

# Really Good Stuff® Activity Guide

## EZread™ Dolch First Grade Sight Word Flash Cards

Congratulations on your purchase of **EZread™ Dolch First Grade Sight Word Flash Cards**, a versatile set that helps students master important sight words.

### This Really Good Stuff® product includes:

- 40 Double-sided Flash Cards
- 4 Rings
- This Really Good Stuff® Activity Guide

Using *Flash Card* activities, you can provide an individual or a small group of students with the repetitive visual practice they need to master sight words. *Flash Cards* help students recognize some of the most frequently occurring words automatically by sight, rather than by sounding out letter sounds that they may still be learning.

You have two visual options for sight word practice with our Double-sided *Cards*. For most children, the plain words side provides all the visual support necessary to master the words. For some students, you may choose to differentiate instruction by using the shaped-word side, providing more visual support. Repetitive practice with reading common words is a great way to improve on the sight-word knowledge base and to build reading fluency.

Front

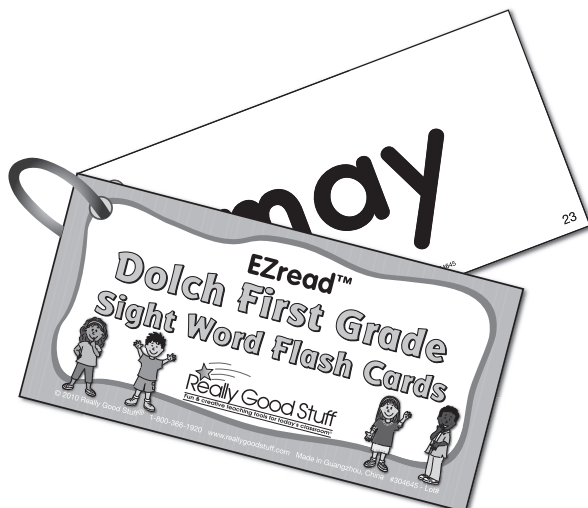


Plain

Back



Shaped



### Managing EZread™ Dolch First Grade Sight Word Flash Cards

- Keep the *Cards* organized in numerical order on the included *Rings* and later while in use, separate challenging *Cards* from those that students have mastered. Avoid handing students a ringed set of more *Cards* than they can manage, as this is overwhelming.
- Use the *Progress Monitoring Reproducible* to assess students.

### Introducing Sight Words

1. Hold up each *Sight Word Card*. Have the student read it aloud. Observe how long it takes for the student to read each word correctly. If the student is not able to read many of the first few words, stop the activity to avoid student frustration. If you notice the student needs the visual support of the word shape, use that side of the *Cards*. Over time, go back to the plain side.
2. Set aside words that the student cannot read and praise the student for correctly reading some of the words.
3. Mix up the remaining *Cards* the student read and again display them one at a time, increasing the pace slightly as you hold them up for the student.
4. Repeat until the student is able to read the words automatically.
5. Set realistic goals for the child to master more words within a time frame. Share your documentation of the number of mastered words and include the students in documenting their progress on the reproducible.

Progress Monitoring Reproducible  
EZread™ Dolch Sight Word Flash Cards, First Grade

Student: Joel Student: Isabella

Dates: \_\_\_\_\_ Dates: \_\_\_\_\_

| Timed Readings |    | Timed Readings |    |
|----------------|----|----------------|----|
| 40             | 0  | 40             | 0  |
| 1 after ✓      | 39 | 1 after ✓      | 39 |
| 2 again ✓      | 38 | 2 again ✓      | 38 |
| 3 an ✓         | 37 | 3 an ✓         | 37 |
| 4 any ✓        | 36 | 4 any ✓        | 36 |
| 5 at ✓         | 35 | 5 at ✓         | 35 |
| 6 ask ✓        | 34 | 6 ask ✓        | 34 |
| 7 by ✓         | 33 | 7 by ✓         | 33 |
| 8 could ✓      | 32 | 8 could ✓      | 32 |
| 9 every ✓      | 31 | 9 every ✓      | 31 |
| 10 fly ✓       | 30 | 10 fly ✓       | 30 |
| 11 from ✓      | 29 | 11 from ✓      | 29 |
| 12 give ✓      | 28 | 12 give ✓      | 28 |
| 13 going ✓     | 27 | 13 going ✓     | 27 |
| 14 had ✓       | 26 | 14 had ✓       | 26 |
| 15 has ✓       | 25 | 15 has ✓       | 25 |
| 16 her ✓       | 24 | 16 her ✓       | 24 |
| 17 him ✓       | 23 | 17 him ✓       | 23 |
| 18 how ✓       | 22 | 18 how ✓       | 22 |
| 19 just ✓      | 21 | 19 just ✓      | 21 |
| 20 know ✓      | 20 | 20 know ✓      | 20 |
| 21 let ✓       | 19 | 21 let ✓       | 19 |
| 22 like ✓      | 18 | 22 like ✓      | 18 |
| 23 may ✓       | 17 | 23 may ✓       | 17 |
| 24 of ✓        | 16 | 24 of ✓        | 16 |
| 25 old ✓       | 15 | 25 old ✓       | 15 |
| 26 once ✓      | 14 | 26 once ✓      | 14 |
| 27 open ✓      | 13 | 27 open ✓      | 13 |
| 28 over ✓      | 12 | 28 over ✓      | 12 |
| 29 put ✓       | 11 | 29 put ✓       | 11 |
| 30 round ✓     | 10 | 30 round ✓     | 10 |
| 31 some ✓      | 9  | 31 some ✓      | 9  |
| 32 stop ✓      | 8  | 32 stop ✓      | 8  |
| 33 take ✓      | 7  | 33 take ✓      | 7  |
| 34 thank ✓     | 6  | 34 thank ✓     | 6  |
| 35 them ✓      | 5  | 35 them ✓      | 5  |
| 36 then ✓      | 4  | 36 then ✓      | 4  |
| 37 think ✓     | 3  | 37 think ✓     | 3  |
| 38 walk ✓      | 2  | 38 walk ✓      | 2  |
| 39 where ✓     | 1  | 39 where ✓     | 1  |
| 40 when ✓      | 0  | 40 when ✓      | 0  |

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All activity guides can be found online:



# Really Good Stuff® Activity Guide

## EZread™ Dolch First Grade Sight Word Flash Cards

### Activities for Further Practice

#### Timed Readings

Using a stopwatch and the *Progress Monitoring Reproducible*, time students in their reading of a set of *Cards*. Then see if students can beat that time, increasing fluency. **Note:** This is not suggested for intensely struggling readers or students who may feel uneasy about being timed. It should be a fun challenge that students enjoy.

#### Up High Down Low

Have students "write" the word with just their hand, making huge letters in the air, saying each letter as it is formed, and then "reading" the word as they "underline" it with their finger. Then have students write the word in their notebooks, saying each letter as it is formed, and then reading the word as they underline it with their finger.

#### Word Sorting

Have students study the appearance of 5-20 sight words by sorting the *Cards*. Allow them to discover similarities between groups of words, whether they share the same beginning or ending sound, ascending or descending letters, word length, etc. Check and discuss the completed sorts.

#### Literacy Center

After modeling for students how to use *Flash Cards* with a partner, place a ringed set or sets in a center for partners to use. Pair a more fluent reader with a less fluent reader for accountability and accurate practice.

#### Concentration

Select at least eight sight words and write each on two different index *Cards*. Mix up the *Cards* and place them face down in rows. Have two to four students take turns flipping over two *Cards* at a time, trying to find a match. When the student gets a matched pair, he or she gets to keep the pair. If not, the *Cards* go back to their original positions, and the turn is over. The game is over when all the *Cards* have been matched. The winner is the player with the most pairs.

#### Word Hunt

Have students hunt for sight words in the context of reading materials, classroom labeling, and sentences you display for them.

#### Use It in Context

Use the words in sentences as you go. Then challenge students to do the same. The sentences can be simple as long as they make sense. Write a short sentence for each word, and have students read the sentence back to you. Then have students copy it, underlining the word, into their notebooks.

### Songs, Stories, Poems, and Chants

Almost every primary learner responds well to rhythmic oral language and fun stories. Display some oral text, such as a poem, that includes one of their sight words in repetition. Have students listen as you chant the poem for them while pointing to each word. Repeat, asking students to join in when they can. Once the poem is memorized, ask a student to help you find and underline the word every time it appears.

### Progress Monitoring Reproducible

Use this sheet for two students if you choose by cutting it in half. You may use a different-colored pen or pencil for each assessment session so that you can see progress on one sheet. Simply write the date(s) in the same color with which you record. The first portion is to record words the child correctly reads. Check off the space after the word to indicate mastery. If the child is a fast reader, it may be more efficient to only record those words missed. You might jot down the time it takes to get through the whole list also. The second portion is to document progress in timed readings to monitor fluency. Write the date in one of the two spaces at the bottom of the graph. You may choose to time a child for 1 minute 2-3 times per sitting, or once per sitting over several days or weeks. Use a different-colored pencil for each timing to indicate progress. Simply color in or draw a line on the graph from zero up to the number of words read correctly. Using a different color for each reading in one day, you can draw up to two lines within one column. It is important to include students in this process of setting goals and celebrating progress from one reading to the next.

### Related products available through Really Good Stuff®

EZread™ Sight Word Flash Cards, Level 1 (304506)  
EZread™ Sight Word Flash Cards, Level 2 (304513)  
EZread™ Sight Word Flash Cards, Level 3 (304520)  
EZread™ Complete Set Sight Word Flash Cards (304525)  
EZread™ Dolch PrePrimer Sight Word Flash Cards (304635)  
EZread™ Dolch Primer Sight Word Flash Cards (304637)  
EZread™ Dolch Second Grade Sight Word Flash Cards (304648)  
EZread™ Dolch Third Grade Sight Word Flash Cards (304650)  
EZread™ Dolch Noun Sight Word Flash Cards (304652)  
EZread™ Sight Word Phrase Flash Cards  
for Emergent Readers (303011)  
EZread™ Sight Word Phrase Flash Cards  
for Beginning Readers (303019)  
EZread™ Sight Word Phrase Flash Cards  
for Transitional Readers (303026)

You may have it.

## EZread™ Dolch First Grade Sight Word Flash Cards

Student \_\_\_\_\_

Dates \_\_\_\_\_

## Timed Readings

|    |       |  |    |  |    |  |
|----|-------|--|----|--|----|--|
| 1  | after |  | 40 |  | 40 |  |
| 2  | again |  | 39 |  | 39 |  |
| 3  | an    |  | 38 |  | 38 |  |
| 4  | any   |  | 37 |  | 37 |  |
| 5  | as    |  | 36 |  | 36 |  |
| 6  | ask   |  | 35 |  | 35 |  |
| 7  | by    |  | 34 |  | 34 |  |
| 8  | could |  | 33 |  | 33 |  |
| 9  | every |  | 32 |  | 32 |  |
| 10 | fly   |  | 31 |  | 31 |  |
| 11 | from  |  | 30 |  | 30 |  |
| 12 | give  |  | 29 |  | 29 |  |
| 13 | going |  | 28 |  | 28 |  |
| 14 | had   |  | 27 |  | 27 |  |
| 15 | has   |  | 26 |  | 26 |  |
| 16 | her   |  | 25 |  | 25 |  |
| 17 | him   |  | 24 |  | 24 |  |
| 18 | how   |  | 23 |  | 23 |  |
| 19 | just  |  | 22 |  | 22 |  |
| 20 | know  |  | 21 |  | 21 |  |
| 21 | let   |  | 20 |  | 20 |  |
| 22 | live  |  | 19 |  | 19 |  |
| 23 | may   |  | 18 |  | 18 |  |
| 24 | of    |  | 17 |  | 17 |  |
| 25 | old   |  | 16 |  | 16 |  |
| 26 | once  |  | 15 |  | 15 |  |
| 27 | open  |  | 14 |  | 14 |  |
| 28 | over  |  | 13 |  | 13 |  |
| 29 | put   |  | 12 |  | 12 |  |
| 30 | round |  | 11 |  | 11 |  |
| 31 | some  |  | 10 |  | 10 |  |
| 32 | stop  |  | 9  |  | 9  |  |
| 33 | take  |  | 8  |  | 8  |  |
| 34 | thank |  | 7  |  | 7  |  |
| 35 | them  |  | 6  |  | 6  |  |
| 36 | then  |  | 5  |  | 5  |  |
| 37 | think |  | 4  |  | 4  |  |
| 38 | walk  |  | 3  |  | 3  |  |
| 39 | where |  | 2  |  | 2  |  |
| 40 | when  |  | 1  |  | 1  |  |
|    |       |  | 0  |  | 0  |  |

Student \_\_\_\_\_

Dates \_\_\_\_\_

## Timed Readings

|    |       |  |    |  |    |  |
|----|-------|--|----|--|----|--|
| 1  | after |  | 40 |  | 40 |  |
| 2  | again |  | 39 |  | 39 |  |
| 3  | an    |  | 38 |  | 38 |  |
| 4  | any   |  | 37 |  | 37 |  |
| 5  | as    |  | 36 |  | 36 |  |
| 6  | ask   |  | 35 |  | 35 |  |
| 7  | by    |  | 34 |  | 34 |  |
| 8  | could |  | 33 |  | 33 |  |
| 9  | every |  | 32 |  | 32 |  |
| 10 | fly   |  | 31 |  | 31 |  |
| 11 | from  |  | 30 |  | 30 |  |
| 12 | give  |  | 29 |  | 29 |  |
| 13 | going |  | 28 |  | 28 |  |
| 14 | had   |  | 27 |  | 27 |  |
| 15 | has   |  | 26 |  | 26 |  |
| 16 | her   |  | 25 |  | 25 |  |
| 17 | him   |  | 24 |  | 24 |  |
| 18 | how   |  | 23 |  | 23 |  |
| 19 | just  |  | 22 |  | 22 |  |
| 20 | know  |  | 21 |  | 21 |  |
| 21 | let   |  | 20 |  | 20 |  |
| 22 | live  |  | 19 |  | 19 |  |
| 23 | may   |  | 18 |  | 18 |  |
| 24 | of    |  | 17 |  | 17 |  |
| 25 | old   |  | 16 |  | 16 |  |
| 26 | once  |  | 15 |  | 15 |  |
| 27 | open  |  | 14 |  | 14 |  |
| 28 | over  |  | 13 |  | 13 |  |
| 29 | put   |  | 12 |  | 12 |  |
| 30 | round |  | 11 |  | 11 |  |
| 31 | some  |  | 10 |  | 10 |  |
| 32 | stop  |  | 9  |  | 9  |  |
| 33 | take  |  | 8  |  | 8  |  |
| 34 | thank |  | 7  |  | 7  |  |
| 35 | them  |  | 6  |  | 6  |  |
| 36 | then  |  | 5  |  | 5  |  |
| 37 | think |  | 4  |  | 4  |  |
| 38 | walk  |  | 3  |  | 3  |  |
| 39 | where |  | 2  |  | 2  |  |
| 40 | when  |  | 1  |  | 1  |  |
|    |       |  | 0  |  | 0  |  |

