

EZread™ Sight Word Mini Flash Cards: Fry 1-50

Congratulations on your purchase of the **EZread™ Sight Word Mini Flash Cards: Fry 1-50**, 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 50 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 first 50 Fry 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: Fry 1-50

- 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: Fry 1-50

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.

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.

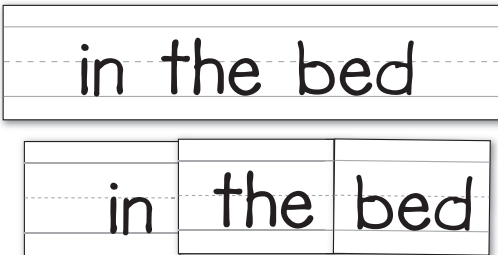
Here are some teaching tips to help your child with these important words:

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 Fry 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.

Progress Monitoring Sheet

Student _____

Dates _____

Word	✓	✓	✓	✓	Phrase	✓	✓	✓	✓
1	the				the sun				
2	of				all of it				
3	and				you and I				
4	a				a man				
5	to				to you				
6	in				in the bed				
7	is				she is				
8	you				you can				
9	that				that is				
10	it				have it				
11	he				he had				
12	was				I was				
13	for				for you				
14	on				on the bed				
15	are				you are				
16	as				as big as				
17	with				with you				
18	his				his dog				
19	they				they can				
20	I				I have				
21	at				at home				
22	be				will be				
23	this				this is				
24	have				you have				
25	from				from you				
26	or				this or that				
27	one				one of				
28	had				we had				
29	by				sit by you				
30	word				a word				
31	but				but I can				
32	not				not I				
33	what				what if				
34	all				all of you				
35	were				they were				
36	we				can we				
37	when				when can I				
38	your				your dog				
39	can				he can				
40	said				we said				
41	there				there is				
42	use				they use				
43	an				an apple				
44	each				each of you				
45	which				which one				
46	she				she said				
47	do				do it				
48	how				how can				
49	their				their cat				
50	if				if you are				

Student _____

Dates _____

Word	✓	✓	✓	✓	Phrase	✓	✓	✓	✓
1	the				the sun				
2	of				all of it				
3	and				you and I				
4	a				a man				
5	to				to you				
6	in				in the bed				
7	is				she is				
8	you				you can				
9	that				that is				
10	it				have it				
11	he				he had				
12	was				I was				
13	for				for you				
14	on				on the bed				
15	are				you are				
16	as				as big as				
17	with				with you				
18	his				his dog				
19	they				they can				
20	I				I have				
21	at				at home				
22	be				will be				
23	this				this is				
24	have				you have				
25	from				from you				
26	or				this or that				
27	one				one of				
28	had				we had				
29	by				sit by you				
30	word				a word				
31	but				but I can				
32	not				not I				
33	what				what if				
34	all				all of you				
35	were				they were				
36	we				can we				
37	when				when can I				
38	your				your dog				
39	can				he can				
40	said				we said				
41	there				there is				
42	use				they use				
43	an				an apple				
44	each				each of you				
45	which				which one				
46	she				she said				
47	do				do it				
48	how				how can				
49	their				their cat				
50	if				if you are				

EZread™ Sight Word Mini Flash Cards: Fry 51-100

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Common Core State Standards

Phonics and Word Recognition

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

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Managing the EZread™ Sight Word Mini Flash Cards: Fry 51-100

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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.

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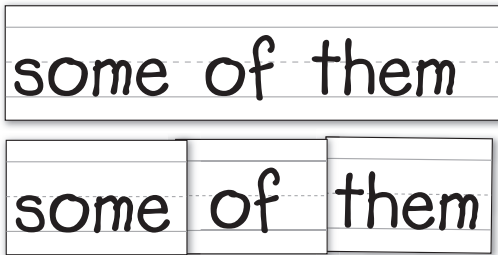
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Rainbow Write

Have your child rainbow write the Fry 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.

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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.

Progress Monitoring Sheet

Student _____

Dates _____

Word	✓	✓	✓	✓	Phrase	✓	✓	✓	✓
51	will				we will				
52	up				get up				
53	other				the other one				
54	about				about you				
55	out				in or out				
56	many				many of them				
57	then				then we				
58	them				get them				
59	these				some of these				
60	so				so many				
61	some				some of them				
62	her				her pen				
63	would				you would				
64	make				make some				
65	like				I like				
66	him				for him				
67	into				go into				
68	time				time for				
69	has				she has				
70	look				look for				
71	two				two of them				
72	more				have more				
73	write				write about				
74	go				go with them				
75	see				did you see				
76	number				this number				
77	no				no more				
78	way				this way				
79	could				she could				
80	people				some people				
81	my				my pig				
82	than				more than				
83	first				at first				
84	water				in the water				
85	been				have been				
86	call				call him				
87	who				who has				
88	am				I am				
89	its				many of its				
90	now				not now				
91	find				find that				
92	long				a long way				
93	down				down there				
94	day				a good day				
95	did				you did				
96	get				I get it				
97	come				come and see				
98	made				he made it				
99	may				you may				
100	part				part of it				

Student _____

Dates _____

Word	✓	✓	✓	✓	Phrase	✓	✓	✓	✓
51	will				we will				
52	up				get up				
53	other				the other one				
54	about				about you				
55	out				in or out				
56	many				many of them				
57	then				then we				
58	them				get them				
59	these				some of these				
60	so				so many				
61	some				some of them				
62	her				her pen				
63	would				you would				
64	make				make some				
65	like				I like				
66	him				for him				
67	into				go into				
68	time				time for				
69	has				she has				
70	look				look for				
71	two				two of them				
72	more				have more				
73	write				write about				
74	go				go with them				
75	see				did you see				
76	number				this number				
77	no				no more				
78	way				this way				
79	could				she could				
80	people				some people				
81	my				my pig				
82	than				more than				
83	first				at first				
84	water				in the water				
85	been				have been				
86	call				call him				
87	who				who has				
88	am				I am				
89	its				many of its				
90	now				not now				
91	find				find that				
92	long				a long way				
93	down				down there				
94	day				a good day				
95	did				you did				
96	get				I get it				
97	come				come and see				
98	made				he made it				
99	may				you may				
100	part				part of it				

EZread™ Sight Word Mini Flash Cards: Fry 101-150

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Managing the EZread™ Sight Word Mini Flash Cards: Fry 101-150

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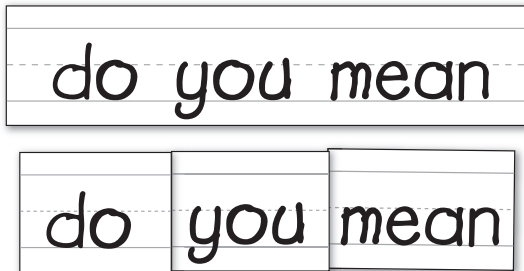
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Progress Monitoring Sheet

Student _____

Dates _____

Word	✓	✓	✓	✓	Phrase	✓	✓	✓	✓
101	over				over there				
102	new				a new hat				
103	sound				that sound				
104	take				take some				
105	only				the only one				
106	little				little boy				
107	work				at work				
108	know				I know				
109	place				the other place				
110	year				new year				
111	live				live here				
112	me				about me				
113	back				give it back				
114	give				we give				
115	most				most of all				
116	very				very good				
117	after				after that				
118	thing				that thing				
119	our				our place				
120	just				just me				
121	name				my name is				
122	good				good book				
123	sentence				a long sentence				
124	man				the man said				
125	think				think about				
126	say				say a word				
127	great				a great day				
128	where				where is it				
129	help				help me				
130	through				go through				
131	much				much more				
132	before				before you go				
133	line				line up				
134	right				right now				
135	too				too hot				
136	mean				do you mean				
137	old				old dog				
138	any				any of you				
139	same				the same one				
140	tell				tell me how				
141	boy				good boy				
142	follow				follow me				
143	came				came back				
144	want				I want one				
145	show				show me				
146	also				I also have				
147	around				go around				
148	farm				on the farm				
149	three				three of us				
150	small				a small pig				

Student _____

Dates _____

Word	✓	✓	✓	✓	Phrase	✓	✓	✓	✓
101	over				over there				
102	new				a new hat				
103	sound				that sound				
104	take				take some				
105	only				the only one				
106	little				little boy				
107	work				at work				
108	know				I know				
109	place				the other place				
110	year				new year				
111	live				live here				
112	me				about me				
113	back				give it back				
114	give				we give				
115	most				most of all				
116	very				very good				
117	after				after that				
118	thing				that thing				
119	our				our place				
120	just				just me				
121	name				my name is				
122	good				good book				
123	sentence				a long sentence				
124	man				the man said				
125	think				think about				
126	say				say a word				
127	great				a great day				
128	where				where is it				
129	help				help me				
130	through				go through				
131	much				much more				
132	before				before you go				
133	line				line up				
134	right				right now				
135	too				too hot				
136	mean				do you mean				
137	old				old dog				
138	any				any of you				
139	same				the same one				
140	tell				tell me how				
141	boy				good boy				
142	follow				follow me				
143	came				came back				
144	want				I want one				
145	show				show me				
146	also				I also have				
147	around				go around				
148	farm				on the farm				
149	three				three of us				
150	small				a small pig				

EZread™ Sight Word Mini Flash Cards: Fry 151-200

Congratulations on your purchase of the **EZread™ Sight Word Mini Flash Cards: Fry 151-200**, 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 50 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 fourth 50 Fry 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: Fry 151-200

- 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: Fry 151-200

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	✓	✓	✓	✓
151 set					set it up				
152 put					put it down				
153 end					at the end				
154 does					she does				
155 another					another time				
156 well					do well				
157 large					a large box				
158 must					must go				
159 big					a big dog				
160 even					even if				
161 such					such a good cat				
162 because					because I can				
163 turn					my turn				
164 here					over here				
165 why					why are we				
166 ask					ask them				
167 went					we went				
168 men					some men				
169 read					read a book				
170 need					I need to				
171 land					on land				
172 different					a different place				
173 home					our home				
174 us					with us				
175 move					move over				
176 try					try again				
177 kind					a different kind				
178 hand					in my hand				
179 picture					take a picture				
180 again					read it again				
181 change					change it				
182 off					off and on				
183 play					play with				
184 spell					I can spell				
185 air					up in the air				
186 away					go away				
187 animal					a large animal				
188 house					our house				
189 point					point to it				
190 page					turn the page				
191 letter					write a letter				
192 mother					their mother				
193 answer					a good answer				
194 found					I found				
195 study					study at home				
196 still					still here				
197 learn					learn to spell				
198 should					we should go				
199 America					in America				
200 world					around the world				

Word	✓	✓	✓	✓	Phrase	✓	✓	✓	✓
151 set					set it up				
152 put					put it down				
153 end					at the end				
154 does					she does				
155 another					another time				
156 well					do well				
157 large					a large box				
158 must					must go				
159 big					a big dog				
160 even					even if				
161 such					such a good cat				
162 because					because I can				
163 turn					my turn				
164 here					over here				
165 why					why are we				
166 ask					ask them				
167 went					we went				
168 men					some men				
169 read					read a book				
170 need					I need to				
171 land					on land				
172 different					a different place				
173 home					our home				
174 us					with us				
175 move					move over				
176 try					try again				
177 kind					a different kind				
178 hand					in my hand				
179 picture					take a picture				
180 again					read it again				
181 change					change it				
182 off					off and on				
183 play					play with				
184 spell					I can spell				
185 air					up in the air				
186 away					go away				
187 animal					a large animal				
188 house					our house				
189 point					point to it				
190 page					turn the page				
191 letter					write a letter				
192 mother					their mother				
193 answer					a good answer				
194 found					I found				
195 study					study at home				
196 still					still here				
197 learn					learn to spell				
198 should					we should go				
199 America					in America				
200 world					around the world				

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.

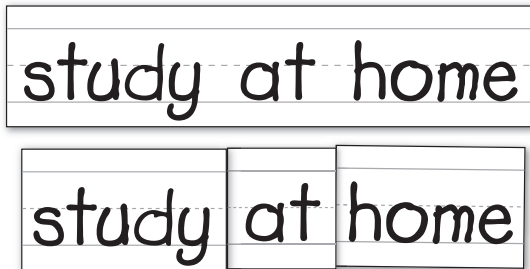
Here are some teaching tips to help your child with these important words:

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 Fry 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.

