

Free

Dolch & Fry Word

Lists, Posters
& Assessment
Sheets



clever classroom

Sight Word Lists

clever classroom



The purpose of this resource: Your free download has been designed to help you access those all important word lists. I know I like to have them all in one place and in different form, so I thought I would share them with you. The lists have been designed to help you plan and assess inline with your reading program and make life a little easier for you.



How to use this resource: Use the large posters with 'Dolch Words' and 'Fry Words' to head your lists. The polka-dot posters will need to be enlarged or you can use them in small groups after copy a few. The black and white poster pages are for your use for example, in your program or resource files as a ready reference. The assessment pages are to be used with your students during on-on-one assessment conferences. You should revisit these throughout the year to observe and document progress. Use the assessments to make personal lists or to use with our [bottle cap games](#) and [activities](#) (see sticky labels). Our bottle cap games have been designed to revise any word list and you can use the Dolch and Fry lists here to write on your bottle tops. You can read more about these on [our blog - Clever Classroom](#).



Dolich

Words



About Dolch Word Lists

These Dolch word lists are the 220 most common words found in children's reading books, in alphabetical order. Dolch words, or sight words, provide an excellent base for reading at an early age. They are often called sight words because some of them can't be sounded out, and need to be learned by sight.

Note that all the Dolch words can be taught before children finish the first grade in school. Words in the second and third grade lists are more common in books for those age groups, but they do appear in books for earlier grades, just less frequently.

Dolch Pre-Primer Word List Poster

a	and	away	big	blue
can	come	down	find	for
funny	go	help	here	I
in	is	it	jump	little
look	make	me	my	not
one	play	red	run	said
see	the	three	to	two
up	we	where	yellow	you

Dolch Pre-Primer Word List Poster

a	and	away	big	blue
can	come	down	find	for
funny	go	help	here	I
in	is	it	jump	little
look	make	me	my	not
one	play	red	run	said
see	the	three	to	two
up	we	where	yellow	you

Dolch Pre-Primer Word List Assessment

Student: _____ Date: _____ Teacher: _____

- | | | | | |
|-----------------------------|----------------------------|-----------------------------|------------------------------|------------------------------|
| <input type="radio"/> a | <input type="radio"/> and | <input type="radio"/> away | <input type="radio"/> big | <input type="radio"/> blue |
| <input type="radio"/> can | <input type="radio"/> come | <input type="radio"/> down | <input type="radio"/> find | <input type="radio"/> for |
| <input type="radio"/> funny | <input type="radio"/> go | <input type="radio"/> help | <input type="radio"/> here | <input type="radio"/> I |
| <input type="radio"/> in | <input type="radio"/> is | <input type="radio"/> it | <input type="radio"/> jump | <input type="radio"/> little |
| <input type="radio"/> look | <input type="radio"/> make | <input type="radio"/> me | <input type="radio"/> my | <input type="radio"/> not |
| <input type="radio"/> one | <input type="radio"/> play | <input type="radio"/> red | <input type="radio"/> run | <input type="radio"/> said |
| <input type="radio"/> see | <input type="radio"/> the | <input type="radio"/> three | <input type="radio"/> to | <input type="radio"/> two |
| <input type="radio"/> up | <input type="radio"/> we | <input type="radio"/> where | <input type="radio"/> yellow | <input type="radio"/> you |

Color code your assessment each session - Assessment 1: /40 Assessment 2: /40 Assessment 3: /40 Assessment 4: /40

Notes:

Dolch Primer Word List Poster

a	am	are	at	ate
be	black	brown	but	came
did	do	eat	four	get
good	have	he	into	like
must	new	no	now	on
our	out	please	pretty	ran
ride	saw	say	she	so
soon	that	there	they	this
too	under	want	was	well
went	what	white	who	will
with	yes			

Dolch Primer Word List Poster

a	am	are	at	ate
be	black	brown	but	came
did	do	eat	four	get
good	have	he	into	like
must	new	no	now	on
our	out	please	pretty	ran
ride	saw	say	she	so
soon	that	there	they	this
too	under	want	was	well
went	what	white	who	will
with	yes			

Dolch Primer Word List Assessment

Student: _____ Date: _____ Teacher: _____

- | | | | | |
|----------------------------|-----------------------------|------------------------------|------------------------------|----------------------------|
| <input type="radio"/> a | <input type="radio"/> am | <input type="radio"/> are | <input type="radio"/> at | <input type="radio"/> ate |
| <input type="radio"/> be | <input type="radio"/> black | <input type="radio"/> brown | <input type="radio"/> but | <input type="radio"/> came |
| <input type="radio"/> did | <input type="radio"/> do | <input type="radio"/> eat | <input type="radio"/> four | <input type="radio"/> get |
| <input type="radio"/> good | <input type="radio"/> have | <input type="radio"/> he | <input type="radio"/> into | <input type="radio"/> like |
| <input type="radio"/> must | <input type="radio"/> new | <input type="radio"/> no | <input type="radio"/> now | <input type="radio"/> on |
| <input type="radio"/> our | <input type="radio"/> out | <input type="radio"/> please | <input type="radio"/> pretty | <input type="radio"/> ran |
| <input type="radio"/> ride | <input type="radio"/> saw | <input type="radio"/> say | <input type="radio"/> she | <input type="radio"/> so |
| <input type="radio"/> soon | <input type="radio"/> that | <input type="radio"/> there | <input type="radio"/> they | <input type="radio"/> this |
| <input type="radio"/> too | <input type="radio"/> under | <input type="radio"/> want | <input type="radio"/> was | <input type="radio"/> well |
| <input type="radio"/> went | <input type="radio"/> what | <input type="radio"/> white | <input type="radio"/> who | <input type="radio"/> will |
| <input type="radio"/> with | <input type="radio"/> yes | | | |

Color code your assessment each session - Assessment 1: /52 Assessment 2: /52 Assessment 3: /52 Assessment 4: /52

Notes:

Dolch Grade One Word List Poster

after	again	an	any	ask
as	by	could	every	fly
from	give	going	had	has
her	him	his	how	just
know	let	live	may	of
old	once	open	over	put
round	some	stop	take	thank
them	then	think	walk	were
when				

Dolch Grade One Word List Poster

after	again	an	any	ask
as	by	could	every	fly
from	give	going	had	has
her	him	his	how	just
know	let	live	may	of
old	once	open	over	put
round	some	stop	take	thank
them	then	think	walk	were
when				

Dolch Grade One Word List Assessment

Student: _____ Date: _____ Teacher: _____

- | | | | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <input type="radio"/> after | <input type="radio"/> again | <input type="radio"/> an | <input type="radio"/> any | <input type="radio"/> ask |
| <input type="radio"/> as | <input type="radio"/> by | <input type="radio"/> could | <input type="radio"/> every | <input type="radio"/> fly |
| <input type="radio"/> from | <input type="radio"/> give | <input type="radio"/> going | <input type="radio"/> had | <input type="radio"/> has |
| <input type="radio"/> her | <input type="radio"/> him | <input type="radio"/> his | <input type="radio"/> how | <input type="radio"/> just |
| <input type="radio"/> know | <input type="radio"/> let | <input type="radio"/> live | <input type="radio"/> may | <input type="radio"/> of |
| <input type="radio"/> old | <input type="radio"/> once | <input type="radio"/> open | <input type="radio"/> over | <input type="radio"/> put |
| <input type="radio"/> round | <input type="radio"/> some | <input type="radio"/> stop | <input type="radio"/> take | <input type="radio"/> thank |
| <input type="radio"/> them | <input type="radio"/> then | <input type="radio"/> think | <input type="radio"/> walk | <input type="radio"/> were |
| <input type="radio"/> when | | | | |

Color code your assessment each session - Assessment 1: /41 Assessment 2: /41 Assessment 3: /41 Assessment 4: /41

Notes:

Dolch Grade Two Word List Poster

always	around	because	been	before
best	both	buy	call	cold
does	don't	fast	first	five
found	gave	goes	green	its
made	many	off	or	pull
read	right	sing	sit	sleep
tell	their	these	those	upon
us	use	very	was	which
why	wish	work	would	write
your				

Dolch Grade Two Word List Poster

always	around	because	been	before
best	both	buy	call	cold
does	don't	fast	first	five
found	gave	goes	green	its
made	many	off	or	pull
read	right	sing	sit	sleep
tell	their	these	those	upon
us	use	very	was	which
why	wish	work	would	write
your				

Dolch Grade Two Word List Assessment

Student: _____ Date: _____ Teacher: _____

always around because been before

best both buy call cold

does don't fast first five

found gave goes green its

made many off or pull

read right sing sit sleep

tell their these those upon

us use very was which

why wish work would write

your

Color code your assessment each session - Assessment 1: /46 Assessment 2: /46 Assessment 3: /46 Assessment 4: /46

Notes:

Dolch Grade Three Word List Poster

about	better	bring	carry	clean	cut
done	draw	drink	eight	fall	far
full	got	grow	hold	hot	hurt
if	keep	kind	laugh	light	long
much	myself	never	only	own	pick
seven	show	six	small	start	
ten	today	together	try	warm	

Dolch Grade Three Word List Poster

about better bring carry clean cut
done draw drink eight fall far
full got grow hold hot hurt
if keep kind laugh light long
much myself never only own pick
seven show six small start
ten today together try warm

Dolch Grade Three Word List Assessment

Student: _____ Date: _____ Teacher: _____

- | | | | | | |
|-----------------------------|------------------------------|--------------------------------|-----------------------------|-----------------------------|----------------------------|
| <input type="radio"/> about | <input type="radio"/> better | <input type="radio"/> bring | <input type="radio"/> carry | <input type="radio"/> clean | <input type="radio"/> cut |
| <input type="radio"/> done | <input type="radio"/> draw | <input type="radio"/> drink | <input type="radio"/> eight | <input type="radio"/> fall | <input type="radio"/> far |
| <input type="radio"/> full | <input type="radio"/> got | <input type="radio"/> grow | <input type="radio"/> hold | <input type="radio"/> hot | <input type="radio"/> hurt |
| <input type="radio"/> if | <input type="radio"/> keep | <input type="radio"/> kind | <input type="radio"/> laugh | <input type="radio"/> light | <input type="radio"/> long |
| <input type="radio"/> much | <input type="radio"/> myself | <input type="radio"/> never | <input type="radio"/> only | <input type="radio"/> own | <input type="radio"/> pick |
| <input type="radio"/> seven | <input type="radio"/> show | <input type="radio"/> six | <input type="radio"/> small | <input type="radio"/> start | |
| <input type="radio"/> ten | <input type="radio"/> today | <input type="radio"/> together | <input type="radio"/> try | <input type="radio"/> warm | |

Color code your assessment each session - Assessment 1: /40 Assessment 2: /40 Assessment 3: /40 Assessment 4: /40

Notes:



Fry

words



About Fry's Lists

The Fry word list or “instant words” are comprised of the most used words in both reading and writing. The list is divided into ten levels (first three seen in this file).

It is important for young readers to promptly identify these words by sight in order to build up their reading fluency. It is also important for readers to practice words in meaningful context through phrase and sentence reading practice. As a follow up activity, students can practice writing short sentences including Fry words.

As you individually meet with the student, you'll quickly be able to identify words that they are having trouble with using the assessment pages provided. This will inform your planning and a specific focus list for individual children.

Fry's First 100 Word List Poster

the	of	and	a	to	in	is	you	that	it
he	was	for	on	are	as	with	his	they	I
at	be	this	have	from	or	one	had	by	word
but	not	what	all	were	we	when	your	can	said
there	use	an	each	which	she	do	how	their	if
will	up	other	about	out	many	then	them	these	so
some	her	would	make	like	him	into	time	has	look
two	more	write	go	see	number	no	way	could	people
my	than	first	water	been	call	who	am	its	now
find	long	down	day	did	get	come	made	may	part

Fry's First 100 Word List Poster

the	of	and	a	to	in	is	you	that	it
he	was	for	on	are	as	with	his	they	I
at	be	this	have	from	or	one	had	by	word
but	not	what	all	were	we	when	your	can	said
there	use	an	each	which	she	do	how	their	if
will	up	other	about	out	many	then	them	these	so
some	her	would	make	like	him	into	time	has	look
two	more	write	go	see	number	no	way	could	people
my	than	first	water	been	call	who	am	its	now
find	long	down	day	did	get	come	made	may	part

Fry's First 100 Word List Poster

Student: _____ Date: _____ Teacher: _____

- | | | | | | | | | | |
|-----------------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------------|----------------------------|----------------------------|-----------------------------|------------------------------|
| <input type="radio"/> the | <input type="radio"/> of | <input type="radio"/> and | <input type="radio"/> a | <input type="radio"/> to | <input type="radio"/> in | <input type="radio"/> is | <input type="radio"/> you | <input type="radio"/> that | <input type="radio"/> it |
| <input type="radio"/> he | <input type="radio"/> was | <input type="radio"/> for | <input type="radio"/> on | <input type="radio"/> are | <input type="radio"/> as | <input type="radio"/> with | <input type="radio"/> his | <input type="radio"/> they | <input type="radio"/> I |
| <input type="radio"/> at | <input type="radio"/> be | <input type="radio"/> this | <input type="radio"/> have | <input type="radio"/> from | <input type="radio"/> or | <input type="radio"/> one | <input type="radio"/> had | <input type="radio"/> by | <input type="radio"/> word |
| <input type="radio"/> but | <input type="radio"/> not | <input type="radio"/> what | <input type="radio"/> all | <input type="radio"/> were | <input type="radio"/> we | <input type="radio"/> when | <input type="radio"/> your | <input type="radio"/> can | <input type="radio"/> said |
| <input type="radio"/> there | <input type="radio"/> use | <input type="radio"/> an | <input type="radio"/> each | <input type="radio"/> which | <input type="radio"/> she | <input type="radio"/> do | <input type="radio"/> how | <input type="radio"/> their | <input type="radio"/> if |
| <input type="radio"/> will | <input type="radio"/> up | <input type="radio"/> other | <input type="radio"/> about | <input type="radio"/> out | <input type="radio"/> many | <input type="radio"/> then | <input type="radio"/> them | <input type="radio"/> these | <input type="radio"/> so |
| <input type="radio"/> some | <input type="radio"/> her | <input type="radio"/> would | <input type="radio"/> make | <input type="radio"/> like | <input type="radio"/> him | <input type="radio"/> into | <input type="radio"/> time | <input type="radio"/> has | <input type="radio"/> look |
| <input type="radio"/> two | <input type="radio"/> more | <input type="radio"/> write | <input type="radio"/> go | <input type="radio"/> see | <input type="radio"/> number | <input type="radio"/> no | <input type="radio"/> way | <input type="radio"/> could | <input type="radio"/> people |
| <input type="radio"/> my | <input type="radio"/> than | <input type="radio"/> first | <input type="radio"/> water | <input type="radio"/> been | <input type="radio"/> call | <input type="radio"/> who | <input type="radio"/> am | <input type="radio"/> its | <input type="radio"/> now |
| <input type="radio"/> find | <input type="radio"/> long | <input type="radio"/> down | <input type="radio"/> day | <input type="radio"/> did | <input type="radio"/> get | <input type="radio"/> come | <input type="radio"/> made | <input type="radio"/> may | <input type="radio"/> part |

Color code your assessment each session - Assessment 1: /46 Assessment 2: /46 Assessment 3: /46 Assessment 4: /46

Notes:

Fry's Second 100 Word List Poster

over	new	sound	take	only	little	work	know	place	years
live	me	back	give	most	very	after	thing	our	just
name	good	sentence	man	think	say	great	where	help	through
much	before	line	right	too	means	old	any	same	tell
boy	following	came	want	show	also	around	farm	three	small
set	put	end	does	another	well	large	must	big	even
such	because	turn	here	why	asked	went	men	read	need
land	different	home	us	move	try	kind	hand	picture	again
change	off	play	spell	air	away	animals	house	point	page
letters	mother	answer	found	study	still	learn	should	America	world

Fry's Second 100 Word List Poster

over	new	sound	take	only	little	work	know	place	years
live	me	back	give	most	very	after	thing	our	just
name	good	sentence	man	think	say	great	where	help	through
much	before	line	right	too	means	old	any	same	tell
boy	following	came	want	show	also	around	farm	three	small
set	put	end	does	another	well	large	must	big	even
such	because	turn	here	why	asked	went	men	read	need
land	different	home	us	move	try	kind	hand	picture	again
change	off	play	spell	air	away	animals	house	point	page
letters	mother	answer	found	study	still	learn	should	America	world

Fry's Second 100 Word List Poster

Student: _____ Date: _____ Teacher: _____

- | | | | | | | | | | |
|----------------------------------|------------------------------------|-----------------------------------|--------------------------------|----------------------------------|---------------------------------|----------------------------------|---------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> over | <input type="checkbox"/> new | <input type="checkbox"/> sound | <input type="checkbox"/> take | <input type="checkbox"/> only | <input type="checkbox"/> little | <input type="checkbox"/> work | <input type="checkbox"/> know | <input type="checkbox"/> place | <input type="checkbox"/> years |
| <input type="checkbox"/> live | <input type="checkbox"/> me | <input type="checkbox"/> back | <input type="checkbox"/> give | <input type="checkbox"/> most | <input type="checkbox"/> very | <input type="checkbox"/> after | <input type="checkbox"/> thing | <input type="checkbox"/> our | <input type="checkbox"/> just |
| <input type="checkbox"/> name | <input type="checkbox"/> good | <input type="checkbox"/> sentence | <input type="checkbox"/> man | <input type="checkbox"/> think | <input type="checkbox"/> say | <input type="checkbox"/> great | <input type="checkbox"/> where | <input type="checkbox"/> help | <input type="checkbox"/> through |
| <input type="checkbox"/> much | <input type="checkbox"/> before | <input type="checkbox"/> line | <input type="checkbox"/> right | <input type="checkbox"/> too | <input type="checkbox"/> means | <input type="checkbox"/> old | <input type="checkbox"/> any | <input type="checkbox"/> same | <input type="checkbox"/> tell |
| <input type="checkbox"/> boy | <input type="checkbox"/> following | <input type="checkbox"/> came | <input type="checkbox"/> want | <input type="checkbox"/> show | <input type="checkbox"/> also | <input type="checkbox"/> around | <input type="checkbox"/> farm | <input type="checkbox"/> three | <input type="checkbox"/> small |
| <input type="checkbox"/> set | <input type="checkbox"/> put | <input type="checkbox"/> end | <input type="checkbox"/> does | <input type="checkbox"/> another | <input type="checkbox"/> well | <input type="checkbox"/> large | <input type="checkbox"/> must | <input type="checkbox"/> big | <input type="checkbox"/> even |
| <input type="checkbox"/> such | <input type="checkbox"/> because | <input type="checkbox"/> turn | <input type="checkbox"/> here | <input type="checkbox"/> why | <input type="checkbox"/> asked | <input type="checkbox"/> went | <input type="checkbox"/> men | <input type="checkbox"/> read | <input type="checkbox"/> need |
| <input type="checkbox"/> land | <input type="checkbox"/> different | <input type="checkbox"/> home | <input type="checkbox"/> us | <input type="checkbox"/> move | <input type="checkbox"/> try | <input type="checkbox"/> kind | <input type="checkbox"/> hand | <input type="checkbox"/> picture | <input type="checkbox"/> again |
| <input type="checkbox"/> change | <input type="checkbox"/> off | <input type="checkbox"/> play | <input type="checkbox"/> spell | <input type="checkbox"/> air | <input type="checkbox"/> away | <input type="checkbox"/> animals | <input type="checkbox"/> house | <input type="checkbox"/> point | <input type="checkbox"/> page |
| <input type="checkbox"/> letters | <input type="checkbox"/> mother | <input type="checkbox"/> answer | <input type="checkbox"/> found | <input type="checkbox"/> study | <input type="checkbox"/> still | <input type="checkbox"/> learn | <input type="checkbox"/> should | <input type="checkbox"/> America | <input type="checkbox"/> world |

Color code your assessment each session - Assessment 1: /46 Assessment 2: /46 Assessment 3: /46 Assessment 4: /46

Notes:

Fry's Third 100 Word List Poster

high	every	near	add	food	between	own	below	country	plants
last	school	father	keep	trees	never	starts	city	earth	eyes
light	thought	head	undue	story	saw	left	don't	few	while
along	might	close	something	seems	next	hard	open	example	beginning
life	always	those	both	paper	together	got	group	often	run
important	until	children	side	feet	car	miles	night	walked	white
sea	began	grow	took	river	four	carry	state	once	book
hear	stop	without	second	later	miss	idea	enough	eat	face
watch	far	Indians	really	almost	let	above	girl	sometimes	mountains
cut	young	talk	soon	list	song	being	leave	family	it's

Fry's Third 100 Word List Poster

high	every	near	add	food	between	own	below	country	plants
last	school	father	keep	trees	never	starts	city	earth	eyes
light	thought	head	undue	story	saw	left	don't	few	while
along	might	close	something	seems	next	hard	open	example	beginning
life	always	those	both	paper	together	got	group	often	run
important	until	children	side	feet	car	miles	night	walked	white
sea	began	grow	took	river	four	carry	state	once	book
hear	stop	without	second	later	miss	idea	enough	eat	face
watch	far	Indians	really	almost	let	above	girl	sometimes	mountains
cut	young	talk	soon	list	song	being	leave	family	it's

Fry's Third 100 Word List Poster

Student: _____ Date: _____ Teacher: _____

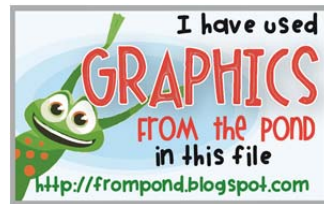
o high	o every	o near	o add	o food	o between	o own	o below	o country	o plants
o last	o school	o father	o keep	o trees	o never	o starts	o city	o earth	o eyes
o light	o thought	o head	o undue	o story	o saw	o left	o don't	o few	o while
o along	o might	o close	o something	o seems	o next	o hard	o open	o example	o beginning
o life	o always	those	o both	o paper	o together	o got	o group	o often	o run
o important	o until	o children	o side	o feet	o car	o miles	o night	o walked	o white
o sea	o began	o grow	o took	o river	o four	o carry	o state	o once	o book
o hear	o stop	o without	o second	o later	o miss	o idea	o enough	o eat	o face
o watch	o far	o Indians	o really	o almost	o let	o above	o girl	o sometimes	o mountains
o cut	o young	o talk	o soon	o list	o song	o being	o leave	o family	o it's

Color code your assessment each session - Assessment 1: /46 Assessment 2: /46 Assessment 3: /46 Assessment 4: /46

Notes:

Credits

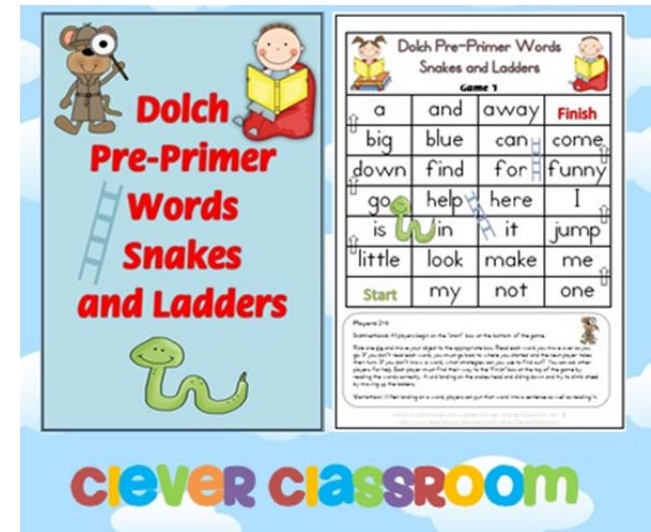
Clip art by [Melonheads Illustrations](#),
[Graphics from the Pond](#) and [Red Pepper Papers](#).



Fonts by [KG Fonts](#) and [Cara Carroll](#).



You might also like:



Dolch Pre-
Primer
Words

a

and

away

big

blue

can

come

down

find

for

funny

go

help

I

in

is

it

jump

little

look

make

me

my

not

one

play

red

run

said

see

the

three

to

two

up

we

where

yellow

you

Dolch Primer
Words

a

am

are

at

ate

be

black

brown

but

came

did

do

eat

four

get

good

have

he

into

like

must

new

no

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our

out

please

pretty

ran

ride

saw

say

she

so

soon

that

there

they

this

too

under

want

was

well

went

what

white

who

will

with

yes

Dolch
Grade One
Words

after

again

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ask

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by

could

every

fly

from

give

going

had

has

her

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how

just

know

let

live

may

of

old

once

open

over

put

round

some

stop

take

thank

them

then

think

walk

were

when

Dolch
Grade Two
Words

always

around

because

been

before

best

both

buy

call

cold

does

don't

fast

first

five

found

gave

goes

green

its

made

many

off

or

pull

read

right

sing

sit

sleep

tell

their

these

those

upon

us

use

very

was

which

why

wish

work

would

write

your

Dolch
Grade Three
Words

about

better

bring

carry

clean

cut

done

draw

drink

eight

fall

far

full

got

grow

hold

hot

hurt

if

keep

kind

laugh

light

long

much

myself

never

only

own

pick

seven

show

six

small

start

ten

today

together

try

warm

Fry's
First 100

the

of

and

a

to

in

is

you

that

it

he

was

for

on

are

as

with

his

they

I

at

be

this

have

from

or

one

had

by

word

but

not

what

all

were

we

when

your

can

said

there

use

an

each

which

she

do

how

their

if

will

up

other

about

out

many

then

them

these

so

some

her

would

make

like

him

into

time

has

look

two

more

write

go

see

number

no

way

could

people

my

than

first

water

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call

who

am

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long

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Fry's
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back

give

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very

after

thing

our

just

name

good

sentence

man

think

say

great

where

help

through

much

before

line

right

too

means

old

any

same

tell

boy

following

came

want

show

also

around

farm

three

small

set

put

end

does

another

well

large

must

big

even

such

because

turn

here

why

asked

went

men

read

need

land

different

home

us

move

try

kind

hand

picture

again

change

off

play

spell

air

away

animals

house

point

page

letters

mother

answer

found

study

still

learn

should

America

world

Fry's
Second
100

high

every

near

add

food

between

own

below

country

plants

last

school

father

keep

trees

never

starts

city

earth

eyes

light

thought

head

undue

story

saw

left

don't

few

while

along

might

close

something

seems

next

hard

open

example

beginning

life

always

those

both

paper

together

got

group often run important

until children side feet

car miles night walked

white sea began grow

took river four carry

state once book hear

stop

without

second

later

miss

idea

enough

eat

face

watch

far

Indians

really

almost

let

above

girl

sometimes

mountains

cut

young

talk

soon

list

song

being

leave

family

it's

Lower-
case
Alphabet

a

b

c

d

e

f

g

h

i

j

k

l

m

n

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UPPER-
CASE
ALPHABET

X

Y

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