

# Traceable Second Grade Dolch Word Cards



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2<sup>nd</sup> Grade Dolch Word Cards 1

always

around

because

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before

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both

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2<sup>nd</sup> Grade Dolch Word Cards 2

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2<sup>nd</sup> Grade Dolch Word Cards 3

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,  
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This Dolch  
Word Booklet  
Made By

Kaboom Template

Kaboom! 	Kaboom! 
Kaboom! 	Kaboom! 
Kaboom! 	Kaboom! 
Kaboom! 	Kaboom! 
Kaboom! 	Kaboom! 





### **What can you do with the traceable word cards?**

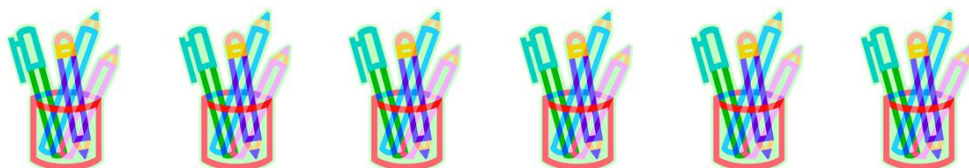
- Print and laminate and put on a split ring and use as flashcards for your students.
- Print and laminate and sprinkle them on the floor. Have students collect the cards before the timer rings. Have students organize them by alphabetizing the cards.
- Run off sets on two different colors of paper so that you can make Memory Match games. This will make the game easier to play and expedite time.
- Put a set in a bag, basket or box and have students pull out a card and read it. If they can't, they are out of the game.
- Add "bomb" cards and play "Kaboom". Students take a card out of the container. Teacher calls on a student to start the game, that child reads their word card and calls on another student. If they have a bomb card, everyone yells "Kaboom" and both children are out of the game.
- Run off copies of the cards for your students. They trace the words, cut out the cards, and add a cover to make Itty Bitty booklets so they can share them with their families and reinforce lessons learned at school.
- Play "I Have, Who Has?" Teacher has a list of words and posts them on the board. (S)he says: "*I have \_\_\_, who has \_\_\_?*" That student continues by showing their card and asking for the next word on the list. You can spice this game up by adding the "Kaboom" cards and have students pick 2 cards out of the bag.
- Have students choose a partner and play "Speed" against them. Each child has a set of cards that is in the same order as their partner's. They place them face down. They say 1-2 flip and



then flip a card over. The first one to read it takes the cards.  
The student with the most cards wins.

- Make mini posters out of the cards and display them on the wall. Play I'm Thinking of a Word. The teacher or student gives clues about the words. Students look at the poster and try to figure out which one they are talking about. i.e., *"I'm thinking of a word that has 5 letters in it. It has 2 vowels and 2 consonants and would come after the word \_\_\_\_\_ if you alphabetized it."*
- Play Mystery Word. Use the cards as mystery cards. Choose one each day to hide behind a question mark poster that you have hanging on the board. Ask students to guess what WOW (word of the day) they think is hiding behind the question mark by giving clues like the above.
- Have students choose a partner and see who can put their set of cards in alphabetical order 1<sup>st</sup>.
- Have students work in groups of 3-5. Allow each child to choose 4 cards. Groups brainstorm with their cards and write down as many sentences as they can before the timer rings. The group with the most sentences is the winner.
- Students pick a word out of the bag and use it in a sentence. To make the game harder, the next person chooses a card and uses that word + the person who just read their word's word in their sentence too.
- If you think of other ways to use the cards, I'd enjoy hearing from you, so I can add them to this list.

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TRACE and then WRITE the words putting them in alphabetical order.

your

sleep

green

very

those

always

use

around



TRACE and then WRITE the words putting them in alphabetical order.

put

because

many

many

its

read

us

five



TRACE and then WRITE the words putting them in alphabetical order.

cold

buy

first

sing

off

sit

wish

why



TRACE and then WRITE the words putting them in alphabetical order.

would

wash

or

fast

been

call

both

does





TRACE and then WRITE the words putting them in alphabetical order.

found

before

tell

best

gave

their

right

work



TRACE and then WRITE the words putting them in alphabetical order.

these

don't

write

right

which

before

upon

would

