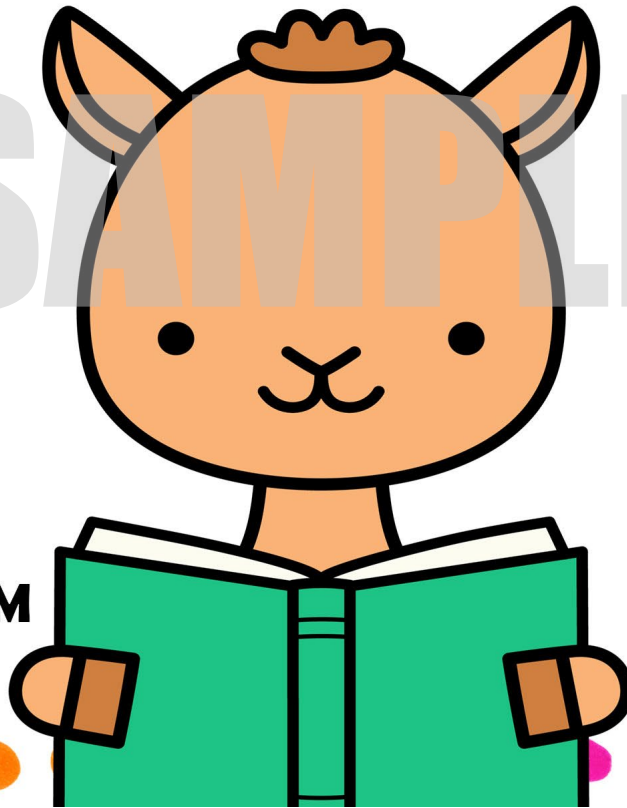


SIGHT WORDS CURRICULUM

SAMPLE

52
WEEK
PROGRAM



DOLCH
PRIMER
KINDERGARTEN



Sight Word of the Week Program

Dolch 220 Primer Words 52-Week Program

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Ready, Eager, Able & Determined to READ!

Week	Word
1	he
2	was
3	that
4	she
5	on
6	they
7	but
8	at
9	with
10	all
11	there
12	out
13	be
14	have
15	am
16	do
17	did
18	what
19	so
20	get
21	like
22	this
23	will
24	yes
25	went
26	are

Week	Word
27	now
28	no
29	came
30	ride
31	into
32	good
33	want
34	too
35	pretty
36	four
37	saw
38	well
39	ran
40	brown
41	eat
42	who
43	new
44	must
45	black
46	white
47	soon
48	our
49	ate
50	say
51	under
52	please

Curriculum Setup & FAQ:

Required materials: Pattern Blocks, Bingo Daubers, LEGO™, Letter Magnets, Composition Notebook.

What are Dolch 220 Sight Words?

Dolch sight words is a list of 220 words that make up 50-75% of words used in children's books. These words are important for children to memorize by sight for reading fluency. Included in this pack are 52 words from the Dolch 220 word list. These 52 words are called Primer words and are recommended for Kindergarten students.

Why are the words presented in this order (and not alphabetically)?

We've developed our Sight Word of the Week program to present sight words by frequency of use. So, we are starting students off with the words most often used in the texts they will be reading over the coming years.

How can I use (and reuse) the resources in this pack?

The curriculum will print in the order that you need it. All you have to do is print and place the pages inside a three-ring notebook. If you want to reuse specific items in the curriculum, we recommend using page protectors or laminating any charts or activity pages you want to reuse with your students. Many of the activities can be done with dry erase markers instead of a pen or pencil.

How to use the Sight Word Cut Outs:

The sight word notebook cut-outs (provided on Thursday) are intended to add in some additional hands-on resources that can be stored in a composition notebook. Included is an ASL sight word flashcard, snap cube diagram for building the word with snap cubes or blocks, cut and paste fingerspelling letter tiles and a title for the notebook page. Students can add these items alongside any other elements of the weekly worksheets to their notebook to be used for reading review. Creating a sight-word notebook is a great way to add in a little impromptu practice of previous words learned.

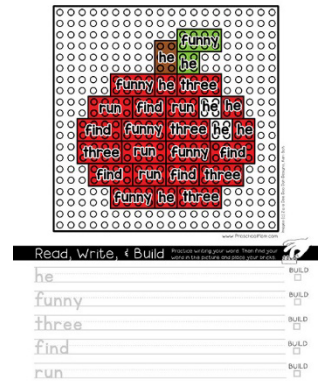
How to assemble the Sight Word Early Readers:

To assemble fold in half horizontally, then fold again in half vertically so that the title page is on the cover of the booklet. (More detailed instructions on the following pages.)

Weekly Overview:

Monday:

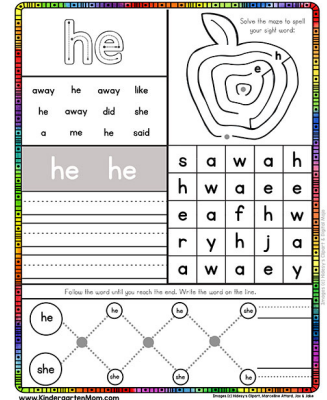
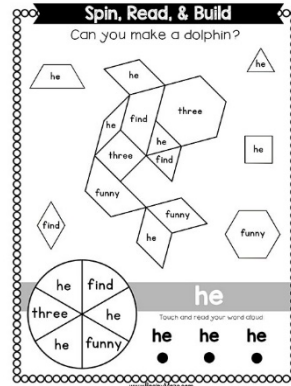
ASL Chart: Start each week by learning the ASL for your sight word. Read and recognize the word in sentences. Make your work with letter magnets and practice the fingerspelling as shown on the chart. Hang this chart in the classroom for review each morning. For words where there is not an exact sign, fingerspelling is taught.



Sight Word Brick Pictures: Students write their sight words alongside four review words. Each time they finish a row they cover the corresponding word with building bricks to complete the picture.

Tuesday:

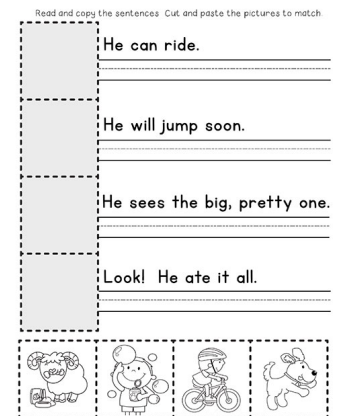
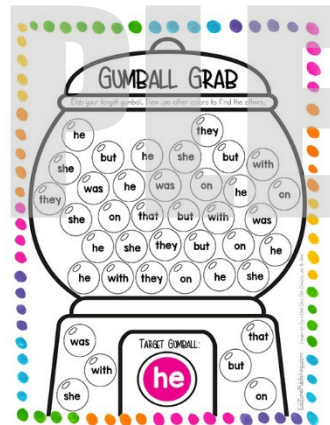
Spin, Read, & Build: Students spin a pencil and paperclip spinner. They read the word, then place a block on that word in the picture. This continues until the picture is complete. Students then practice reading their word three times.



Sight Word Worksheet: Students trace, find, write, spell, search, spell, and solve the maze for their sight word. This is a great way to practice oral spelling by having students read the letters aloud as they go.

Wednesday:

Sight Word Dab: This colorful page can be used in a variety of ways. Students can use bingo daubers to find and dab their sight word. Alternatively, students can color with crayons, use flat round marbles, coins, or even playdough to roll and smash their word.



Sight Word Sentences: Students cut and paste the picture words to match the correct sentence. Students then write the sentence on the line. For struggling writers, have students circle their sight word in the sentence and practice writing the sight word a few times on the lines.



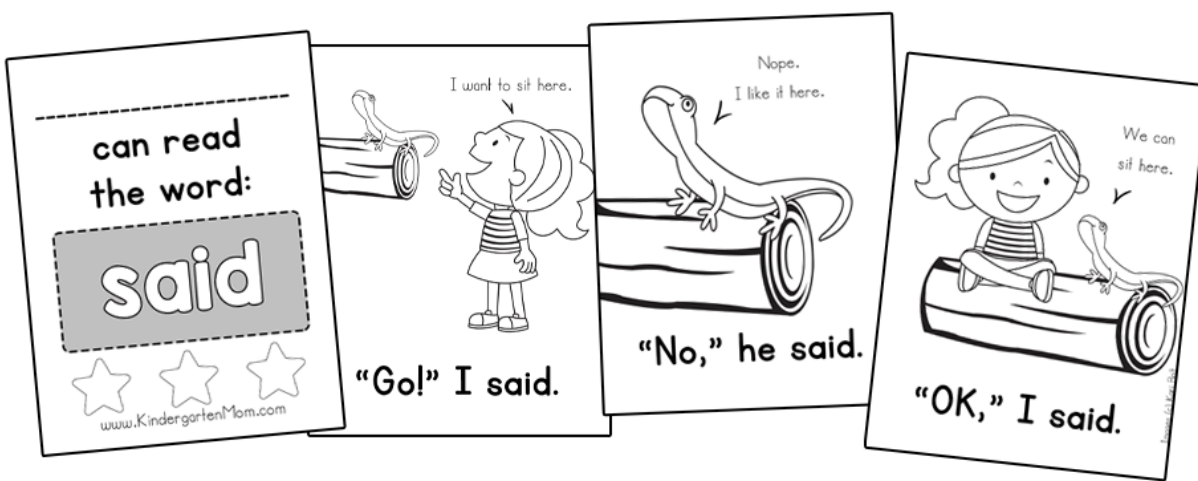
Thursday:

Touch & Read: Students place their fingers on the dots as they read their sight word and slowly build into reading a sentence.

Sight Word Notebook: These activities are intended to be stored in a small notebook. This page includes a flashcard for weekly review, sight word snap cube card to make, and ASL letter tiles to spell the sight word.

Weekly Early Reader:

Printable Early Reader:



At the end of each week students put their new reading skills into practice with their own early reader. Each booklet takes a single sheet of paper and is folded to make a 4-page early reader. To assemble fold in half horizontally, then fold again in half vertically so that the title page is on the cover of the booklet. Students write their name on the cover page and color a star for each time they have read the book. For extra practice encourage students to underline or color their word as they find it in the story.

Review Games & Assessment Activities:

A small collection of helpful resources for reviewing and assessing sight words with your students. These resources are found in the appendix.

Sight Word War

WORD WAR

Write your words on your battle board on their own letter lines. Then, spread your words out horizontally, vertically, or diagonally. Do your best to catch and capture. Your opponent will look at their board to see if it says a lot or a word. If there is a letter in that spot it would be a hit. If there is empty it would be a miss. Place tokens of the board you have captured on your opponent's board. Use a 100 penny coin to flip the coin. If you have for a complete word it is a win. The first one to get all their opponent's words is the winner!

My Board:

A	T					T	H	E	Y
B									
C	O								
D									
E	N					B		U	S
F									
G									
H									
I									
J									

Students write their words on the board, then play a Battleship™ style game.

Sight Word Codes

SIGHT WORD CODE CRACKER

Solve the code by writing the beginning letter of each picture.

Students decode the sight words by writing the beginning letter of each picture.

DIY Word Search

DIY Word Search

Hide each word in the grid below. Fill in the other squares with random letters. See if your friend can solve your puzzle!

Can you sniff out these sight words?

he	that	on	but
was	she	they	at

Students make their own word-search for a friend to solve using the word bank at the bottom.

Teacher Assessment

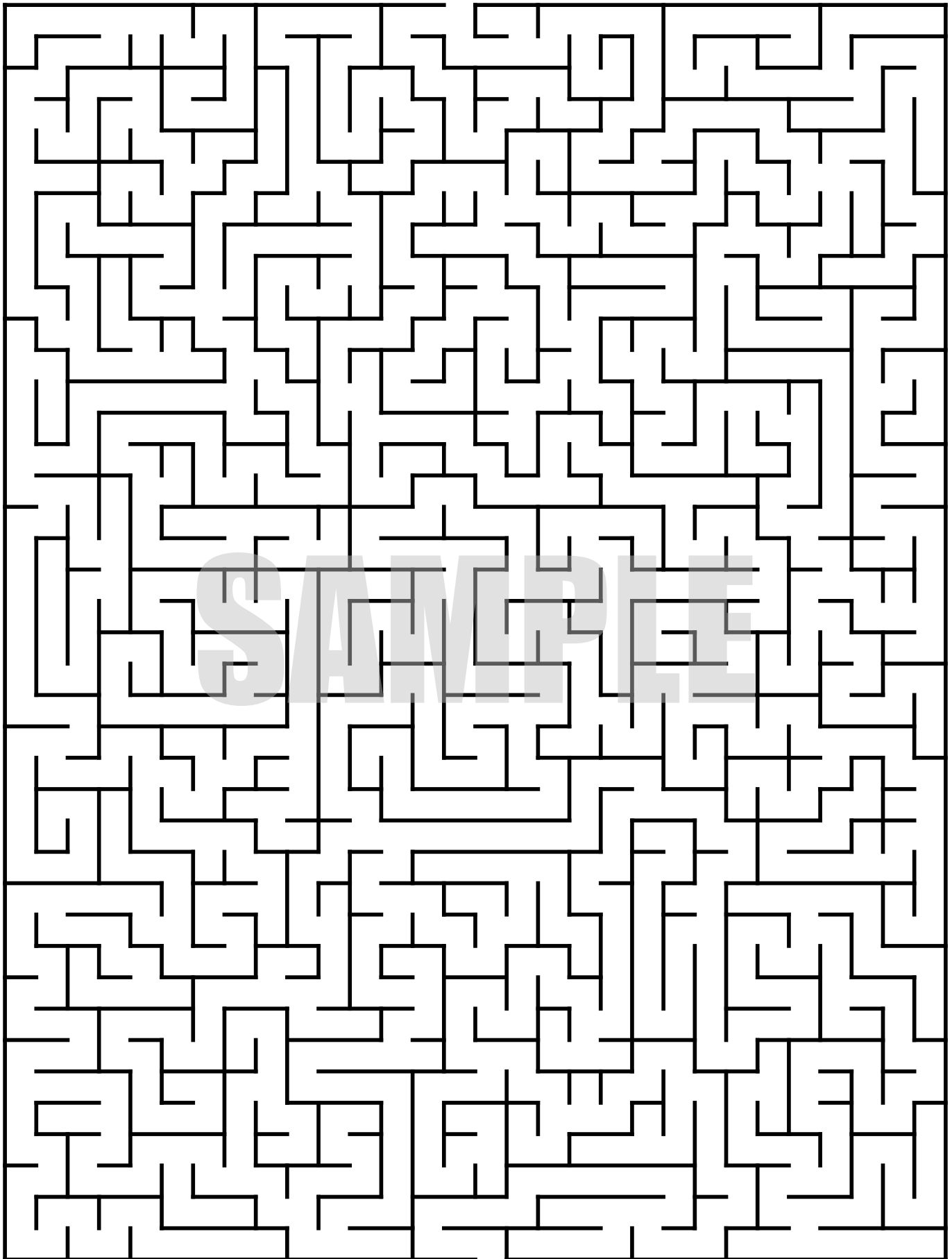
DOLCH 220 PRIMER Sight Word Assessment

Name: _____	Score: _____	ride	under	
Date: _____				
all	did	must	saw	want
am	do	new	say	was
are	eat	no	she	well
at	four	now	so	went
ate	get	on	soon	what
be	good	our	that	white
black	have	out	there	who
brown	he	please	they	will
but	into	pretty	this	with
came	like	ran	too	yes

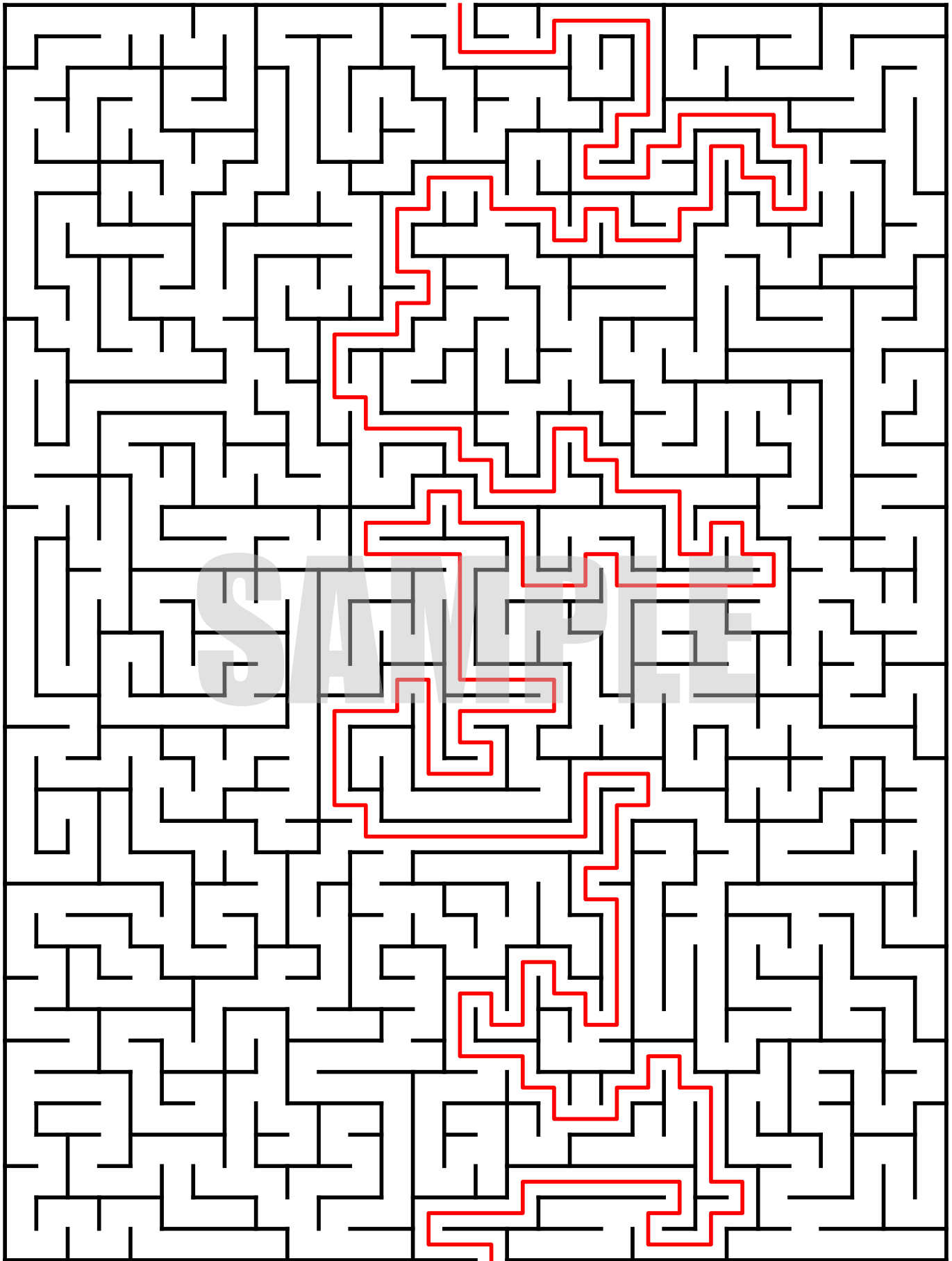
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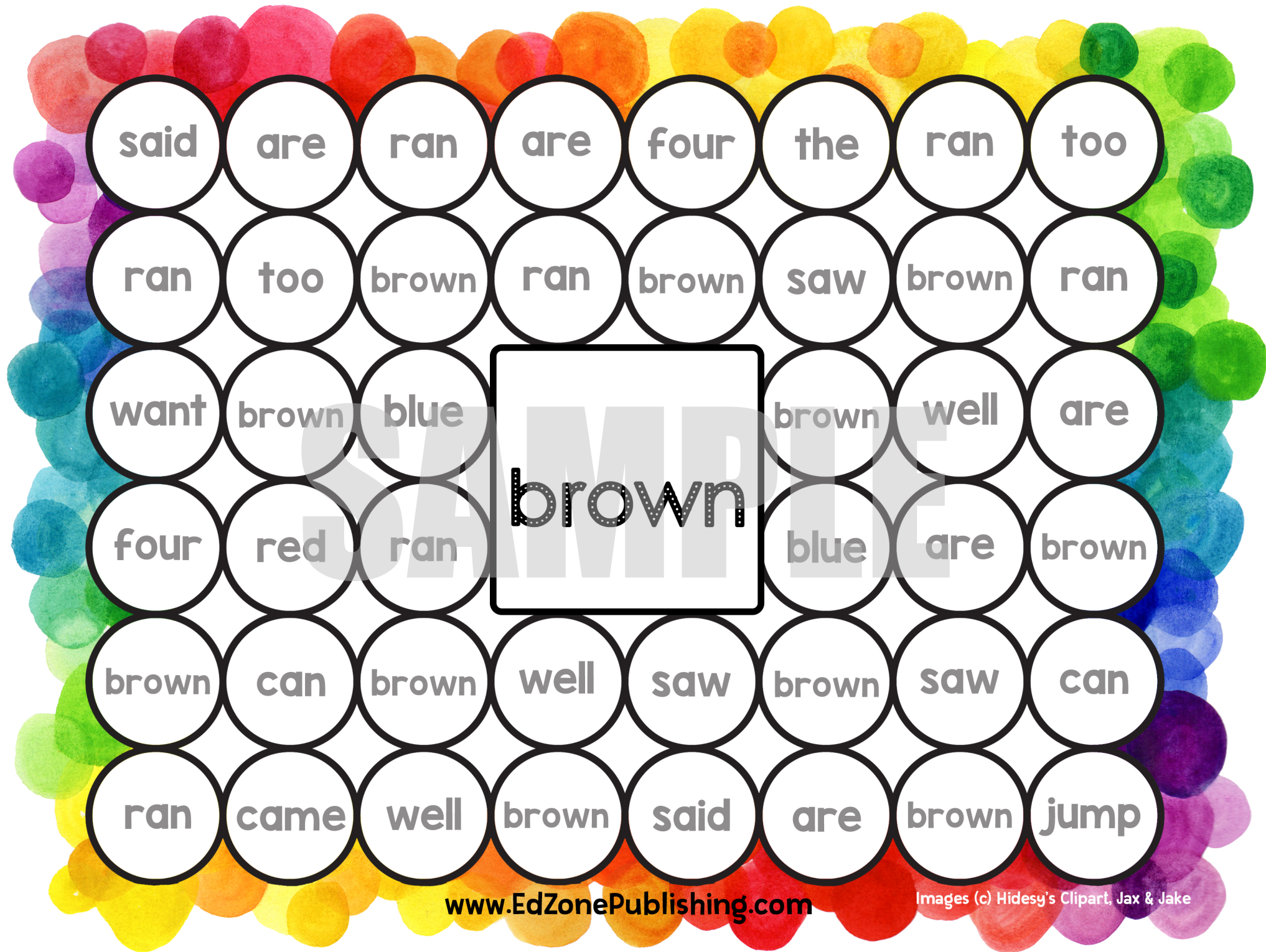
Print and keep track of student progress. Use as impromptu testing and assessment. Available in alphabetical or frequency of use order.

30 by 40 orthogonal maze



30 by 40 orthogonal maze - Solution





WORD WAR

Write your words on your battle board so that each letter has its own square. Spread your words out horizontally, vertically, or diagonally. On your turn call out a letter and number. Your opponent will look at their board to see if it was a hit or a miss. If there is a letter in that box it would be a hit. If the box is empty it would be a miss. Keep track of the boxes you have called on your opponent's board, use an X for a miss and a 0 for a hit. Once you have hit a complete word it is sunk. The first one to sink all their opponent's words is the winner!



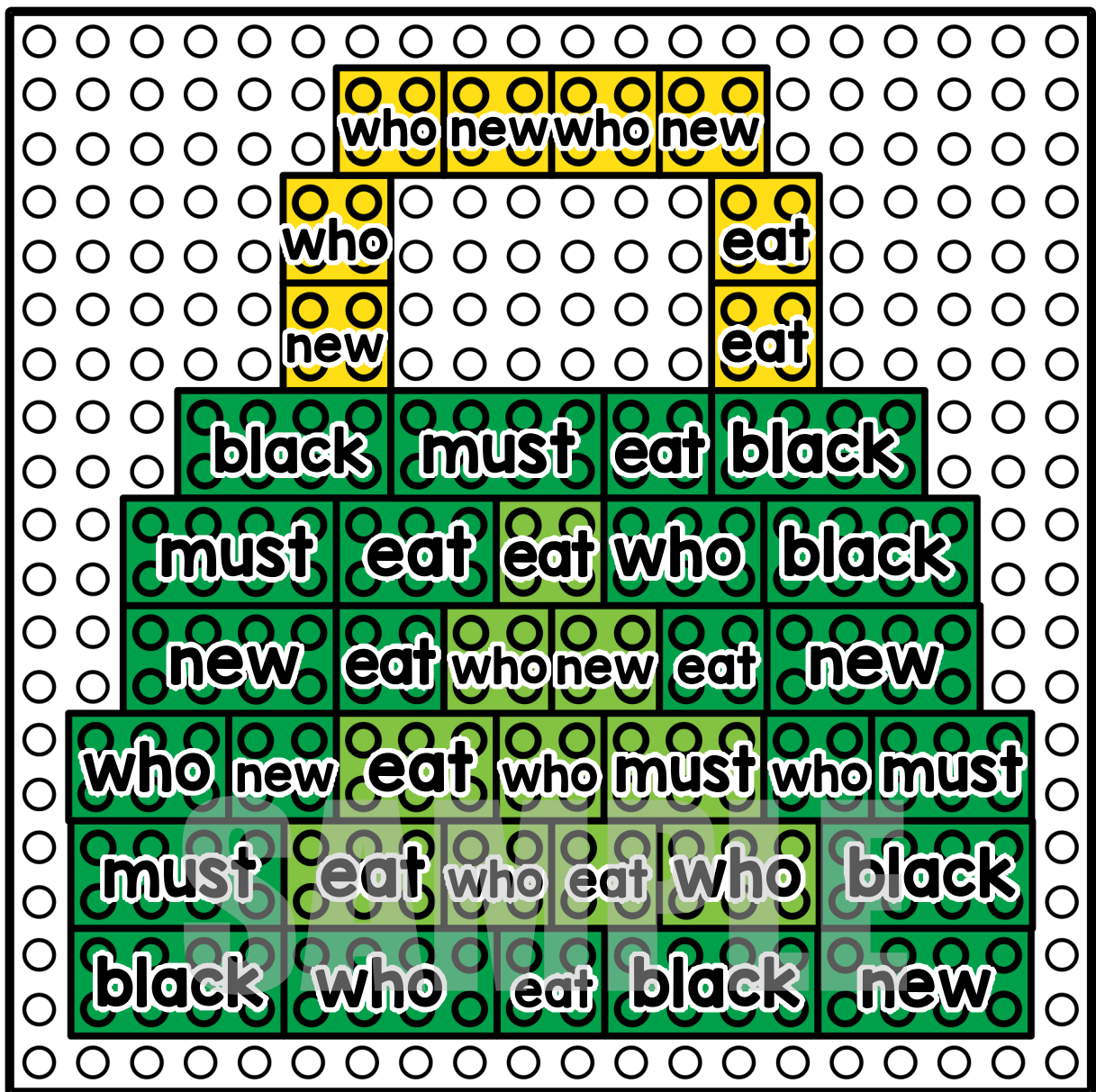
My Opponent's Board:

A										
B										
C										
D										
E										
F										
G										
H										
I										
J										
	1	2	3	4	5	6	7	8	9	10

My Board:

A										
B										
C										
D										
E										
F										
G										
H										
I										
J										
	1	2	3	4	5	6	7	8	9	10

went
are
now
no
came
ride
into
good



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Read, Write, & Build

Practice writing your word. Then find your word in the picture and place your bricks.



black

BUILD



must

BUILD



new

BUILD



who

BUILD



eat

BUILD



GUMBALL GRAB

Dab your target gumball. Then, use other colors to find the other words.

there

did

am

be

do

did

be

there

have

did

am

there

do

did

out

be

out

have

out

did

have

do

be

be

do

have

am

did

am

there

have

did

did

out

there

do

TARGET GUMBALL:

did

have

am

be

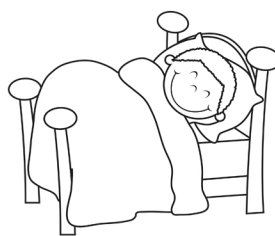
Read and copy the sentences. Cut and paste the pictures to match.

Will you be at our party?

I will get you! Then, you will be it!

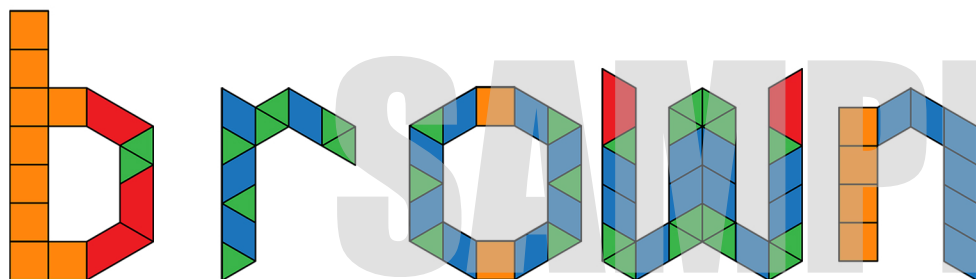
What time will you be in bed?

It is good to be clean.



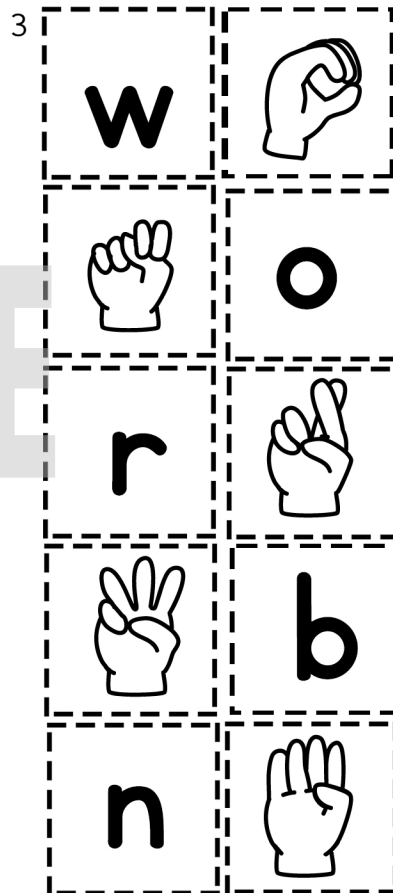
Cut on all dotted lines. 1. Fold flashcard in center to make double sided. 2. Make your word with puzzle blocks. 3. Use letter tiles to spell and sign your word. 4. Use letter stamps or write your word in the box. 5. Glue elements into your notebook.

brown



brown

I can spell.



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I can read the word:

did did

A line drawing of a drum. The drum has a circular head and a cylindrical body. The body is decorated with a zigzag pattern. There are two drumsticks resting on the head. There are labels 'd' and 'i' with arrows pointing to specific parts of the drum. Label 'd' is on the left side of the body, and label 'i' is on the right side of the body. There are also arrows pointing down from the top and bottom of the drum.

h	a	d	d	t
a	i	b	o	d
d	h	u	r	i
i	y	d	i	d
d	h	a	m	o

with did there like
do there out did
did out did be

A diagram of a 2D hexagonal lattice. The lattice consists of 12 nodes arranged in two rows of six. The top row nodes are labeled 'did', 'did', 'did', 'am', and the bottom row nodes are labeled 'am', 'am', 'am', 'did'. The nodes are connected by dotted lines forming a hexagonal pattern. On the far left, there are two large circles, one labeled 'did' and one labeled 'am'. On the far right, there are two horizontal lines, one solid and one dashed, representing the continuation of the lattice.

came



Touch & Read

Dolch 220 Sight Words: Primer

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you came



good you came



is good you came



It is good you came.



It is good you came. I



It is good you came. I can



It is good you came. I can help



It is good you came. I can help you.

