

EZread™ Sight Word Mini Flash Cards: Dolch Pre-Primer (Red Set)

Congratulations on your purchase of the **EZread™ Sight Word Mini Flash Cards: Dolch Pre-Primer (Red Set)**, a versatile set that helps primary students master important sight words and common phrases.

Common Core State Standards

Phonics and Word Recognition

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

This Really Good Stuff product includes:

- 6 sets of 40 two-sided flash cards
- 6 O-rings
- This Really Good Stuff Instructional Guide

This set of sight word flash cards was designed for student use in the classroom or at home. Each two-sided card has the sight word on one side and an in-context, familiar phrase containing that sight word on the other side.

Using flash card activities, you can provide your emergent readers the repetitive practice they need to master sight words and short phrases. This helps students recognize some of the most frequently occurring words automatically by sight, rather than by sounding out letter sounds that they are still learning.

Similar practice with reading common phrases is a great way to improve the sight word knowledge base and to build reading fluency. Because most sight words do not stimulate a visual image in the mind of the reader, practicing them in common phrases helps students attach meaning and context to otherwise abstract words. The repeated contextualized exposure to sight words allows you to reach all readers, especially those struggling with word recognition or learning English.

The words chosen for these cards are taken only from the Dolch pre-primer sight word list. Each card has the word on one side and a phrase containing that sight word on the back.

Managing the EZread™ Sight Word Mini Flash Cards: Dolch Pre-Primer (Red Set)

- Should you need this or any other Really Good Stuff Instructional Guides, download them from our website at www.reallygoodstuff.com
- Keep track of students' progress by marking the words and phrases that challenge students. (See *Progress Monitoring Sheet*.)

Introducing the EZread™ Sight Word Mini Flash Cards: Dolch Pre-Primer (Red Set)

1. Hold up each card and have the student read the word side aloud. Observe his or her reading behaviors, noting on the *Progress Monitoring Sheet* any words that slow the student.
2. Set aside those cards that the student cannot read fluently.
3. Have the student study the hard-to-read words further, using the activities below.
4. After a time, again display the cards one at a time, increasing the pace slightly as you hold them up for the student.
5. Continue until the student is able to read the words automatically.
6. Repeat the process with the phrase side of the card.
7. Put those cards the student needs to practice on an O-ring and have the student practice reading those words independently or at home.

Assessment

Use the *Progress Monitoring Sheet* to track student progress. You may use the *Progress Monitoring Sheet* as a screener to determine which words and phrases the student needs to practice, and then use it again later for progress monitoring. You may choose to circle incorrectly read words and make notations. Dating the *Progress Monitoring Sheet* and using different colors each time you monitor progress is a great way to document progress for parents. For struggling readers, provide only a few cards at a time to avoid frustration.

School-to-Home Connection

Send the card set and the Parent Letter and Teaching Tips home with the student.

Progress Monitoring Sheet

Student _____

Dates _____

Student _____

Dates _____

Word	✓	✓	✓	✓	Phrase	✓	✓	✓	✓
1 the					the boy				
2 to					go to				
3 and					me and you				
4 a					a cat				
5 I					I can				
6 you					for you				
7 it					it is				
8 in					in the car				
9 said					I said				
10 for					for me				
11 up					up and down				
12 look					look at this				
13 is					my dog is				
14 go					go away				
15 we					we help				
16 little					little one				
17 down					come down				
18 can					we can				
19 see					can you see				
20 not					not for me				
21 one					one, two				
22 my					my mom				
23 me					find me				
24 big					big dog				
25 come					come here				
26 blue					a blue toy				
27 red					a red ball				
28 where					where is				
29 jump					jump down				
30 away					up and away				
31 here					here is				
32 help					help me				
33 make					I can make				
34 yellow					a yellow bird				
35 two					two girls				
36 play					come and play				
37 run					run away				
38 find					find it				
39 three					one, two, three				
40 funny					a funny boy				

Word	✓	✓	✓	✓	Phrase	✓	✓	✓	✓
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38 find					find it				
39 three					one, two, three				
40 funny					a funny boy				

Dear Family:

This week your child needs further practice with these important sight words. Sight words make up many of the words that your child must be able to read automatically. Recognizing these words immediately helps your child read fluently and with understanding. Many of these words cannot be “sounded out” so they need to be read by sight.

Each card has two sides: the front side with the sight word alone, and the back side with a common phrase containing that sight word.

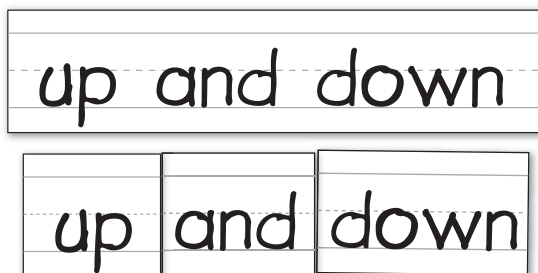
Here are some teaching tips to help your child with these important words:

Teaching Tips for Further Practice at Home (or at School)

For many of these activities, two sets of sight word or phrase cards are needed. Have your child write each word and phrase on separate index cards or pieces of paper. This activity by itself is worthwhile in that the child will practice reading and writing at the same time. Keep this set to use in the following activities.

Phrase Card Cut-Apart

Select a phrase and write it on an index card in large print. Have your child read it and then cut up the phrase into words. Then ask your child to put the words back into the correct order of the phrase.



Rainbow Write

Have your child rainbow write the Dolch word in a chosen crayon color, saying each letter as it is formed. Have your child read it aloud, tracking, and then write over that word using a different color each time, repeating the process. This activity can be done as well with glitter glue or modeling clay. For some fun, squirt shaving cream on a plate or table and have your child write the word in the shaving cream.

Sight Word Memory

Select at least eight words or phrases and write each on two cards. Mix up the cards and place them face down in rows. Take turns turning over two cards at a time, trying to find a match. If the cards match and can be read, they are taken off the grid and kept. 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.

Sight Word Tic-Tac-Toe

Select nine words or phrases and write each on a card. Place the cards on the tic-tac-toe board. Give each player a unique counter to use as a marker. Taking turns, each player turns over one of the cards, reads it, and if correct, places a marker on that spot. If the word is read incorrectly, turn the card back over and that player loses that turn. The winner is the first person to complete three in a row.

Sight Word Boom!

This game can be played as a partner game or as an individual game. Create five Boom! cards simply by writing the word, Boom! on five cards. Shuffle them into the deck of sight word or phrase cards. Place the deck face down. Have your child draw the top card and read it. If read correctly, your child keeps the card; if read incorrectly, place the card in a discard pile. If playing with a partner, then the turn ends for the first player. Continue until a Boom! card is drawn. Once that card is drawn, all the correctly read cards go back into the deck. If the child is easily discouraged, simply play with fewer Boom! cards. This game can be played with a simple sand timer, too.

Phrase Hunt

Have your child hunt for words and phrases in reading materials, classroom labeling, words found at home, or sentences that you display for them. Once a word or phrase is found, have your child write it or read it three times, running your fingers under the word(s) as it is read.

Use It in Context

Use the phrases in sentences as you go. Then challenge your student to do the same. The sentences can be simple as long as they make sense. Choose a sentence or phrase, and have the student read the sentence back to you and then write it.