



DOLCH WORK/PLAY SENTENCES

PRODUCT CODE: **285**

PRODUCT CONTENTS

6 sheets of color photographs
12 cover-weight sheets (3 each of
4 colors of sentences)
7 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 6 or 5 x 8 bags, which are good sizes for the manipulatives.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for a student checklist that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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FLUENCY

Fluency is the ability to read text accurately and quickly. Fluent readers recognize words automatically and read aloud effortlessly and with expression. They are able to group words into meaningful phrases and extract meaning from what they have read. They simultaneously relate what they are reading to the entire selection, as well as their own background knowledge. Unless students can read fluently, reading comprehension is hindered.

Fluent reading takes practice, and therefore the skill is honed slowly. Additionally, students do not develop fluency until they have a solid foundation of word analysis skills. Most students who cannot read fluently have limited sight vocabulary and must put too much effort into decoding. They read slowly, word for word, with unnatural phrase grouping, and this negatively impacts comprehension. Other students recognize words automatically and understand what they are reading, but their reading still lacks expression. These students may need to be taught phrases and clauses that signal appropriate breaking points in the text.

Historically, many educators assumed that fluency was attained once students became proficient readers. As a result, instructional programs targeted phonics or sight vocabulary acquisition, and fluency instruction was neglected. As a result of their analysis of research, the National Reading Panel (NRP) concluded that fluency is a separate component of reading that can be improved with systematic instruction. Therefore, the NRP included fluency as a skill category.

HOW SCRAMBLED SENTENCES BUILD FLUENCY

A key characteristic of fluent reading is the ability to group words into meaningful clusters while reading. Scrambled sentences are an excellent strategy for building concepts about blocks of text. In these manipulatives, the words in sentences are cut apart and students arrange them into sentences. With practice, students become more adept at grouping words into phrases and sentences.

Students are eager to do scrambled sentences because the activity seems like a word game. Using scrambled sentences builds fluency while improving linguistic and grammatical competency. Completed sentences provide opportunities for oral reading.

As students put the sentences together, their awareness of sentence structure improves. Without getting bogged down in terminology, they soon identify subjects and predicates; organize words into phrases; link adjectives and adverbs to the words they modify; and use conjunctions to provide cohesive ties. Scrambled sentences also model accurate capitalization and punctuation, and students learn to utilize these as organizational cues.

SCRAMBLED SENTENCES WITH ENGLISH LANGUAGE LEARNERS

In the United States, English language learners (ELLs) are the most rapidly expanding student population. Reading Manipulatives products complement bilingual programs and can be core program components in English immersion programs. The following are among the many reasons that manipulatives are effective for teaching literacy skills to ELLs.

- Manipulatives can be easily adapted to suit learner skills or abilities.
- The intuitive, natural approaches need less explanation, thereby removing language barriers.
- Manipulatives are less threatening, more engaging, and can be repeated until mastery is attained.
- Scrambled sentences teach English syntax as they foster reading comprehension and fluency.

These scrambled sentences contain decodable words and Dolch high-frequency words. They strengthen sight word recognition and help to improve fluency.

SIGHT WORD ACQUISITION

As people read, their eyes move in jumps across the lines of print. The length and speed of the jumps are determined by the reader's familiarity with the material. Eyes move more rapidly when the person knows the words and comprehends the text. However, when an unknown word or concept is encountered, the jumps slow down to give the reader time to analyze the passage. When reading orally, unknown words stop readers and cause deterioration in fluency.

The human brain looks for meaningful whole units and patterns. Since words are meaningful units, young readers soon begin to recognize them, regardless of the methods being utilized to teach them to read. During the primary grades, children continue to expand their repertoire of sight words. They are not learned as a result of specific lessons, but mastered over time (Dolch suggests three years).

Why is the Dolch 220 the most commonly used list of sight words? Certainly the longevity of Dolch's list attests to its value, even though there are some discrepancies. Black-line masters for a student spelling dictionary that contains high frequency words can be downloaded from the resource section of the Reading Manipulatives web site. The words were compiled from multiple lists of high-frequency reading and writing words (Dolch 220 words are in bold).

Dolch also developed a list of 95 nouns (included). It is certainly more dated by time, with many of the nouns relating to a more rural lifestyle. Few nouns have the frequency of use of pronouns, articles, and other parts of speech. Those that do (i.e., *thing, people*) often appear in other high-frequency word lists and are used in the scrambled sentences.

SENTENCE CONTENT & STRUCTURE

Every effort was made to control the vocabulary used in the Dolch Work/Play Sentences, and yet keep the language usage as natural as possible. Words that are not from the Dolch lists are underlined in the listing of sentences at the end of this guide. Some of these words are high-frequency nouns that appear in many other lists (father, people, family, kids). The majority follow phonetic patterns and/or contain graphemic bases of other words (swim, bike, tape, fume). Others should be predictable from context or photos (tractor, goggles, clown, art).

COMPLETING THE ACTIVITY

Each of the 24 sets in the series contains four color-coded sentences. There are two sentences for each photo. The warm colors go with the work photo. The cool colors go with the play photo. The sentences should be done in this order:

- WORK: salmon followed by yellow
- PLAY: green followed by blue

Sentences should be arranged in this order for the information on the topic to flow smoothly. A helpful hint is that the colors follow (as closely as possible with given paper colors) the colors of the rainbow. Think of ROY G. BIV (red, orange, yellow, green, blue, indigo, violet).

Students sort the words by color into piles. One photos depicts a work situation and the other is play. Picture cues often help students to figure out the sentences.

Help students with words or concepts that they are unsure of. Encourage them to use the context and photos to predict words and compose the sentences.

Keep in mind that sight-word vocabulary is not developed as a result of specific lessons. Rather, it is acquired over time. Teaching phonetic and structural analysis is of great value, as is providing repeated exposure to high-frequency words. Other Reading Manipulatives products can help students with decoding and syllabication if needed.

RESOURCE LIST **DOLCH 220 – DECODING CATEGORIES**

SHORT	ran	green	VARIANT	SYLLABLES	do
VOWELS	red	grow	VOWELS	go•ing	does
am	run	he	all	af•ter	done
an	shall	I	are	al•ways	don't
and	sing	keep	brown	bet•ter	eight
as	sit	know	call	car•ry	find
ask	six	like	down	fun•ny	found
at	stop	made	draw	in•to	from
best	tell	make	fall	lit•tle	full
big	ten	may	far	on•ly	give
black	thank	me	first	pret•ty	have
bring	that	my	for	un•der	hold
but	them	no	found	yel•low	kind
can	then	own	good	a•bout	laugh
cut	think	play	her	a•gain	light
did	this	please	here	a•round	live
drink	up	read	how	a•way	of
fast	us	ride	hurt	be•cause	old
get	well	say	look	be•fore	once
got	went	see	new	my•self	one
had	when	she	now	o•pen	pull
has	which	show	or	o•ver	put
help	will	sleep	our	to•day	right
him	wish	so	out	to•geth•er	said
his	with	take	round	u•pon	some
hot	yes	these	saw	an•y	the
if		those	small	ev•ery	their
in	LONG	three	soon	man•y	there
is	VOWELS	try	start	nev•er	they
it	ate	use	too	sev•en	to
its	be	we	walk	ver•y	two
jump	blue	white	warm		you
just	by	why	work	RULE	your
let	came	write		BREAKERS	want
long	clean			a	was
much	eat			been	wash
must	five			both	were
not	fly			buy	what
off	gave			cold	where
on	go			come	who
pick	goes			could	would

PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Copy centers often have a rotary trimmer available for customer use.

Trim each sheet of pictures and sentences along the horizontal lines using a trimmer. Then use sharp scissors to cut halfway between the individual words and to cut apart the pictures. All pieces have a set code on them. If you organize this task to sort as you cut (i.e., 24 piles of one color, which you add to with the next color), you will save yourself time. When you get all these pieces mixed together, it is tedious to sort and package them into sets.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. 4 x 6 or 5 x 8 bags are good sizes for the manipulatives.



CLASSROOM ORGANIZATION & CHECKLIST

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done. Since the manipulatives and cards are part of a comprehensive instructional program, it is imperative to track completed materials.

Students will be choosing sets so classroom organization is important. If using multiple sets, place them in various locations. That way, students will not have to congregate in a single area.

DOLCH NOUN LIST

The Dolch noun list, also 50 years old, is dated. Underlined words all relate to farming. Times have changed, so some words would be displaced on a high-use noun list today.

apple	bread	day	floor	<u>horse</u>	nest	<u>sheep</u>	top
baby	brother	dog	flower	house	night	shoe	toy
back	cake	doll	game	kitty	paper	sister	<u>tree</u>
ball	car	door	<u>garden</u>	leg	party	snow	watch
bear	cat	<u>duck</u>	girl	letter	picture	song	water
bed	chair	<u>egg</u>	good-by	man	<u>pig</u>	squirrel	way
bell	<u>chicken</u>	eye	grass	men	<u>rabbit</u>	stick	wind
bird	children	<u>farm</u>	<u>ground</u>	<u>milk</u>	rain	street	window
birthday	Christmas	<u>farmer</u>	hand	money	ring	sun	wood
boat	coat	feet	head	morning	robin	table	
box	<u>corn</u>	fire	<u>hill</u>	mother	school	thing	
boy	<u>cow</u>	fish	home	name	<u>seed</u>	time	

WORK/PLAY SCRAMBLED SENTENCES

DOLCH SIGHT WORDS

(Underlined words not in the Dolch 220 or 95 nouns lists)

- 1
Today the girls help their mother.
They all sit on the floor and paint.
The girl was walking in the warm sun.
She stopped to rest and drink.
- 2
The swimmers are just starting a race.
They try very hard to be the best.
What could you do on cold days?
You can ski when there is lots of snow.
- 3
The school children went to see some art.
Now they are drawing their own pictures.
Look at that boy going up the rock.
A rope will hold him if he falls.
- 4
These men are working on some tracks.
They never get by the hot sparks.
There are many kinds of pretty fish.
The boys use goggles to see under water.
- 5
Would you like to walk in space?
He takes pictures and tells what is out there.
Two men went fishing in a boat.
Now they carry their fish on a broom.
- 6
They grow flowers and food in gardens.
Then they sell them from their boats.
The kids got to stay home from school.
They need to keep away from cars.
- 7
The sheep are eating grass on a hill.
Men on horses keep the sheep together.
When is it a good day to fly a kite?
They had to run fast to get them up.
- 8
First the tractor makes six holes.
Then it drops plants in the ground.
Both teams try to make a goal.
They wish to win the game.
- 9
Which one is working on that boat?
The man tells about things they see.
Our father lets us swim on hot days.
Always keep an eye on small children.
- 10
The kids pick yellow fruit in their yard.
They are going to give some away.
This little boy is playing with some toys.
His dogs like to look out the open door.
- 11
These men play songs for the queen.
They have big, black hats and red coats.
Many are running down the road.
People are everywhere so cars keep off.
- 12
The nurse is only checking that girl.
She wants to help her get better.
The bike race is going to start soon.
Those boys all want to come in first.
- 13
This man works by the White House.
What is he writing on the paper?
Reading may bring you much joy.
Books can take you to faraway places.
- 14
The clown has a hat on her head.
Don't you think that she looks funny?
The girl is playing with four little pups.
One of them is pulling her braid.
- 15
People in many lands grow and eat rice.
They must stand in water to pick it.
The man had to jump out of a plane.
Is he going to land in the water?
- 16
Men are working on a new home.
Who is going to live there?
The boy found wood and cut it.
Did someone help him make this?
- 17
My sister ties then dyes the cloth.
People buy things because they like them.
Dogs pull a sled over the snow.
What do some have on their paws?
- 18
The sun is just about to go down.
Dad will thank them for picking up.
She is too little to go down the pole.
Is there a playground by your house?
- 19
He is taking dirt off the street.
It is carried up and put in a truck.
Have you ever been to a beach?
The waves pull you as they go out.
- 20
Children should do their best at school.
They have much to learn before growing up.
She wants to hit a home run.
Then her team would win the game.
- 21
"Will you please help me?" asked Mom.
First she made her own bed.
They are fishing from the rocks.
Their two dogs like to go with them.
- 22
She knows how to make baskets.
How long does it take to weave one?
Girls are doing cartwheels on the street.
Tape keeps their hands from being hurt.
- 23
Today these people are giving their time.
They are making a bench and planting trees.
The swings go out as it spins around.
How do you think they got on?
- 24
The firemen must use their masks.
Fumes can make them very sick.
The family went camping in the woods.
They clean up after they're done.

