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# Really Good Stuff® Activity Guide

## EZread™ Dolch Second 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 the student 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 First Grade Sight Word Flash Cards (304645)

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)

Use this one.

## EZread™ Dolch Second Grade Sight Word Flash Cards

Student \_\_\_\_\_

Student \_\_\_\_\_

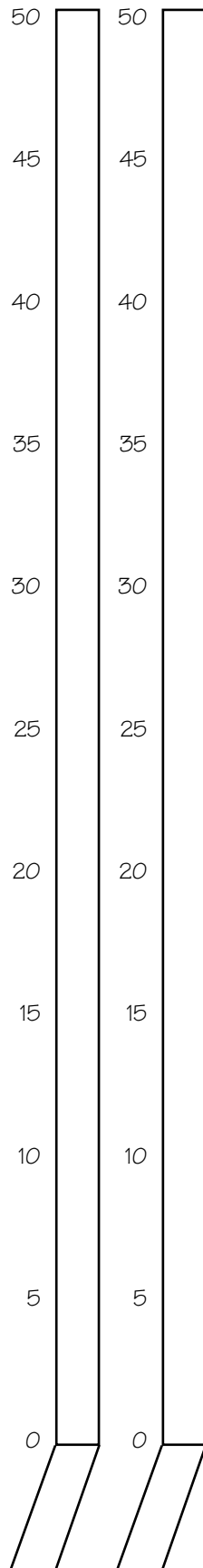
Dates \_\_\_\_\_

Dates \_\_\_\_\_

## Timed Readings

## Timed Readings

|    |         |  |
|----|---------|--|
| 1  | always  |  |
| 2  | around  |  |
| 3  | because |  |
| 4  | been    |  |
| 5  | before  |  |
| 6  | best    |  |
| 7  | both    |  |
| 8  | buy     |  |
| 9  | call    |  |
| 10 | cold    |  |
| 11 | does    |  |
| 12 | don't   |  |
| 13 | fast    |  |
| 14 | first   |  |
| 15 | five    |  |
| 16 | found   |  |
| 17 | gave    |  |
| 18 | goes    |  |
| 19 | green   |  |
| 20 | its     |  |
| 21 | made    |  |
| 22 | many    |  |
| 23 | off     |  |
| 24 | or      |  |
| 25 | pull    |  |
| 26 | read    |  |
| 27 | right   |  |
| 28 | sing    |  |
| 29 | sit     |  |
| 30 | sleep   |  |
| 31 | tell    |  |
| 32 | their   |  |
| 33 | these   |  |
| 34 | those   |  |
| 35 | upon    |  |
| 36 | us      |  |
| 37 | use     |  |
| 38 | very    |  |
| 39 | wash    |  |
| 40 | which   |  |
| 41 | why     |  |
| 42 | wish    |  |
| 43 | work    |  |
| 44 | would   |  |
| 45 | write   |  |
| 46 | your    |  |



|    |         |  |
|----|---------|--|
| 1  | always  |  |
| 2  | around  |  |
| 3  | because |  |
| 4  | been    |  |
| 5  | before  |  |
| 6  | best    |  |
| 7  | both    |  |
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| 15 | five    |  |
| 16 | found   |  |
| 17 | gave    |  |
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| 19 | green   |  |
| 20 | its     |  |
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| 33 | these   |  |
| 34 | those   |  |
| 35 | upon    |  |
| 36 | us      |  |
| 37 | use     |  |
| 38 | very    |  |
| 39 | wash    |  |
| 40 | which   |  |
| 41 | why     |  |
| 42 | wish    |  |
| 43 | work    |  |
| 44 | would   |  |
| 45 | write   |  |
| 46 | your    |  |

