The 220 words have been divided into 5 color-coded lists. The front of the card features the word for memorization practice. The back of the card features that word in the context of a sentence to reinforce understanding. The 28 picture word nouns can be used independently or in conjunction with the sight word cards. The front of the card shows the word with a picture-clue. The back of the card shows the word used in a sentence.

Most learners need lots of practice to build confidence. Begin by reviewing the words on one of the lists. Show the word and then turn the card over and show the word highlighted in a sentence. As the student feels the success of mastering one list, move on to the next until the student is familiar with all of the words.

This set can be used to introduce words to beginning readers or to increase competency in older students striving for mastery. It is appropriate for regular education classes, special education classes, adult education, and ESL/ELL classes.

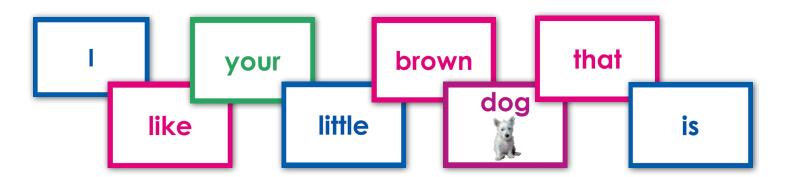
Use the dashed the lines to trim into flash cards. Laminate for better durability.

## **Individual Activity Suggestions**

- → Using a timer and one of the word lists, see how many words can be recognized within a chosen time period. Adjust the time and words chosen to the student's ability level. For additional practice, set aside any words that are difficult to recognize. To encourage a sense of accomplishment, make a list of the words that are easily recognized and add to that list as new words are learned.
- → Give the student the cards from one of the lists and a few of the picture word cards. Ask the student to arrange the cards into as many sentences as he or she can. Have the student write down each sentence. For more of a challenge, add more cards to choose from.
- → Give the student one or more word cards that the student is familiar with along with a newspaper or magazine. Ask the student to circle as many of the chosen words as he or she can find in the newspaper. Then ask the student to write unique sentences using the words.
- → Give the student one or more of the lists and ask him or her to alphabetize the words. Or ask the student to sort and categorize each word (i.e. verb, adjective, color, number).
- → For more advanced readers, ask the student to read the sentences on the back of each card. Use a timer to see how many cards the student can read within a predetermined time period. Adjust the time and cards chosen to the student's level.

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→ This activity could be done with an individual student or modified for groups of two. Give the student a select group of cards. Pick one card to start the sentence. For instance, "I". Place the card on the table and ask the student to find a word that works as the second word in the sentence, for instance "like". Then, you add a word to the sentence. Then, the student adds another word to the sentence. When you can't add any more words to the sentence, have the student read the sentence out loud and then write it down. The object of the game is to make the longest complete sentence as possible. See the example below. "I like your little brown dog that is..."



## **Group Activity Suggestions**

→ Choose 3 to 5 sight words and 1 picture word card. Choose a corresponding number of students. Give one card to each student. Ask the group to stand in front of the class holding their word cards in front of them.

Then ask them to arrange themselves into a sentence. Ask someone in the class to read the sentence. Does it make sense? What would the end punctuation be? Can the group make another sentence? Choose another group of words and students to repeat the process.

For a challenge, you can time this activity. Another version of this activity is to ask a student to arrange the group of students holding the cards into a sentence.

→ Divide the class into 5 groups—one for each list of words. This game involves determining which group can score the most points and make the most sentences with the words on their list.

There are 3 ways to make a sentence: use just the words on the list; add a borrowed word or words from other lists; add a picture word card.

When a sentence is made using just the words in their list, the group gets 10 points for that sentence. A sentence made with a borrowed word or words 1 point is deducted for each word used. A sentence made with a picture card has 2 points deducted for that word. The object of the game is to score as many points as possible. To add more of a challenge, this could be a timed activity.

## WORD LIST

<b>LIST A</b> (blue flash cards)		<b>LIST B</b> (pink flash cards)		LIST C (green flash cards)	
а	look	all	please	always	or
and	make	am	pretty	around	pull
away	me	are	ran	because	read
big	my	at	ride	been	right
blue	not	ate	saw	before	sing
can	one	be	say	best	sit
come	play	black	she	both	sleep
down	red	brown	SO	buy	tell
find	run	but	soon	call	their
for	said	came	that	cold	these
fun	see	did	there	does	those
go	the	do	they	don't	upon
help	three	eat	this	fast	use
here	to	four	too	first	very
1	two	get	under	five	wash
in	up	good	want	found	which
is	we	have	was	gave	why
it	where	he	well	green	wish
jump	you	into	went	its	work
little		like	what	made	would
		must	white	many	write
		new	who	off	your
		no	will		
		now	with		
		on	yellow		
		our	yes		
		out			

## **WORD LIST**

<b>LIST D</b> (orange flash cards)		<b>LIST E</b> (purple flash cards)		PICTURE WORDS	
after	let	about	laugh	apple	egg
again	live	better	light	ball	fish
an	may	bring	long	bat	flag
any	of	carry	much	bike	hat
as	old	clean	myself	boot	hen
ask	once	cut	never	box	kite
by	open	done	only	cake	nest
could	over	draw	own	cap	pen
every	put	drink	pick	car	phone
fly	round	eight	seven	cat	rock
from	some	fall	shall	chair	shell
give	stop	far	show	clock	shoe
giving	take	full	six	cup	truck
goes	thank	got	small	dog	
had	them	grow	start	door	
has	then	hold	ten		
her	think	hot	today		
him	US	hurt	together		
his	walk	if	try		
how	were	keep	warm		
just	when	kind			
know					