORDS.com



3×1

SIGHTWORDS.com



3×2

SIGHTWORDS.com



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SIGHTWORDS.com



3×4

SIGHTWORDS.com



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3×9

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3×10

SIGHTWORDS.com



SIGHTWORDS.com



SIGHTWORDS.com



2×0

SIGHTWORDS.com



2×1

SIGHTWORDS.com



2×2

SIGHTWORDS.com



2×3

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2×4

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2×5

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2×6

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2×9

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2×10

SIGHTWORDS.com



10×0

SIGHTWORDS.com



10×1

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10×3

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10×4

SIGHTWORDS.com



10×5

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10×6

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10×8

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10×10

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and



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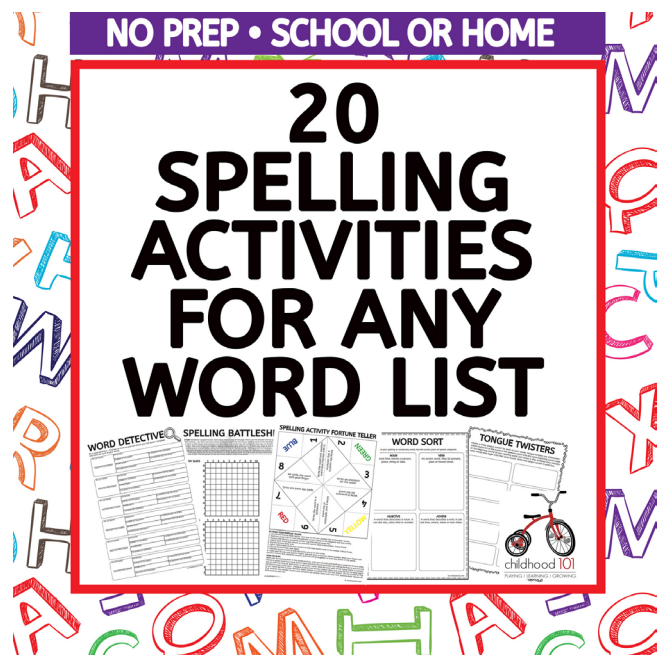
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Click here for more great spelling activities to use with any word list.



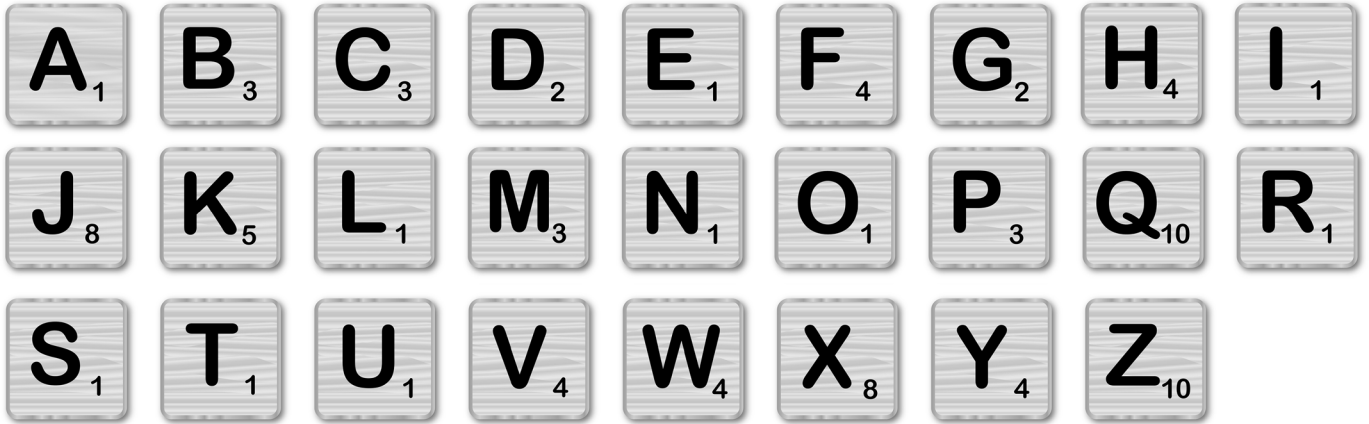
STOP BY AND SAY HI!



Name: _____

SCRABBLE SPELLING

Directions: Use the values shown on the Scrabble letter tiles to determine the total sum of each of your spelling words.



SPELLING WORD	EQUATION	SUM
<i>Example: ghost</i>	$2+4+1+1+1=$	9

how



SIGHTWORDS.com

how



SIGHTWORDS.com

where



SIGHTWORDS.com

where



SIGHTWORDS.com



SIGHTWORDS.com

now



SIGHTWORDS.com

now



SIGHTWORDS.com

too



SIGHTWORDS.com

too



SIGHTWORDS.com

what



SIGHTWORDS.com

what



SIGHTWORDS.com

many



SIGHTWORDS.com

many



SIGHTWORDS.com



SIGHTWORDS.com

soon



SIGHTWORDS.com

soon



SIGHTWORDS.com

book



SIGHTWORDS.com

book



SIGHTWORDS.com



because

SIGHTWORDS.com



because

SIGHTWORDS.com



week

SIGHTWORDS.com



week

SIGHTWORDS.com



SIGHTWORDS.com



keep

SIGHTWORDS.com



keep

SIGHTWORDS.com



when

SIGHTWORDS.com



when

SIGHTWORDS.com



their

SIGHTWORDS.com



their

SIGHTWORDS.com



some

SIGHTWORDS.com



some

SIGHTWORDS.com



SIGHTWORDS.com



them

SIGHTWORDS.com



them

SIGHTWORDS.com



last

SIGHTWORDS.com



last

SIGHTWORDS.com



very

SIGHTWORDS.com



very

SIGHTWORDS.com



took

SIGHTWORDS.com



took

SIGHTWORDS.com



SIGHTWORDS.com



fast

SIGHTWORDS.com



fast

SIGHTWORDS.com



there

SIGHTWORDS.com



there

SIGHTWORDS.com

blue



SIGHTWORDS.com

blue



SIGHTWORDS.com

best



SIGHTWORDS.com

best



SIGHTWORDS.com



SIGHTWORDS.com

number



SIGHTWORDS.com

number



SIGHTWORDS.com

other



SIGHTWORDS.com

other



SIGHTWORDS.com



blue

SIGHTWORDS.com



best

SIGHTWORDS.com



number

SIGHTWORDS.com



other

SIGHTWORDS.com



very

SIGHTWORDS.com



took

SIGHTWORDS.com



fast

SIGHTWORDS.com



there

SIGHTWORDS.com



their

SIGHTWORDS.com



some

SIGHTWORDS.com



them

SIGHTWORDS.com



last

SIGHTWORDS.com



because

SIGHTWORDS.com



week

SIGHTWORDS.com



keep

SIGHTWORDS.com



when

SIGHTWORDS.com



what

SIGHTWORDS.com



many

SIGHTWORDS.com



soon

SIGHTWORDS.com



book

SIGHTWORDS.com



how

SIGHTWORDS.com



where

SIGHTWORDS.com



now

SIGHTWORDS.com



too

SIGHTWORDS.com

32

hand

1

grow

30

new

29

now

17

today

1

their

19

what

20

by

16

them

15

here

14

could

13

eat

1

★
Start

2

soon

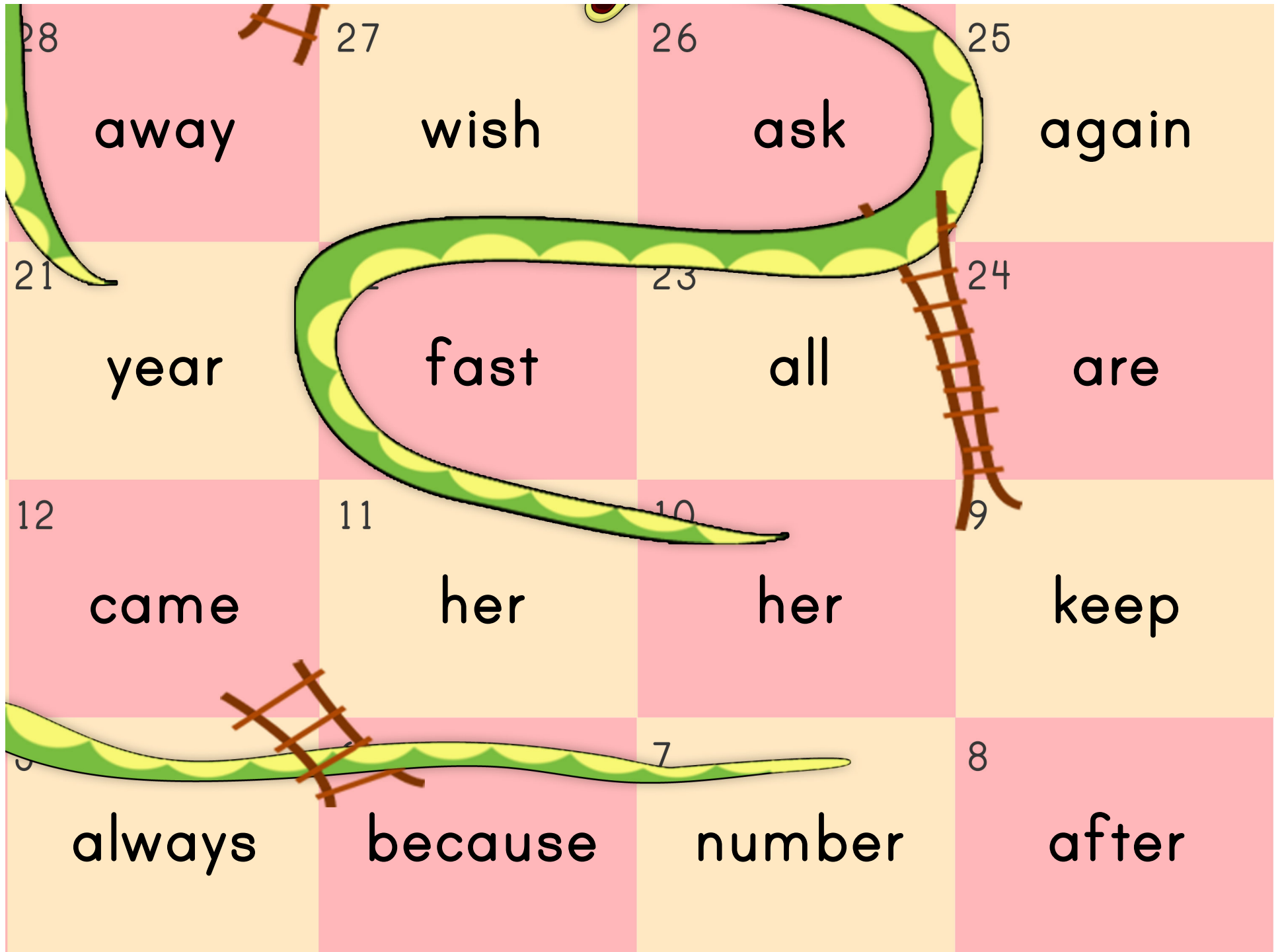
3

very

4

some





28

27

26

25

away

wish

ask

again

21

year

fast

23

all

24

are

12

came

11

her

10

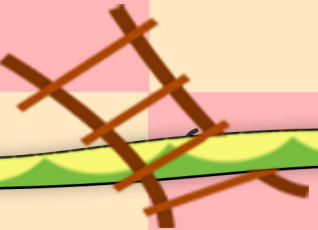
her

9

keep

5

always



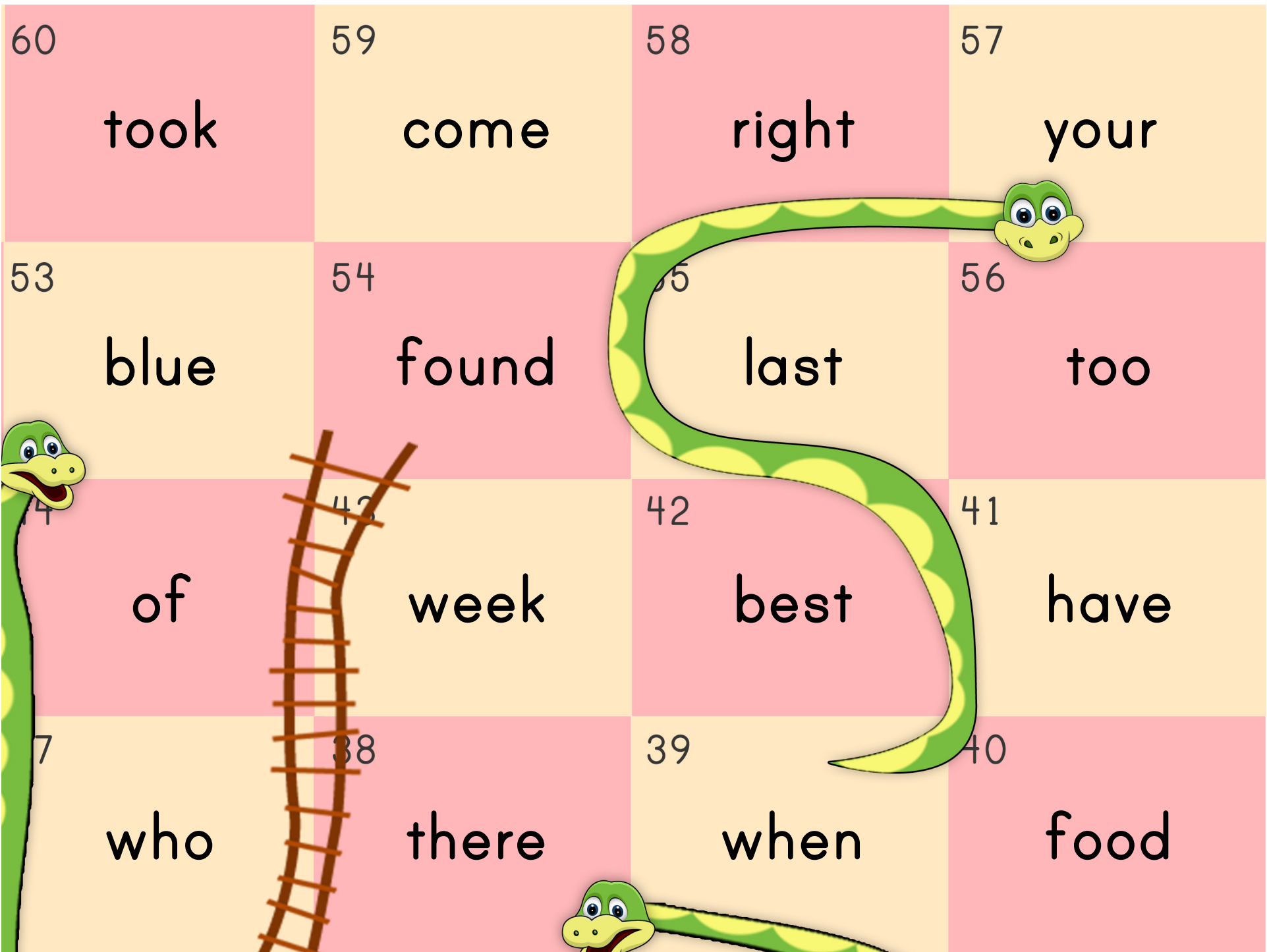
because

7

number

8

after



60

took

59

come

58

right

57

your

53

blue

54

found

55

last

56

too

44

of

43

week

42

best

41

have

7

who

38

there

39

when

40

food

64

Finish

SIGHTWORDS.com

63

many

62

round

61

yellow

49

how

50

other

51

book

52

before

48

each

47

men

46

before

45

him

33

only

34

round

35

day

36

where





fly

SIGHTWORDS.com



bring

SIGHTWORDS.com



Mr.

SIGHTWORDS.com



two

SIGHTWORDS.com



five

SIGHTWORDS.com



time

SIGHTWORDS.com



life

SIGHTWORDS.com



line

SIGHTWORDS.com



home

SIGHTWORDS.com



more

SIGHTWORDS.com



school

SIGHTWORDS.com



Mrs.

SIGHTWORDS.com



take

SIGHTWORDS.com



gave

SIGHTWORDS.com



cold

SIGHTWORDS.com



don't

SIGHTWORDS.com



every

SIGHTWORDS.com



find

SIGHTWORDS.com



want

SIGHTWORDS.com



girl

SIGHTWORDS.com



father

SIGHTWORDS.com



head

SIGHTWORDS.com



mother

SIGHTWORDS.com



jump

SIGHTWORDS.com

32

life

1

keep

30

bring

29

Mr.

17

because

1

Mrs.

19

four

20

head

16

round

15

take

14

week

13

some

1

★
Start

2

how

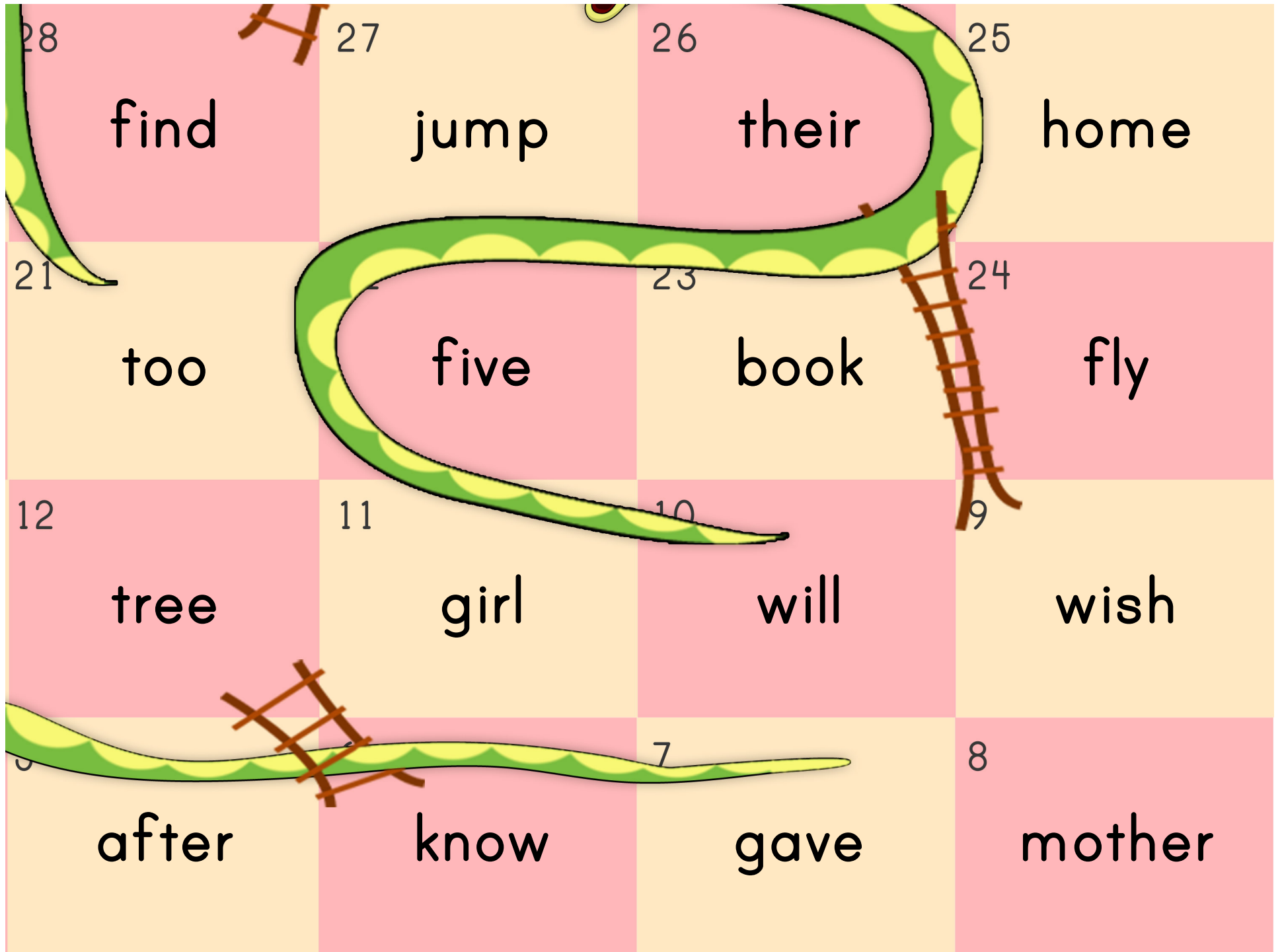
3

soon

4

every





28

find

27

jump

26

their

25

home

21

too

23

five

book

24

fly

12

tree

11

girl

10

will

9

wish

5

after

7

know

gave

8

mother

60
fell

59
never

58
cold

57
call

53
men

54
were

55
three

56
found

44
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43
miss

42
room

41
many

37
well

38
don't

39
time

40
school

64

Finish

SIGHTWORDS.com

63

line

62

when

61

where

49

right

50

last

51

what

52

who

48

these

47

hand

46

two

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father

33

long



4

when

35

more

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them



fly



SIGHTWORDS.com

fly



SIGHTWORDS.com

bring



SIGHTWORDS.com

bring



SIGHTWORDS.com



SIGHTWORDS.com

Mr.



SIGHTWORDS.com

Mr.



SIGHTWORDS.com

two



SIGHTWORDS.com

two



SIGHTWORDS.com

five



five



time



SIGHTWORDS.com

SIGHTWORDS.com

SIGHTWORDS.com

time



life



SIGHTWORDS.com

SIGHTWORDS.com

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life



line



line



SIGHTWORDS.com

SIGHTWORDS.com

SIGHTWORDS.com

home



SIGHTWORDS.com

home



SIGHTWORDS.com

more



SIGHTWORDS.com

more



SIGHTWORDS.com



SIGHTWORDS.com

school



SIGHTWORDS.com

school



SIGHTWORDS.com

Mrs.



SIGHTWORDS.com

Mrs.



SIGHTWORDS.com



take

SIGHTWORDS.com



take

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gave

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gave

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cold

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cold

SIGHTWORDS.com



don't

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don't

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every

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every

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find

SIGHTWORDS.com



find

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SIGHTWORDS.com



want

SIGHTWORDS.com



want

SIGHTWORDS.com



girl

SIGHTWORDS.com



girl

SIGHTWORDS.com

father



SIGHTWORDS.com

father



SIGHTWORDS.com

head



SIGHTWORDS.com

head



SIGHTWORDS.com



SIGHTWORDS.com

mother



SIGHTWORDS.com

mother



SIGHTWORDS.com

jump



SIGHTWORDS.com

jump



SIGHTWORDS.com

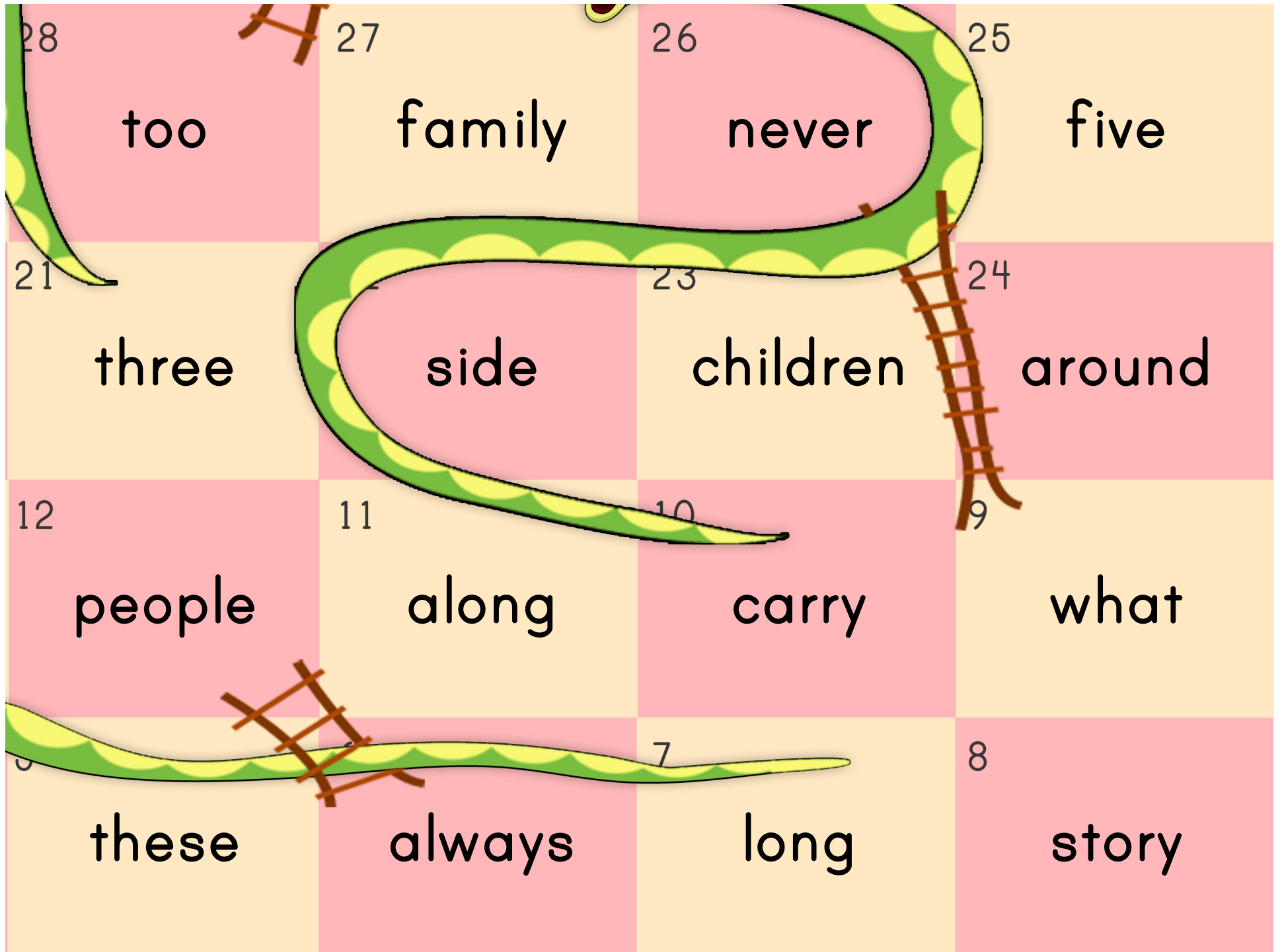
32 bring 1 sunny 30 own 29 which

17 because 18 still 19 large 20 any

16 fourteen 15 again 14 fifteen 13 each

1 Start 2 spring 3 year 4 gave

A green snake is on the left side of the grid, and a green frog is on the right side. The grid consists of 16 squares in a 4x4 arrangement. The top-left square is pink and contains the number 32 and the word 'bring'. The top-right square is yellow and contains the number 30 and the word 'own'. The second row from the top has a pink square with '17 because', a yellow square with '18 still', a pink square with '19 large', and a yellow square with '20 any'. The third row from the top has a pink square with '16 fourteen', a yellow square with '15 again', a pink square with '14 fifteen', and a yellow square with '13 each'. The bottom row has a yellow square with '1' and a star icon above the word 'Start', a pink square with '2 spring', a yellow square with '3 year', and a pink square with '4 gave'. The snake's head is at the top of the first column, and the frog's head is at the bottom of the fourth column.



28

27

26

25

too

family

never

five

21

three

side

children

around

23

24

12

people

along

carry

what

11

10

9

5

these

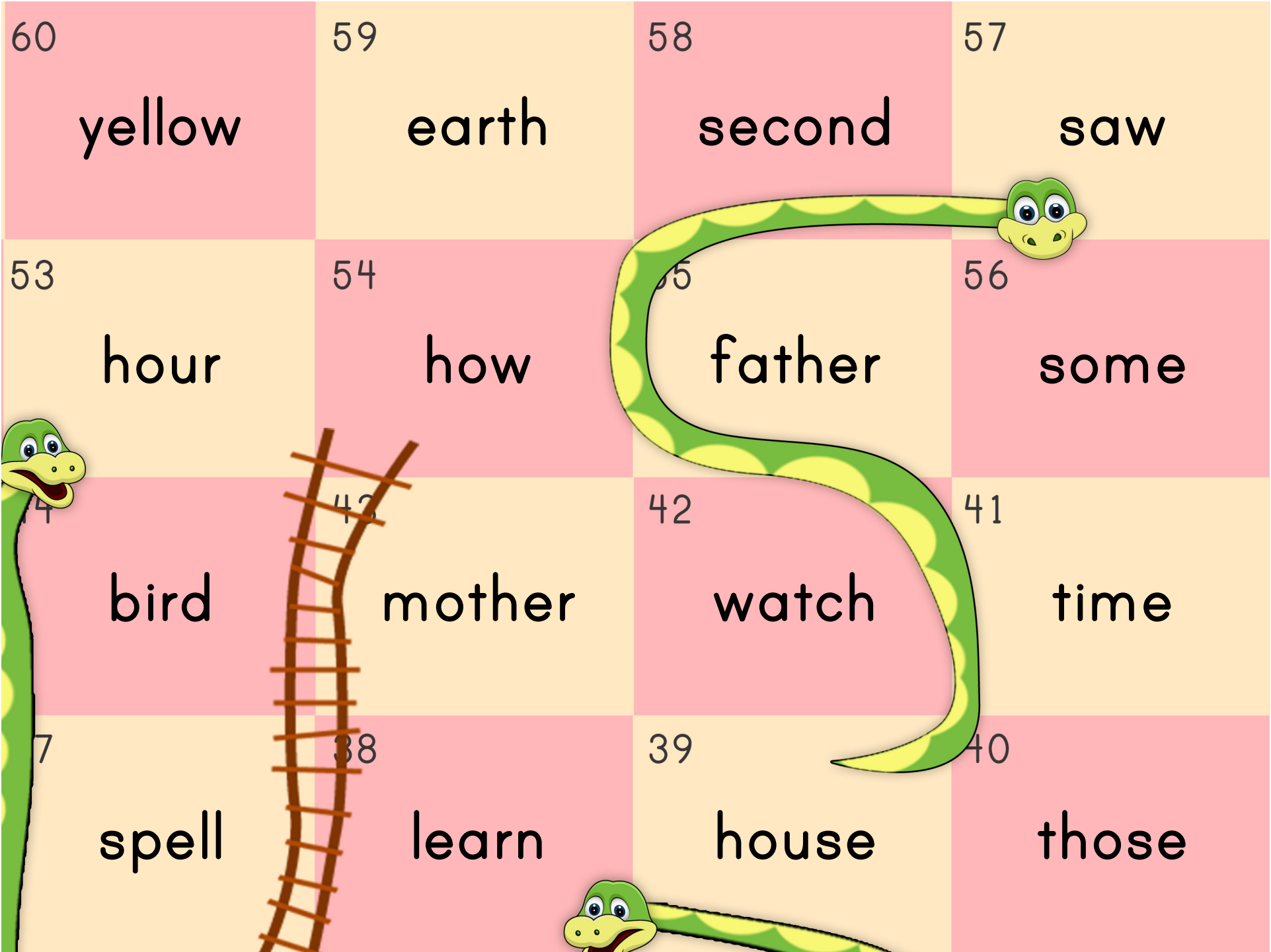
always

long

8

story

7



60

yellow

59

earth

58

second

57

saw

53

hour

54

how

55

father

56

some

44

bird

43

mother

42

watch

41

time

37

spell

38

learn

39

house

40

those

64

Finish

SIGHTWORDS.com

63

tell

62

windy

61

know

49

small

50

body

51

about

52

away

48

might

47

home

46

something

45

give

33

back



4

windy

35

live

36

school





another

SIGHTWORDS.com



watch

SIGHTWORDS.com



time

SIGHTWORDS.com



windy

SIGHTWORDS.com



gave

SIGHTWORDS.com



family

SIGHTWORDS.com



how

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might

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learn

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children

SIGHTWORDS.com



because

SIGHTWORDS.com



earth

SIGHTWORDS.com



second

SIGHTWORDS.com



fifteen

SIGHTWORDS.com



five

SIGHTWORDS.com



fourteen

SIGHTWORDS.com



spring

SIGHTWORDS.com



sunny

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those

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tell

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large

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spell

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still

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which

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what

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what

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bring

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bring

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long

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long

SIGHTWORDS.com

three



SIGHTWORDS.com

three



SIGHTWORDS.com

again



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again



SIGHTWORDS.com



SIGHTWORDS.com

these



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these



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SIGHTWORDS.com

people



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yellow



SIGHTWORDS.com



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father



SIGHTWORDS.com

father



SIGHTWORDS.com

mother



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mother



SIGHTWORDS.com

each



SIGHTWORDS.com

each



SIGHTWORDS.com

year



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