

Sight Word Sentence Builders: Dolch Primer Words

Congratulations on your purchase of **Sight Word Sentence Builders: Dolch Primer Words**, a ready-to-use activity for practicing sight words, vocabulary, early grammar, and sentence structure.

Meeting the Standards

Sight Word Sentence Builders: Dolch Primer Words 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 Know and apply grade-level phonics and word analysis skills in decoding words.

- c. Read common high-frequency words by sight.

This Really Good Stuff product includes:

- 26 two-sided *Sentence Strips*
- 32 two-sided *Picture Cards*
- 6 *Punctuation Cards*
- *Storage Box*
- *Two-Sided Desktop Tent*
- This Really Good Stuff Instructional Guide

The **Sight Word Sentence Builders: Dolch Primer Words** is a wonderful activity for making meaning from Dolch sight word phrases and familiar nouns. Students insert a sentence strip into the *Two-Sided Desktop Tent*. They read the sentence frame and choose a noun with its picture and ending punctuation to complete the sentence. Then they read and record their completed sentences. Your students will have fun trying out different pictures to make interesting or silly sentences.

Each Dolch word appears more than once in the set. Picture cards depict Dolch nouns of a range of difficulty and some additional easy-to-decode nouns. The simpler nouns have the plural on the back. In order for students to make logical sentences, there are different noun categories included: common items, people, animals, places, and food. Sometimes nouns from various categories will make sense in the sentence frame. And sometimes silly sentences are fun.

Managing the *Sight Word Sentence Builders: Dolch Primer Words*

- Visit our website www.reallygoodstuff.com to download Really Good Stuff Instructional Guides.
- To help with management each *Sentence Strip* is numbered in the bottom left corner. These numbers correspond to the numbers on the *Progress Monitoring Sheet*.
- Store the *Sentence Strips* in numerical order and keep the *Picture Cards* organized by category (common items, people, animals, places, and food).
- Choose the *Sentence Strips*, *Picture Cards*, and *Punctuation Cards* you'll be using in the demonstration or activity ahead of time and store them in a zippered plastic bag.

Introducing the *Sight Word Sentence Builders*

Demonstrate the activity before having students attempt it on their own. Some students will need plenty of support during the activity as well. Whether working with individuals, a pair of students, or a small group, have them start by building sentences with you.

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Select a sentence frame and place it in the desktop tent. Gather a selection of *Picture Cards* and ask the student to say the nouns with you. Use the opportunity to introduce the student to the concept of nouns. (They are people, places, things, animals, etc.) Place one of the cards over the yellow space on the *Sentence Strip* and talk about how one of the picture nouns makes logical meaning with the sentence frame. Then add a *Punctuation Card* over the red space.



There are two each of the period, question mark, and exclamation point cards. Students can explore changing the meaning of a sentence by changing the punctuation and reading with intonation. For example, an exclamation can be changed into a question.

Recording Sheet Reproducible

Copy and distribute the *Recording Sheet Reproducible*. Tell students to write their sentences on the blank lines and use the boxes to draw pictures showing the meanings of their sentences.

Students who are ready can complete the activity on their own or with partners. Later they can practice using the plural nouns (picture card backs) wherever they work with the sentence frames. Students who have completed all the simpler sentences can move on to the more complex sentence frames including those with slots for two nouns.

Progress Monitoring Sheet Reproducible

The sentence frames with corresponding numbers are listed on the *Progress Monitoring Sheet Reproducible* so you can track student progress.

Following independent work, reflect on the activity with the student(s).

Dolch Primer Words

did	yes	its
what	big	ride
so	went	into
see	are	just
not	come	blue
were	if	red
get	now	from
them	long	good
like	no	any
one	came	about
this	ask	around
my	very	want
would	an	don't
me	over	how
will	your	

[illegible]

Student's name _____

#	Sentence Frame	Completed	#	Sentence Frame	Completed
1	I went to the __ _		2	I want all the __ _	
3	I am not a __ _		4	We are at the __ _	
5	Here is our __ _		6	He ate the __ _	
7	I want to be a __ _		8	Get out of the __ _	
9	Say no to the __ _		10	Will they like the __ _	
11	I have a black __ _		12	I saw a brown __ _	
13	We saw the black and white __ _		14	Here is a brown and white __ _	
15	Please eat the __ _		16	Do you like to eat __ _	
17	They came to our __ _		18	She came with a __ _	
19	Yes, this is a new __ _		20	Can we get a new __ _	
21	Please get me four __ _		22	Look at the four __ _	
23	I ran with the __ _		24	He ran into the __ _	
25	You must be a good __ _		26	You must go to that __ _	
27	The __ is not well_		28	This __ is so good_	
29	Who is under the __ _		30	Who has the __ now_	
31	We will ride in the __ _		32	Can she ride to the __ _	
33	I like the pretty __ _		34	That __ is so pretty_	
35	Yes, the __ was there too_		36	Are all the __ there_	
37	The __ did it_		38	That __ ate our __ _	
39	Well, I saw the __ _		40	She saw a __ with a __ _	
41	The __ will be out soon_		42	Will you go to the __ soon_	
43	What did my __ say_		44	What is on my __ _	
45	You have a __, but I do not_		46	He will eat __, but I will not_	
47	Do you have a __ too_		48	No, I do not have a __ _	
49	I am at the __ now_		50	Put the __ into the __ _	
51	The __ was on the __ _		52	The __ went under the __ _	