

MrsPerkins.com

21 Dolch Sight Word Activities

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Ten Dolch Words A Week (Activity #1)

Lesson Title/Subject/Grade Level/Time of Year

“Introduction to Dolch Words”

Subject: Reading

Grade level: 1

Time of Year: Weekly

This lesson may be used in kindergarten through grade 3 after appropriate modifications are made for the maturity of the students. For example, in kindergarten, you may want to introduce only two words at a time.

Materials Needed

10 - 3” by 5” cards for each child and a few extra in case mistakes are made.

Rubber bands.

A pencil and crayons for each child.

A piece of large chart paper or tag board.

A black felt pen.

10 pieces of 9” by 12” tag board or light colored construction paper

A pointer or yardstick

Tape

Goal Statement

The children will learn to read 10 out of 10 Dolch words (chosen by the teacher) each week.

The children are not expected to learn to spell the Dolch words, although many will learn to as you do the activities.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Before the new lesson begins, the teacher briefly reviews any concepts or skills previously learned that will be needed in the new lesson. For example, beginning and ending sounds of words, previously learned sight words, etc.

Prior Preparation

The teacher will need to prepare the following prior to the lesson:

- Divide the 3” by 5” cards into sets of 10, one set per child. Do not rubber-band them yet or the children will play with the rubber bands all through the lesson.
- Choose 10 Dolch words to focus on for the week. Choose words from your reading series that are being introduced, or words that go along with the spelling list for the week, or words that are commonly used at your grade level. For this sample lesson, I chose 10 Dolch words that have the sound of long i. This sound is introduced about half way through first grade. Although the Dolch words are

considered “sight” words (i.e.; not easily sounded out and, therefore, needing memorization), it does not hurt to point out the regular sounds in them. The 10 words for this lesson are: like, ride, five, nine, live (as in “These are live tadpoles.”), white, find, kind, light, and right.

- On each of the 10 pieces of 9” by 12” tag board or light colored construction paper, write one of the 10 Dolch words for the week in large, lowercase letters, using a black felt pen.

Anticipatory Set

Inform the students early in the week that they will be learning to read 10 new sight words. I usually offer a colorful sticker each week to each student who learns all 10.

Instruction

Begin the lesson by passing out the sets of 10 cards, one set to each student. Have the students get out a pencil and their crayons.

Hold up one of the week’s sight words on the 9” by 12” tag board card. Tape it to the chalkboard. Ask the students to find any sounds they know in the word. Ask if anyone knows the word. Tell the students the word. Use it in several sentences. Ask some students if they can use the word in a sentence. If the word has unusual sounds, explain them, such as: the ght in light and right is silent; the e at the end of like, ride, white, five, nine, and live causes the i to be a long i instead of a short i.

Tell the students to use their pencils to write the word on one side of a 3” by 5” card as you write it on the board. Spell it as you go. Help the students draw a simple picture of the word, if possible. Look at and read the word several times, all together.

Tell the students to turn the card over and write the word three more times in their favorite colors, using their crayons.

Do this for each word in the set of 10.

Give students a rubber band to hold the cards together and have them place them in their desks or in a basket. (Have them write their names on a card or two for identification.)

Post the 10 large word cards in the classroom.

Guided Practice

This is the section in which the teacher and the students demonstrate (i.e.; practice) the skill. This section is often skipped, which is a serious mistake on the part of the teacher. It is at this point that children really learn the skill and the teacher has an opportunity to observe them, correct mistakes, and re-explain and re-demonstrate the information to be learned. Guided practice may take place in one session or many.

Each day, have the students get out their set of cards and lay them out on their desks. The teacher says, "Show me 'find'," and the students find the word and hold it up in front of their chins. (You do not want them to wave the cards in the air; you want to be able to see them clearly so you know who recognized the word and who did not.) Do this so that they must recognize each word a couple of times.

Create a class story with the words. Using the large chart paper or tag board, the teacher writes the story as the children use the Dolch words to create it. For example, the teacher writes as she says,

"I like to" Then she chooses a child to add a word to the sentence. A child says, "I like to ride." The teacher writes that and adds, "I like to ride a _____ bike." She asks if anyone can put a word that makes sense in the blank. A child says, "I like to ride a white bike." The teacher fills in the word white and adds, "I will turn _____ at the corner." A child fills in the word right. The teacher writes, "I can _____ my way." A child fills in the word find. The teacher writes, "A bike is a _____ of transportation." A child fills in the word kind.

Read the story together.

Ask if anyone can spot another word that has the long i sound (bike). Ask if anyone knows what "transportation" means.

Post the story in the classroom. The children should read the story together every day, as the teacher uses the pointer to point to the words.

Independent Practice

Independent practice is done by the student without the teacher's help, in school or at home. Work done independently should always be checked, either in a group or by the teacher. Mistakes made should be noted and addressed in subsequent lessons. If it becomes obvious the children did not learn the concept/skill, it should be re-taught and more guided practice should take place.

Independent practice might include: fill in the blank dittos, word searches, taking the flash cards home to practice with, etc. Make a ditto of the class story, replacing some Dolch words with blanks. Print the 10 Dolch words at the top of the ditto. The children must fill the blanks with the correct words.

Closure

Closure occurs at the end of the lesson. For closure, have the students read their 10 words to a partner.

Review

Review occurs in subsequent lessons and routinely on a weekly and monthly basis so that students do not forget what they have learned. Homework often focuses on reviewing

prior learning. Tests also are a form of review. Games and fun activities can be used for review as well.

Prior to recess or lunch, point to each Dolch word posted in the room and have the class read them aloud.

Create a Word Wall with all the words the class has learned throughout the year. You can use the wall for many activities to review the words.

Alphabetizing Dolch Words (Activity #2)

Lesson Title/Subject/Grade Level

Alphabetizing Dolch Words
Grades 2 and 3

Reading

Materials Needed

- 3" by 5" cards for each child (enough to write one of the weekly Dolch words on each card) or a ditto with the weekly Dolch words printed in squares that can be cut out
- a pencil or scissors for each child
- a rubber band for each child
- large tag signs (9" by 12") with one of the weekly Dolch words printed on each
- one black felt pen
- tape

Goal Statement

At the conclusion of the lesson, the second/third graders will be able to put the weekly Dolch words in alphabetical order, to the second letter.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Prior Preparation

The teacher will need to prepare the following prior to the lesson:

- Post the alphabet in the room.
- Divide the 3" by 5" cards into sets of 10, one set per child. Do not rubber band them yet or the children will play with the rubber bands all through the lesson. **Or** prepare a ditto with each of the 10 weekly Dolch words printed in a square that can be cut out by the children.
- Choose 10 Dolch words to focus on for the week. Choose words from your reading series that are being introduced, words that go along with the spelling list

for the week, or words that are commonly used at your grade level. For this sample lesson, I chose 10 words from the 2nd/3rd grade list: “around, because, would, green, bring, buy, cold, made, by, sleep.”

- On each of the 10 pieces of 9” by 12” tag board write one of the 10 Dolch words for the week in large, lowercase letters, using the black felt pen.

Review Previous Skills

Before the new lesson begins, the teacher briefly reviews any skills previously learned that will be needed in the new lesson. For example, in this lesson, review how to alphabetize by the first letter of a word.

Anticipatory Set

Capture the students’ interest by telling them that they will have a challenge in this alphabetizing lesson.

Instruction

Tape the 10 weekly Dolch words, written on the tag board signs, to the chalkboard, mixing them up so they are not in ABC order. Explain that the students are going to help you alphabetize them. Underline the first letter of each word with the felt pen. Ask the students which word will come first. (The words are: around, because, would, green, by, buy, cold, made, bring, sleep.) Someone will choose “around.” Place “around” at the far left of the chalkboard. Then ask the students which word will come next. Whichever “b” word is named, tape it beside “around.” An argument will ensue as the children vie to name the “b” words. As they name them, place each one below the first “b” word that you taped to the board. Then, tell the children you’ll come back to them in a moment. Continue placing the rest of the words in ABC order, taping them across the board (i.e.; cold, green, made, sleep, would).

Point to each word and have the children read them all together.

Then, point to the “b” words and say, “Hmm..are these in alphabetical order?” Ask the students if anyone can figure out how to make sure they are in order. Help them determine that they must look at the second letter in each word. Underline the second letter in each word.

Then, help the students place the “b” words in the correct order by looking at the second letter of each, (i.e.; because, bring, buy, by). Tell them that now all the words are correctly placed in alphabetical order.

Guided Practice

Pass out the sets of 10 cards or the dittoes. If using the cards, have the students write one of the weekly Dolch words on each card and mix them up. If using the ditto, have the students cut out the cards and mix them up. Have the students read the words to a partner. While they do this, remove the tag board signs from the board.

Then, have the students spread their cards out on their desks. Take them through the same alphabetizing exercise you did above.

Then, have them mix the cards up again and do the exercise by themselves, while you walk through the room checking for understanding.

On another day, have the children alphabetize the words again, but add the words “big,” “black,” and “stop” to the activity. Check for understanding with the class.

Independent Practice

Send the words home so the children can show their parents how they can alphabetize.

Add an alphabetizing exercise to be done as homework.

Closure

For closure, have a student explain what to do when one is alphabetizing, but several words start with the same letter.

Review

Review should take place weekly and monthly, using different Dolch words.

Dolch Silly Sentences (Activity #3)

Lesson Title/Subject/Grade Level

Dolch Silly Sentences
Grades 1, 2, and 3

Reading

Materials Needed

- A ditto for each child listing the Dolch sight words to be used in the lesson, including some of the 95 Dolch nouns.
- A piece of writing paper and pencil for each child.

Goal Statement

At the conclusion of the lesson, the second (or first or third) graders will be able to create a simple sentence from Dolch words and will practice reading Dolch words by reading their sentences and sentences created by a partner.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Before the new lesson begins, the teacher briefly reviews any concepts or skills previously learned that will be needed in the new lesson. For example, a sentence has a subject (i.e.; a noun) and a verb (i.e.; an action word).

Anticipatory Set

Explain to the children that they are going to create sentences using sight words. Tell them that the sentences may be as silly as they want them to be.

Instruction

Hand out the dittoes, one to each student, with the Dolch words on them. The words may be Dolch words targeted for your grade level or Dolch words they have already learned. Read the words in unison.

On the chalkboard, demonstrate how to create a sentence by choosing a noun and a verb, then choosing other Dolch words to finish a sentence. For example, “brother” and “carry.” “My brother can carry seven bread boxes.” Explain to the students that sometimes the action words will need to be changed a little, for example, they could use the words “carries” or “carried.” Also explain that the nouns sometimes are changed to show that there are more than one, for example, “boxes” instead of “box.”

Have several children choose words to create a silly sentence, as you write it on the board.

Guided Practice

Hand out the writing paper and have each child get a pencil.

Choose students to pick Dolch words to make a silly sentence. As you write the sentences on the board, the students write them on their papers. Read each sentence when it is finished.

Do this about five times or more if they are struggling.

Independent Practice

Tell the students to write two or three silly sentences on their papers while you cruise the room and help, if needed.

Tell the students to read all the sentences on their own paper.

Closure

Tell the students to trade their papers with a partner and read their partner’s sentences.

Review

Review routinely with different Dolch words.

For homework, assign the students to write two to five sentences using Dolch words.

Dolch Number Booklet (Activity #4)

Lesson Title/Subject/Grade Level

Dolch Number Booklet

Reading

Grade 1

Materials Needed

- White, 8 ½” by 11” paper (construction, newsprint, or typing paper is fine), 1½ pieces will be adequate for each student. Cut the pieces in ½ lengthwise so they measure 11” by 4 ¼”. Fold the pieces in half, so they measure 5 ½” by 4 ¼”, when folded. Staple 3 of these strips together (on the fold) to make a booklet of 12 pages for each child.
- A pencil and crayons for each student

Goal Statement

The children will be introduced to reading number words 1 through 10 and will use them to write simple sentences.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Review any of the number words from one through 10 that have been previously introduced.

Anticipatory Set

Tell the students that they will be making a booklet of number words to take home.

Instruction

Hand out the paper booklets and have the students get their pencils and crayons ready.

Make sure everyone has the paper booklet in front of them, opening in the correct direction.

Tell the students the first page is the book cover. Using the chalkboard, show them how to write “My Number Book” on the front. Have them write “by _____”
child’s name

underneath the title.

Tell the students to open the book and on the first page write “I see one top.” Show them how to draw and color a top on the page. Read the page together. Have them underline the word “one.” (You should do everything on the board as they do it in their booklets.)

On the back of that page, have the students write “I have two (blue, black, or brown) eyes.” Have them draw and color two eyes. Read the page together and underline the word “two.”

Continue in this manner, using the fronts and backs of all pages until you reach the number 10. Use these Dolch word sentences:

“I eat three apples.”
“The house has four doors.”
“I saw five green hills.”
“Mom likes six flowers.”
“The funny dog has seven balls.”
“Father made eight eggs.”
“Nine red boats go fast.”
“Ten trees look pretty.”

Guided Practice

Read the book together.

Ask the students to find various pages and point to the number words.

Ask the students to use the words in the book to make up a sentence on their own that uses a number word. Tell them to write it on the last page of the booklet and draw a picture of it.

Independent Practice

On another day, have the students write several sentences using number words, nouns, and verbs from a chart or your word wall.

Closure

Have the students read their booklets to a partner and take them home to read to their parents.

Review

Make a set of number word flash cards for quick reviews.

Make a large booklet like the ones the students made and put it in your class library.

Compound Words (Activity #5)

Lesson Title/Subject/Grade Level

Compound Words

Reading

Grades 2 and 3

Materials Needed

- On 8” by 10” tag board, print the following Dolch words using a black felt pen: snow, top, birth, box, day, bread, tree, ball.
- Tape
- A list of Dolch words that can be used to make compound words: bird, house, birth, day, snow, top, box, bread, hot, tree, back, ball, friend, boy, girl, dog, doll, some, him, farm, fire, game, hill, her, horse, self, ground, man, nest, school, your, thing, one, where, play, light, work, my.
- Printing paper for each child
- A pencil for each child

Goal Statement

Students will use Dolch sight words to create compound words.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Review reading basic Dolch words.

Anticipatory Set

The teacher should say, “Did you know that sometimes two words can be combined to make a completely different word? Today we are going to learn how to do that.”

Instruction

snow, top, birth, box, day, bread, tree, ball

Tape the eight words on the tag charts to the chalkboard randomly. Take the word “birth” and move it to the left side of the board. Show the class that the word that “birth” can be combined with “day” to make a new word “birthday.” Move “day” next to “birth.” Underneath the two words, print the word “birthday” as one word. Explain that the day a person is born, called a birth, is their birthday. Ask someone to use the word in a sentence.

Ask if anyone can choose a word to “go with” the word “snow” to make a new word. Someone will come up with “ball.” Move the charts together and print the new word underneath. Ask someone to use it in a sentence.

Continue on in this manner until all the words are matched: treetop, breadbox.

Read all the words together.

Explain that these are called compound words because to make them, two words are compounded, that is, put together to make a new word.

Also explain that to make a compound word, there must be two complete words. A word such as “lightly” is not a compound word because “ly” is not a word.

Guided Practice

Next, hand out the printing paper, pencils, and the list of Dolch words. Ask the students if anyone can use two of the words to make a compound word. As the students come up with compound words, print them on the board as they print them on their papers. Tell them it is fine to use a word more than once to make a different compound word. See how many they can create and then read them all together.

Independent Practice

For homework, send home a list of words that can be matched to make compound words.

Closure

Ask the students if they can think of any more words that are compound words, even if the words are not on their Dolch list. If necessary, give hints, such as “We drive our cars on it.” (Freeway) Or, “We carry it with us and use it to call friends.” (Cellphone) Or, “People throw a ball into a basket when they play...” (Basketball)

Review

As you teach reading and spelling, have students find any compound words in the text or create them from spelling words.

Create a matching words game for your classroom. Print words on 3” by 5” cards that can be matched to make compound words. Store the game in a manila envelope or small box.

Rainbow Writing with Dolch Words (Activity #6)

Lesson Title/Subject/Grade Level

Rainbow Writing with Dolch Words
Grades K, 1, and 2

Reading

Materials Needed

- On 8 ¹/₂” by 11” paper, print three Dolch words of your choice, 2” high, equally spaced down the paper. Each child will need one copy.
- Red, orange, yellow, green, blue, and purple crayons for each child
- A child’s scissors for each student
- Optional: a large colored rainbow to display in the room.

Goal Statement

Students will learn to read three Dolch words.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Children should review the Rainbow Song. “Red, orange, yellow, green, blue, purple, makes the rainbow bright.”

Anticipatory Set

The teacher should say, “Have you ever seen a rainbow?” Call on several children to answer the question and describe rainbows they have seen. Then say, “Today we are going to learn to read three sight words, but we are going to do it by coloring rainbows!”

Instruction

Write the three Dolch words you have chosen for the lesson on the board in large letters. Ask the children if they recognize the first word. Help them sound out the letters. Explain any sounds that are irregular. Tell them that many sight words have to be memorized and that is their goal for these three words.

Guided Practice

Tell the students to get out their crayons.
Pass out the dittoes.

Have the children trace the first word six times, once with each color of the rainbow – red, orange, yellow, green, blue, purple. Do it as a group – spelling and reading the word as they trace it. As they trace the word on top of the letters you printed on the ditto, a rainbow will form.

Follow this procedure with all three words.

Have the students cut across their papers to create three word strips.

Independent Practice

Have the students use their word strips to practice reading the words.

Closure

Ask several students to read the three Dolch words as you point to them on the board. Have the class read the words several times as you randomly point to the words.

Review

Have the students take the words home and practice reading them, as well as write two sentences using each word for homework. (Kindergarteners will not be expected to write the sentences.)

Create a class book when the students return their homework with their sentences. Choose the most interesting sentences for the class book, especially those that can be illustrated.

Around the World (Activity #7)

Lesson Title/Subject/Grade Level

Around The World
Grades 1, 2, and 3

Reading

Materials Needed

- On 3” by 5” cards, using a black felt pen, print Dolch words in large letters, one word per card. Rubber band the cards together. Add new Dolch words as they

are introduced to the students. Many teachers keep a separate set of word cards for each reading group.

Goal Statement

Students will read Dolch words.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

To play this game, students should be able to read at least 10 Dolch words.

Anticipatory Set

The teacher should say, "Today we are going to play a new reading game called Around the World. It is a lot of fun!"

Instruction

Introduce any new Dolch words to the students.

Guided Practice

Around the World is played in a reading group or group of students sitting in chairs in a circle around the teacher. Five to 10 students is an ideal number of students.

One child stands up behind the chair of the student sitting beside him/her. The teacher holds up a word card. The first student of the two to read the card moves on to stand behind the chair of the next student in the circle. The teacher holds up another card and the first student of those two to read it moves on to stand behind the next student in the circle. This continues throughout the game. If two students read the word simultaneously, say, "Tie" and show another word.

Any student who makes it "Around the World," i.e.; moves completely around the circle and back to his chair without missing a word, he or she may choose a student to stand up and take the next turn.

Independent Practice

None

Closure

Read the entire set of words all together.

Review

Play this game briefly several times per week.

Dolch Antonyms (Activity #8)

Lesson Title/Subject/Grade Level

Dolch Antonyms
Grades 1, 2, and 3

Reading

Materials Needed

- Printing paper and pencils
- On the chalk board, print the following Dolch words, vertically:

First Grade Words

big
boy
come
stop
up
here
in
me
run
no
good
he
new
father
cat

Second and Third Grade Words

far
before
under
always
came
drink
cold
first
found
day
off
start
these
bring
brother

Cover the words with paper until the instruction part of the lesson begins.

Goal Statement

Students will learn what antonyms are and use known Dolch sight words as antonyms.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Review the Dolch words, which should have been introduced prior to this lesson.

Anticipatory Set

The teacher should say, "Have you ever played a game in which you had to think of words that were opposites? For example, one person might say 'hot' and the other person would say the opposite, 'cold.' Or, one person could say 'stop' and the other one would answer 'go.' Today we are going to learn about words that are opposites."

Instruction

The teacher says, "Opposites are two words that have completely different meanings, like 'love' and 'hate' or 'sad' and 'happy'."

“Can anyone think of two words that are opposites?” Call on several children to answer the question.

The teacher says, “Well, that is great; you do know some words that are opposites! Words that are opposites are also called ‘antonyms.’”

“Let’s think of an antonym for each of these words.” (Uncover the words on the chalkboard.) Ask the children to think of an antonym for each word and write them on the board. If they think of a different word than the ones listed here, and it is correct, write it on the board too.

<u>For First Graders</u>		<u>For Second and Third Graders</u>	
<u>Original Word</u>	<u>Antonym</u>	<u>Original Word</u>	<u>Antonym</u>
big	little (small)	far	near
boy	girl	before	after
come	go	under	over
stop	go	always	never
up	down	came	went
here	there	drink	eat
in	out	cold	hot
me	you	first	last
run	walk	found	lost
no	yes	day	night
good	bad	off	on
he	she	start	stop
new	old	these	those
father	mother	bring	take
cat	dog	brother	sister

Read the word pairs aloud as a group. Tell the students again that they are called antonyms. Repeat the word ‘antonym’ often as you teach the lesson.

Guided Practice

Next, hand out printing paper and pencils. Ask the students if anyone can use one of the words to make a sentence. As the students think of sentences, print them on the board as they print them on their papers. Then ask if someone else can use the antonym of the word to make a sentence. Continue this for several pairs of words. Read the sentences aloud.

Independent Practice

Ask the students to take a word and its antonym and make two sentences on their own. Monitor the students as they write, giving help as needed. Let them continue until you are almost out of time for the lesson.

Closure

Ask several students to read their sentences aloud.

Review

Assign specific antonyms to use in sentences for homework.

Create a matching words game for your classroom. Print words on 3” by 5” cards that can be matched to their antonyms. Store the game in a manila envelope or small box.

Dolch Homophones (Activity #9)

Lesson Title/Subject/Grade Level

Dolch Homophones
Grades 2 and 3

Reading

Materials Needed

- Choose **one** of these sets of Dolch word homophones and print the words on 5” by 8” cards or tag board strips using a black felt pen: for, four, fore; no, know; to, two, too; be, bee; knew, new; by, buy, bye; right, write, rite; their, there, they’re; eye, I; would, wood. You will need 3 cards of each word in the set you choose. Note: My advice is to teach only one set of homophones at a time to avoid confusing the children.

- Tape
- Sentences written on the chalkboard (see below).
- Ditto for each student with sentences appropriate to the set of words you choose.
- A pencil for each student.

Goal Statement

Students will learn what homophones are and how to use one set of Dolch homophones correctly.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Review reading the Dolch homophone words, which should have been introduced prior to this lesson.

Anticipatory Set

The teacher should say, “Today we have a challenge. English can be a difficult language. Sometimes, in English, there are words that sound exactly the same, but have different meanings and spellings. These words have to be used carefully when we write stories to make sure that we use them correctly. Today we are going to learn to use one set of these words, which are called ‘homophones.’”

Instruction

The teacher says, “Homophones are two or three words that have completely different meanings and are spelled differently, but sound exactly the same! Have you ever seen homophones, like ‘made’ and ‘maid’?” (Write them on the board.) “They sound the same, but ‘maid’ means a person who cleans houses and ‘made’ means to create an object.”

“Another set of homophones is ‘see’ and ‘sea.’” (Write them on the board.) One means the ocean and the other means to look at something. These are words that are homophones. There are hundreds of homophones in English!”

“Have you ever seen the words ‘great’ and ‘grate’?” (Write them on the board.) “They are homophones. What does ‘great’ mean?” Call on a student to answer the question. “What does ‘grate’ mean?” Call on another student to answer the question. “They have different meanings and spellings, but they sound the same so they are homophones.”

“Today, we are going to learn the homophones: there, their, they’re.” (Write them on the board.)

(Note: The other homophones should be taught in a similar manner at different times; this set of homophones is so often confused by children and adults alike that I chose them for this lesson.)

Instruction

The teacher says, “The first homophone today is ‘their.’ ‘Their’ is used when a group of people own something, for example, Their dog ran away. Or, It was their idea to have a carnival.”

The teacher says, “The second homophone is ‘there.’ ‘There’ is used to mean a place. For example, I could say “There is my new pair of shoes.” I am saying that my new pair of shoes is in a place called ‘there.’ I could say “Donna went to school there in California.” And I would be referring to a place where Donna went to school.”

“The word ‘there’ also is used when we say things like, “There will be a test tomorrow.” Or, “There was rain on Monday.” And then it means that something happened or is going to happen.”

The teacher says, “The third homophone today is ‘they’re.’ ‘They’re’ is a contraction. It is two words put together. The two words are ‘they’ and ‘are.’ When you put them together, they make the contraction ‘they’re.’ (Demonstrate how to do this on the board.) This homophone would go into a sentence like: “They’re going to the fair tomorrow.” Or, “I will be nice or they’re not going to like me.” “If you can use the words ‘they are,’ in a sentence, then you can substitute the word ‘they’re’ for them.” Show the students how you could use the words ‘they are’ or ‘they’re’ in those two sentences.

“Here are some sentences that need the homophones we are studying today.”

Have these sentences written on the board:

_____ is my best friend, Michael.

My dog grabbed _____ ball and ran away with it.

Jon and Jenny are my best friends. _____ so kind.

_____ are 30 children in my class.

The teacher gave them _____ grades on the last day of school.

I will give my friends each a cookie and _____ going to give me treats, too.

It was _____ last time to go swimming that summer.

I must hurry to get _____ before the bell rings.

_____ planning to go to the playground.

Put the word cards (or strips) on the chalk tray for the children to choose.

Read the first sentence and ask if anyone can choose a homophone card to go in the blank. If the child you call on chooses the correct homophone, ask him or her to tell why he or she chose that homophone. (You may have to help the child explain.) If he or she chose the wrong homophone, explain why it is wrong and ask the child to choose one of the others. Tape the correct choice in place in the sentence. Then, have the class read the sentence. Stress that any of the homophones would sound O.K. because they all sound the same, but the correctly spelled homophone must be chosen.

Do the same with each sentence.

Guided Practice

Next, hand out the ditto. Choose a student to read each sentence aloud. Ask which homophone should go in the blank. Instruct the students to write the homophones in the blanks.

The Ditto

At the top of the ditto, print the homophones: their, there, they're.
Sentences for this ditto:

1. Mother went over _____ to pick flowers.
2. _____ going to go shopping today.
3. The children had to pick up _____ toys.

4. Adam's birthday is Friday and _____ going to his party.
5. _____ was a lot of snow this year.
6. Jason wanted to play _____ game, but he did not know how.

Independent Practice

Create another ditto similar to the one above for the children to complete during seat work time.

Closure

Ask three students to explain when you use 'there,' 'they're,' and 'their.'

Review

For homework, create a third ditto with sentences that need the homophones in this lesson. Children should be required to fill in missing words with the homophones.

Create a Story (Activity #10)

Lesson Title/Subject/Grade Level

Create a Story
Grades 1, 2, and 3

Reading

Materials Needed

- List of Dolch words you want the children to use or a list of all the Dolch words, including the nouns.
- Printing paper
- Pencils

Goal Statement

Students will read Dolch words and create a story with them.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Students should be able to read at least 20 Dolch words, including some nouns.

Anticipatory Set

The teacher should say, "Today we are going to write stories using sight words. You can make your story serious or funny."

Instruction

Tell the students you are going to write the first story together. Hand out a list of Dolch words to each student.

Put a title for the story on the board; choose any title you think is appropriate, such as: My Favorite Pet; A Trip to the Park; The Big Red Dog; Five Brown Bears; My Best Friends; Silly Sentences; The Party; Down on the Farm; The Ball Game; Santa Claus Lives at my House; Animals, etc. Ask students to look at the Dolch words and use them to make a sentence to start the story. Write it on the chalkboard. Continue to ask students to create sentences as the story develops. Create four to seven sentences.

Guided Practice

Hand out printing paper and pencils.

Tell the students they will work in pairs to create stories using the Dolch sight words. Monitor and help the students as they work. Encourage them to illustrate their stories, if possible. Some students may have problems deciding on a topic to write about; provide some titles on the board that they may choose from, if they wish.

Independent Practice

Assign students to write a short Dolch word story for seatwork.

Closure

Have several students read their stories aloud.

Review

Assign students to write a short Dolch word story for homework.

Replace A Word (Activity #11)

Lesson Title/Subject/Grade Level

Replace A Word
Grades 1, 2, and 3

Reading

Materials Needed

- List of Dolch words you want the children to use or a list of all the Dolch words, including the nouns.

Goal Statement

Students will read Dolch words and use them in sentences.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Students should be able to read at least 20 Dolch words, including some nouns.

Anticipatory Set

The teacher should say, "Today we are going to practice reading sight words. We will use the sight words in sentences I will write on the board."

Instruction

Tell the students you are going to write a sentence on the board. Hand out a list of Dolch words to each student.

Print this sentence on the board. "The little _____ is brown." Ask the students if they can find a sight word on the list that will make sense in the blank. They may say "dog" or "cat" or "house." Ask the students to continue to find words that will make sense in the sentence. After each word, ask the students to read the sentence aloud.

Then, print this sentence "We like to play _____ . The children must use two words to fill in the blanks. Read the sentence aloud.

Guided Practice

Continue on in this manner, using these sentences or sentences you create yourself:

I like to run and _____ in the park.

The flowers in the garden are _____ .

_____ chickens live on the farm.

My house is _____ .

The children go _____ the table.

Mother and Father will _____ and _____ .

Independent Practice

Assign students to write several Dolch sentences themselves.

Closure

Have several students read their sentences aloud.

Review

Assign students to write some Dolch sentences for homework.

Trade A Word (Activity #12)

Lesson Title/Subject/Grade Level

Trade A Word

Reading

Grades 1 and 2

Materials Needed

- Dolch words printed in large print on cards (5" by 8" or larger), enough for each student to have one

Goal Statement

Students will read Dolch words.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Students should be able to read at least 20 Dolch words.

Anticipatory Set

The teacher should say, “Today we are going to play a game called Trade A Word. You will get a word card and ask to trade it with another student’s card.”

Instruction

Pass out a word card to each student. Call on one student at a time to come to the front of the class and say, “I want to trade _____ for _____.”
(his card) (another student’s card)

The students should trade cards.

The student should do this 3 times and then pick another student to take his place.

Guided Practice

Continue on in this manner until all students have had a turn. Alternately, a student “caller” can come to the front of the class and say, “I want _____ to trade with _____.” The two students called should trade cards.
(name a card)
(name another card)

Independent Practice

Assign students to groups and continue playing.

Closure

Collect all the cards and use as flash cards for the class to read as a group.

Review

Play the game once a month.

Chance (Activity #13)

Lesson Title/Subject/Grade Level

Chance
Grades 1, 2, 3

Reading

Materials Needed

- Dolch words printed in large print on cards (5" by 8" or larger)
- A box big enough to hold the upside down word cards

Goal Statement

Students will read Dolch words.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Students should be able to read at least 20 Dolch words.

Anticipatory Set

The teacher should say, "I have a game for you to play today. It is called Chance. In this game, I will call on one of you to come to the front of the class and pull 3 sight word cards from this box. After you read the 3 words, you will choose the next person to take a turn."

Instruction

Call on one person to come to the front of the class and choose 3 word cards from the box.

The student should read the 3 words and then pick another student to take his place.

If a student cannot read a word, tell him the word and place the card aside.

Place the words read correctly aside also.

Guided Practice

Continue on in this manner until all students have had a turn. If the word cards are all placed aside before the game is finished, mix them up and replace them in the box.

Independent Practice

None

Closure

Use the cards as flash cards for the class to read as a group.

Review

Play the game once a month.

Riddles (Activity #14)

Lesson Title/Subject/Grade Level

Riddles

Reading

Grades 1, 2, 3

Materials Needed

- Large chart of the Dolch words, especially the nouns
- Some riddles made up by the teacher to use during the lesson
- A ditto for each student with two riddles on it
- Pencils

Goal Statement

Students will read Dolch words.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Students should be able to read at least 25 Dolch words.

Anticipatory Set

The teacher should say, “I have a game for us to play today. It is called Riddles. In this game, I will read a riddle to you one line at a time. After each line, someone will try to guess the sight word the riddle is about.”

Instruction

Fasten the chart of Dolch words to the chalkboard.

Read this riddle one line at a time. Choose a child after each line to try to guess the sight word being talked about in the riddle.

“I am something you see all the time.”

“I am red.”

“You can make a pie with me.”

“You can eat me.” (Apple)

Guided Practice

Continue on in this manner until all the riddles have been solved. Some sample riddles:

“I am an animal. I am usually small. I can be black, brown, red, yellow, or white. I live on a farm. I go ‘cluck, cluck.’”

“Everyone has two of me. I am part of your body. You are using me right now. I help you see.”

“I am a word that describes things. I am a word that tells how something looks. I can be used to describe people or things. I am the opposite of ‘young.’”

“I am a color. I am not a primary color. I am a combination of yellow and blue. I am the color of grass and leaves.”

Independent Practice

Give the students a pencil and the ditto with two riddles on it for them to solve.

Closure

Call on two students to read the riddles on their paper and give the answers to the riddles.

Review

Send some Dolch word riddles home to solve for homework.

Scrambled Sentences (Activity #15)

Lesson Title/Subject/Grade Level

Scrambled Sentences
Grades 1, 2, and 3

Reading

Materials Needed

- Dolch word cards for the sentences below, printed in large letters on 5” by 8” index cards, one per card: (It is fine to make any sentences you wish using appropriate Dolch words for your grade level.)

The chicken sits on a nest.

Give me six small apples.

The bears sleep near the fire where it is warm.

- Tape
- A ditto for each student with 5 scrambled sentences. Each sentence should be followed by a blank line on which to unscramble it.
- Pencils and printing paper for each student

Goal Statement

Students will read Dolch words and arrange them in sentences.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Students should be able to read the Dolch words in the lesson.

Anticipatory Set

The teacher should say, “Today we are going to practice reading sight words. We will unscramble some mixed-up sentences.”

Instruction

Tape the Dolch words for the first sentence on the chalkboard. Mix up the words so they do not make a sentence.

Have the students read the words aloud. Choose students to try to unscramble the sentence, either all at once or word by word. As they do so, rearrange the words on the board to make the sentence.

Continue until all three sentences have been unscrambled.

Guided Practice

Assign each student a partner with whom to work.

Give each pair of students a ditto. Tell them to work together to unscramble the sentences and write them on the paper below the mixed-up sentences.

Monitor and assist the students as they work.

Independent Practice

Assign students to write several mixed-up Dolch sentences themselves. Then, have them trade papers with a partner and try to rearrange their partner's mixed-up sentences.

Closure

Have students read the sentences aloud.

Review

Assign students to rearrange some mixed-up Dolch sentences for homework.

Picture/Phrase Match (Activity #16)

Lesson Title/Subject/Grade Level

Picture/Phrase Match
Grades 1, 2, and 3

Reading

Materials Needed

- Pictures of Dolch nouns/adjectives/adverbs and verbs cut from magazines or drawn simply using stick figures and simple line drawings. Draw or glue the pictures onto 3" by 5" index or tag board cards. Laminate them. There should be enough cards for ½ the class to have one.
- Dolch words or phrases to describe the pictures. Print one each on a 3" by 5" card and laminate the cards. There should be enough cards for the other ½ of the class to have one.

Goal Statement

Students will read Dolch words and/or phrases and match them to pictures.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Students should be able to read at least ½ of the Dolch words used in the lesson. Words they cannot read yet, they will figure out based on the picture cards.

Anticipatory Set

The teacher should say, “Today we are going to practice reading sight words. We are going to play a whole class matching game.”

Instruction

Tell the students you are going to give each student a card with either a sight word on it or a picture. (Use single words for first graders and single words and word phrases for second and third graders.) Hand out the cards.

Tell the students they must find the card that matches theirs, one picture will be matched to one word or phrase card. When they find their match, they should stand beside the person who has the matching card. When all students have found their match, the game is over.

Guided Practice

Continue on as above, collecting and mixing up the cards after each game, then redistributing them and playing again.

Independent Practice

Put the cards in a decorated box or manila envelope to use as a game.

Closure

Pass out the cards one more time and have each student with a word card stand and read the word. The student who has the matching picture must collect both cards and give them to the teacher.

Review

Create a ditto with simple line drawings. Print Dolch words or phrases at the bottom of the ditto that match the drawings. For homework, students must write the correct word or phrase underneath each picture.

Bingo (Activity #17)

Lesson Title/Subject/Grade Level

Bingo

Reading

Grades 2 and 3

Materials Needed

- List or chart of Dolch words you want the children to use
- Pencils
- 1” graph paper, cut into squares 5” across by 6” down, one piece for each student
- Dry beans for markers or 1” squares of colored paper
- A plastic lid or sandwich bag for each student
- Teacher will need a clipboard with paper and a pencil or pen
- On the chalkboard, make a large BINGO grid 5 squares across by 6 squares down
- Small BINGO prizes (see below for suggestions)

Goal Statement

Students will recognize Dolch words.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Students should be able to read at least 15 Dolch words.

Anticipatory Set

The teacher should say, “Today we are going to make BINGO cards and play BINGO. I even have some little prizes for you!” (Prizes might be: M&Ms, small erasers, stickers, a certificate to be line leader for a day, a piece of colored chalk, or small candies or raisins.)

Instruction

Pass out the pencils and graph paper. Tape the chart of Dolch words to the chalkboard near the BINGO grid you drew.

Show the students how to print “B I N G O” on their graph paper BINGO cards, across the top row of squares, by demonstrating how to do it on your chalkboard grid.

Show the students how to write the word “FREE” in the center square of their cards.

Tell the students to neatly print a different Dolch sight word in each square of their BINGO card. They can use the word list on the board for words to copy. Tell them their card must be different from the cards of the students near them.

Students who finish first can pass out the beans or 1” paper squares for markers. Markers can be kept from falling on the floor by placing them in plastic lids or inexpensive plastic sandwich bags.

When the cards are done, collect them, mix them up, and re-distribute one to each student (not the one he or she made). Explain the game if the students have never played it.

Tell the students to mark their “FREE” space.

To play the game, the teacher calls words at random, using the Dolch word list, for example: “dog,” “carry,” “chair,” etc. As she calls a word, she writes it on her clipboard so she can check the winning card. There is no need to say the letters in the word “BINGO,” just call a word, which can be located anywhere on the child’s card. As each word is called, the students mark it with a marker.

When a student has marked a full row across, down, or diagonally, he or she calls out “BINGO.” The teacher checks the card for accuracy using the list of words she has called and awards a prize.

Guided Practice

Continue on in this manner, playing several games and trading cards after each one to maximize reading practice.

Independent Practice

None

Closure

Have each winning student read their winning row aloud.

Review

Collect and laminate the cards for later use.

Dolch Reading Books (Activity #18)

Lesson Title/Subject/Grade Level

Dolch Reading Books
Grades K, 1, 2, and 3

Reading

Materials Needed

- As many books containing Dolch reading words as you can find. See the end of this lesson for a list. Or, make your own simple reading books using Dolch words. Cut out pictures from children’s magazines or old children’s books, glue to new paper sheets, and add text using Dolch words. Staple or bind the sheets together into books. Class-made books can also be used.

Goal Statement

Students will read Dolch words in context.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Students should be able to read at least a few Dolch words.

Anticipatory Set

Introduce the class to the books by reading a few to them.

Instruction

Continue to teach the class new Dolch words.

Tell the students the Dolch word readers will be placed in the class library for them to read when they have free time.

Guided Practice

Use the Dolch readers occasionally in reading groups for the children to read.

Independent Practice

Put as many Dolch readers as possible in your classroom library.

Closure

None

Review

See independent practice.

A Partial List of Dolch Readers

Dolch, Edward, More True Dog Stories: A Dolch Classic Basic Reading Book

Dolch, Edward, True Horse Stories: A Dolch Classic Basic Reading Book

Dolch, Edward and Dolch, Marguerite, Big, Bigger, Biggest: A First Reading Book

Eastman, P.D., Go, Dog. Go!

Eastman, P.D., Are You My Mother?

Lee, Betsy B., A Funny Dolch Word Book #1: Stories, Poems, Word Search Puzzles

Lee, Betsy B., A Funny Dolch Words Book #2: Stories, Poems, Fables, Sight Word Searches

Lee, Betsy B., A Funny Dolch Words Book #3: Stories, Fables, Sight Word Searches

Lee, Betsy B., Albert, The Apple-eating Appaloosa

LeSieg, Theo., Ten Apples Up On Top!

Lopshire, Robert, I Want to Be Somebody New!

McClintock, Mike, A Fly Went By!

Seuss, Dr., Green Eggs and Ham

Seuss, Dr., One Fish, Two Fish, Red Fish, Blue Fish

Seuss, Dr., The Cat In The Hat

Seuss, Dr., The Cat In The Hat Comes Back

Why Can't I Fly? English Raven Educational Services /Onlinenglish.net

POW! (Activity #19)

Lesson Title/Subject/Grade Level

Pow!

Reading

Grades 1, 2, and 3

Materials Needed

- Laminated 3” by 5” cards with Dolch words printed on them
- 7 laminated 3” by 5” cards with the word “POW!” printed on them
- 5 laminated 3” by 5” cards with the words “Lose your turn” printed on them
- 5 laminated 3” by 5” cards with the words “Take another turn” printed on them
- A 3 pound, decorated empty coffee can

Goal Statement

Students will read Dolch words.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Students should be able to read at least 15 Dolch words.

Anticipatory Set

“Today we are going to play a game called “POW!” In this game, if you can read a sight word, you keep the card. The person with the most cards at the end of the game wins. You have to give all your cards back if you get a card that says “POW!” You might have to lose a turn or take another turn, if you get a card that tells you to do one of those.”

Instruction

Mix up the cards and put them all in the can. In turn, each student picks a card and reads it out loud. If he is correct he can keep the card, and it is the next student's turn. The object is to have the most cards at the end of the game. "POW" is written on some cards. When a student chooses “POW!” he has to read “POW!” in a loud voice and put ALL of his cards back in the can. A student may have to lose his turn or take another turn if he pulls one of those cards. There will be lots of laughing and anybody can win, not just the best reader, because of the element of chance in the game. The game ends when all cards are gone.

Guided Practice

Play several games to maximize reading practice.

Independent Practice

The students can play the game during free time.

Closure

Give a small prize to the winners; a sticker works great.

Review

Play the game weekly.

Snatch A Card (Activity #20)

Lesson Title/Subject/Grade Level

Snatch A Card

Reading

Grades 1, 2, and 3 (Played in small groups of students with the teacher)

Materials Needed

Laminated 3” by 5” cards with Dolch words printed on them

Goal Statement

Students will read Dolch words.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Students should be able to read at least 10 Dolch words.

Anticipatory Set

“Today we are going to play a game called ‘Snatch A Card.’ In this game, if you can snatch a card and read a sight word, you keep the card. The person with the most cards at the end of the game wins.”

Instruction

This is a very simple activity done in small groups.

Mix up and put all of the word cards face down on the table and then shove them around on the table top with your hands, saying "Snatch a card, snatch a card, snatch a card _____" and name a child. He or she has to reach in and grab (“snatch”) one of the rotating cards. If the student can read the word, he or she keeps the card. If the student can't read it, everyone reads it and it goes back into the pot. Students love this! When you get to the last couple of cards, keep moving the cards quickly away so they are harder to grab. The one with the most cards when all are gone is the winner.

Guided Practice

Play several games to maximize reading practice.

Independent Practice

None

Closure

Have the students lay out their cards and read them all; then everyone passes cards to the right and they read the new ones. Continue until everyone has read every card. That way everyone has practiced all of them.

Review

Play the game often.

Apple Picking (Activity #21)

Lesson Title/Subject/Grade Level

Apple Picking

Reading

Grades K, 1

Materials Needed

- Chart paper or tag board with a large tree drawn on it, laminated and taped to the chalkboard
- Print Dolch words you want the children to practice on apples cut from laminated red construction paper; use the masking tape to tape the apples on the tree. Create a lot of apples; it is O.K. to duplicate words.
- A basket
- Masking tape
- Real apples sliced into 6 pieces each (enough for each child to have one piece)

Goal Statement

Students will read Dolch words.

State Standard Addressed

In this section, the teacher cites the state standard focused on in the lesson.

Review Previous Skills

Review a few Dolch words before playing the game.

Anticipatory Set

The teacher should say, “Today we are going to go apple picking!”

Instruction

The teacher should say, “Did you know that apples grow on trees? On the board is an apple tree and on each apple is a word. We are going to practice reading the words.”

Choose a child to come to the front of the class. Give the student the basket and tell him or her to “pick” (remove) two apples from the tree and read the words. Have the child put the apples in the basket. Then, ask the student to give another child the basket. That child comes to the front does the same.

Continue on in this manner until all the apples have been “picked.”

Guided Practice

Play several games, replacing the apples on the tree before starting a new game.

Independent Practice

None

Closure

Give each child an apple slice to eat.

Review

Play the game frequently, adding apples as new words are learned.

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