

EZread Dolch Pre-Primer Tap & Track™ Sight Word Sentences

Congratulations on your purchase of **EZread Dolch Pre-Primer Tap & Track™ Sight Word Sentences**, a kinesthetic activity for students to practice sight words and build fluency.

Objective

Tap each word to build one-to-one correspondence and develop sight word fluency.

Meeting the Standards

EZread Dolch Pre-Primer Tap & Track™ Sight Word Sentences aligns with the Common Core State Standard for English Language Arts below. For alignment with other state standards, please refer to our website's Standards Match.

Phonics and Word Recognition

RF.K.3.c. Read common high-frequency words by sight.

This Really Good Stuff product includes:

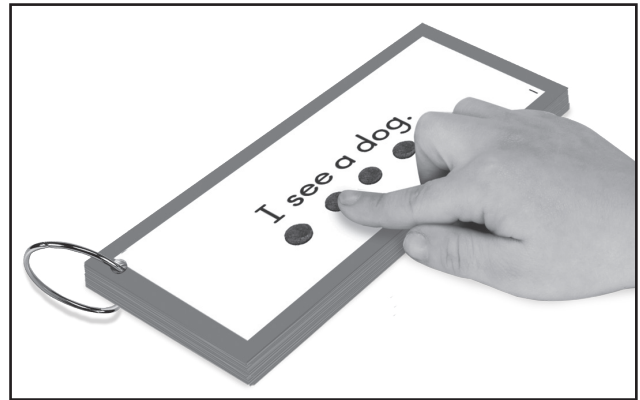
- 80 Cards
- 4 O-rings
- This Really Good Stuff Instructional Guide

Managing the EZread Dolch Pre-Primer Tap & Track™ Sight Word Sentences

- Visit our website www.reallygoodstuff.com to download Really Good Stuff Instructional Guides.
- The cards are numbered for easy management, practice, and assessment. Cards 41-80 randomly repeat sight words in different sentences than cards 1-40.
- Give students only a few cards at a time so that they can master unfamiliar words.
- Use the *Progress Monitoring Sheet* for individual students.

Tactile feedback enhances engagement and accelerates the recognition of sight words in complete sentences on these cards. The flocked dots motivate and reinforce one-to-one matching, tracking, and fluency. For repetitive exposure to sight words, each sight word is shown four or more times. For focused practice, only Pre-Primer words and a few Dolch nouns are used in this set.

Introducing the EZread Dolch Pre-Primer Tap & Track™ Sight Word Sentences



Model this activity before students practice independently. Select a card. Using your index finger, deliberately tap the dot beneath each word and read the sentence aloud. Begin slowly, almost robotically, to demonstrate the process of building fluency, and by the third try, sound like you are talking normally. Share your excitement and confidence as you sound more like a good reader, reading more smoothly each time. (Once students are fluent, they will not need to track, and you will want to encourage them to read connected text without tracking, usually by the end of first grade.)

Use the *Progress Monitoring Sheet* to determine which cards students need to practice. Assign a few cards at a time that students have not mastered.

Name _____

Name _____

Mastered	#	Sentence	Date	Date	Date
	1	I see a dog.			
	2	You and I can go.			
	3	Go away!			
	4	It is a big ball.			
	5	I see a blue fish.			
	6	I can help you.			
	7	You can come.			
	8	You can come down.			
	9	I can find it.			
	10	It is for you.			
	11	It is funny.			
	12	Go for it!			
	13	You can help me.			
	14	Here it is!			
	15	I can run.			
	16	It is in here.			
	17	It is not yellow.			
	18	It is red.			
	19	We jump and play.			
	20	I see a little fish.			
	21	Look up!			
	22	I can make three.			
	23	Come and find me.			
	24	It is my blue one.			
	25	It is not red.			
	26	The big one is blue.			
	27	Play in here.			
	28	I see the red fish.			
	29	I can run and jump.			
	30	I said it is funny.			
	31	We see three dogs.			
	32	Where is the cat?			
	33	Find three cats.			
	34	Go up to it.			
	35	You two can play.			
	36	Come up here.			
	37	We can run to it.			
	38	Where is it?			
	39	Is it yellow?			
	40	Where is my red one?			

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