

Sight Word Sentence Builders: Dolch Pre-Primer Words

Congratulations on your purchase of **Sight Word Sentence Builders: Dolch Pre-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 Pre-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
- Two-Sided Desktop Tent
- Storage Box
- This Really Good Stuff Instructional Guide

The **Sight Word Sentence Builders: Dolch Pre-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 Pre-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.

Progress Monitoring Sheet Reproducible

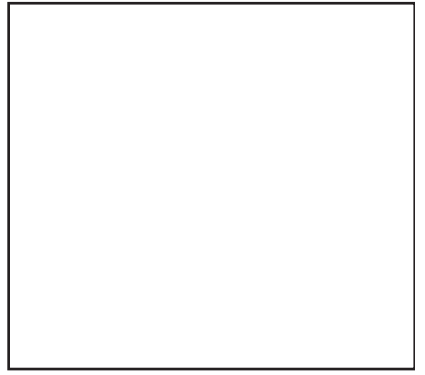
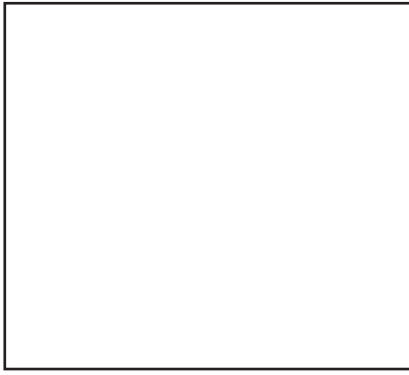
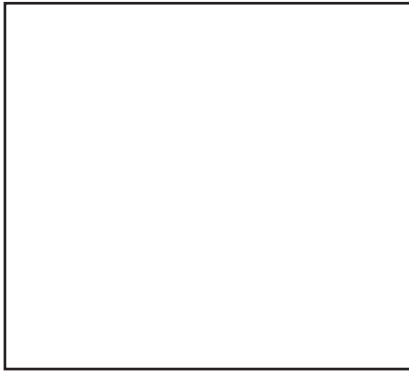
The sentence frames with corresponding numbers are listed on the *Progress Monitoring Sheet Reproducible* so you can track student progress.

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

Dolch Pre-Primer Words

the	for	out
to	on	as
and	they	be
he	but	have
a	had	go
I	at	we
you	him	am
it	with	then
of	up	little
in	all	down
was	look	do
said	is	can
his	her	could
that	there	when
she	some	

Name _____



Handwriting practice area with three columns. Each column contains a solid top line, a dashed middle line, and a solid bottom line.

Student's name _____

#	Sentence Frame	Completed	#	Sentence Frame	Completed
1	It is a __ _		2	Is it a big __ _	
3	Here is my __ _		4	Where is the __ _	
5	We see a __ _		6	I see a red __ _	
7	Look at the __ _		8	Look at the funny __ _	
9	I play at the __ _		10	I can jump in the __ _	
11	The __ is big_		12	The __ is three_	
13	The __ is not red_		14	Is my __ red_	
15	One __ is yellow_		16	One __ is big_	
17	Is the __ blue_		18	Here is a yellow __ _	
19	You can make a __ _		20	Can you make a __ _	
21	I have two __ _		22	You have three __ _	
23	See the little __ _		24	Can you see a blue __ _	
25	The __ can run_		26	The little __ can jump_	
27	The __ can come here_		28	Can the __ play_	
29	Go up to the __ _		30	Can we go to the __ _	
31	I said to go to the __ _		32	"Not I," said the __ _	
33	Come to my __ _		34	One is for my __ _	
35	Help me find my __ _		36	Go and find my __ _	
37	Sit down on the __ _		38	Come down from the __ _	
39	My __ is funny_		40	My __ is not here_	
41	My __ is down here_		42	Is my __ in here_	
43	Can the __ help you_		44	Can the __ find me_	
45	I run to the __ _		46	Did the __ run away_	
47	Make me two __ _		48	Make the __ go away_	
49	The __ is for you and me_		50	The __ is not a __ _	
51	Is the __ up here_		52	Where did the __ go_	