

HOW TO TEACH

SnapWords®

high-frequency words

using images, body motions, games, & activities

by Sarah Major, M.Ed.

Child1st's SnapWords® are 645 high-frequency words including the Dolch list of words, 300 Fry words, 500 Fountas & Pinnell words, and more. Each word has been carefully stylized to look like what it means in order to make learning high-frequency words a snap for the child.

On the reverse of each card is a suggested body motion to help active learners remember their sight words, and a sentence that uses the word correctly, leading to correct usage and reading comprehension.



Child1st Publications LLC

How to Teach SnapWords®
High-Frequency Words

Ages 3 and up.

© 2012 Sarah Morgan Major
Printed in the United States of America

ISBN: 978-1-936981-45-8

Design: Sarah K Major

Published by Child1st Publications, LLC
800-881-0912 (phone)
888-886-1636 (fax)
www.child1st.com

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Other titles by Sarah Major:

The Right-Brained Math Series: *Right-Brained Addition & Subtraction*, *Right-Brained Place Value*, *Right-Brained Multiplication & Division* & *Right-Brained Fractions*. *The Illustrated Book of Sounds & Their Spelling Patterns*, *Alphabet Tales*, The Easy-for-Me™ Reading Program, the Easy-for-Me™ Books, and more.

Other educational work: Child1st SnapWords® and Alphabet.

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ABOUT THIS BOOK

How to Teach SnapWords® is full of activities and games that will help you successfully teach children to instantly recognize their sight words using stylized SnapWords®. But learning to recognize words is just the beginning! Children will go on from there to using the high-frequency words to make phrases and sentences. Throughout the activities in this little book, the focus is on the meaning and correct usage of the words, using alternate ways of learning that allow children to avoid memorization and drill. The color, humor, and body motions utilized attract children to the process of learning to read and use words.

To begin, choose a group of words to display in a pocket chart. Before you begin to play the games, tell the children what each word says before they have a chance to guess, and possibly guess incorrectly. Once a child has absorbed the image hearing himself say the wrong word, that incorrect word will become stuck in his memory and it will be difficult later to replace that first impression with the right word. So, avoid the issue by simply telling the children what each word says.

The activities in *How to Teach SnapWords®* fall into five main categories from simple word recognition, to reading activities such as making phrases and sentences, to activities that link reading and writing, and finally to studying the structure of words through spelling patterns.

For each of the activities, focus on enjoyment rather than drill and tedium. Follow the children's focus, and when their attention seems to begin to lag, wind it up for the day and move on to something else. The images are powerful vehicles for learning, and children will learn the words surprisingly quickly!

For related products such as SnapWords® cards, visit us at **child1st.com**. You will find many other products designed for children who learn most quickly using visuals and body motions...both in reading and math.

Enjoy!

1

Introducing SnapWords®

- Use SnapWords® Teaching Cards.
 - Choose 10-12 cards to display in a pocket chart.
 - Tell the child(ren) what each word says.
 - Talk about what you see in the pictures.
 - Do the body motion found on the reverse side.
 - Use the word in the sentence from the reverse side.
 - After introducing the words, go back over the set, saying each word together. When the children see the words and images, do the body motions, and hear themselves saying the words, learning will be strengthened.
-

2

pop up

- Use the same SnapWords® Teaching Cards from game 1.
- With the class near you, explain that you are going to play a game in which they will pop up when they hear their name and will come up to the pocket chart to point to a word they can recognize.
- Encourage children to select a word when it is not their turn so they are ready when their name is called.
- Do not use this activity for teaching; rather keep it moving quickly so that no child gets bored. Stop the game as soon as interest begins to wander.

3

where's word-o?

- Use the same set of SnapWords® Teaching Cards.
 - Have a fun pointing stick.
 - Write children's names on popsicle sticks.
 - Tell the children when they hear their name, they will come get the pointer and quickly locate the word you say.
 - Choose your first name by selecting a stick with a name on it, and ask, "Where's PLAY, Jaylen?"
 - Jaylen will jump up, grab the pointing stick and locate PLAY.
 - Call names until everyone has had at least one turn, keeping the play moving quickly.
 - If a child selects the wrong word, point out the beginning sound and keep on going. Make a quick note of the missed words.
-

4

which is which?

- Use the same SnapWords® Teaching Cards.
- Use the name sticks again in order to be sure all play.
- Choose your first name.
- Select two cards and hold them up asking, "Natalie, which word says PLAY?"
- Put the words back into the pocket chart and start again. With larger groups, you can have teams that take turns.

5

review games

around the world

- Use your set of popsicle sticks.
 - Tell the children you are going to play a game and you will start it in order to show them how it is played.
 - Select the first child and point to a word.
 - That child will read the word, then point to another word for a new child to read. You can either choose sticks or let each child choose a name for himself.
 - Continue until everyone has had a turn or two and all the words are thoroughly reviewed.
-

war, played in threes

- One person is the word caller.
- The word caller will display the first word.
- The child who correctly reads the word first gets the card.
- Go through all the words and then change the word caller to be another child.
- Continue until all three children have been the word caller.

6

group games

*Use the same words, but this time, print them on plain cards.
You will need 4 copies of each word.*

go fish

- The goal of this game is to make as many matches as you can.
 - Use 4 copies of each word and shuffle well.
 - Deal 5 cards to each player, face down.
 - Each child will look at their hand first to see if they have any matching cards they can lay on the table in front of them.
 - Take turns going around the circle asking "Jason, do you have the word PLAY?" If Jason does have the word, he gives it to the requestor. If he doesn't have the word, he will reply, "Go fish" and the first player will draw a card from the pile.
-

making matches

- Use two sets of the printed cards, shuffled and laid out face up on the table.
 - Children will take turns finding two words that match and reading them for their partner.
-

memory

- Use two sets of the printed cards, shuffled and laid out face down on the table.
- Children will take turns turning over two cards to see if they can make a match. If they can, they keep the cards.

7

whole group review/quiz

- Use your SnapWords® groups of cards, but display them with the backs of the cards showing.
 - Children will have either whiteboards and markers, or pencil and paper, depending on whether you want to review or quiz them on the words.
 - Without pointing to it, choose a word to read and ask the children to find and write the word you just said.
 - Have the children write the words in a column if you want to keep their word as a quiz
 - Continue until all the words have been named and written.
-

8

teacher-led quiz

Use the reverse sides of the SnapWords® cards for quiz.

- Show the child one word at a time.
- The first time through the set, if he hesitates naming a word, turn it over to show him the image side briefly as a reminder.
- On the next time through the words, if a child misses a word, lay it down and keep on going.
- Use the images to review the words he was not able to read instantly. Just look at the pictures again and talk about what he sees.

9

peer-led quiz

Use the reverse sides of the SnapWords® cards for quiz.

- Pair students so that you are relatively sure one in the pair is fluent with the group of words.
 - Have the fluent child be the first to be reviewed in order to give the other child a little review before it is his turn to answer.
 - The questioner will hold up a card at a time on the plain side for his partner to read. Follow the same procedure as in the teacher-led activity above.
-

10

word flip

- Put SnapWords® in the pocket chart with images facing.
- Tell the children that they are going to get to vote for the words they can recognize on sight without the picture showing.
- You will turn over the words the children select so the plain backs are showing.
- To begin, ask for suggestions on which word is the easiest and therefore the word that should be turned over first.
- When you have a consensus, turn that word over.
- Have the children vote on which word to turn over next.
- After you have turned over the third word, ask the children if they can still read the words you turned over.
- When you feel the class can all read all the words in the group from the plain side of the card, celebrate!

11

phrase pop up

POP UP 1:

- Use a group of SnapWords® cards the children can read.
- This time when you play Pop Up, the children will take turns linking two words into a phrase (for instance, “go up” or “come here.”)
- When children are comfortable linking two words, move on to Pop Up 3.

POP UP 2:

- This game requires making a 3 word phrase such as “come help me” or “play with me” or come down here.”

Increase the number of words in the phrase as you feel the children are comfortable with the level you just finished.

12

it's a windy day!

Use your group of SnapWords® with the right sides facing the children.

- Create phrases with the SnapWords, with one phrase in each row of the pocket chart.
- Read the phrases together.
- Have the children close their eyes and turn over a card or two.
- Tell the children that the wind blew so hard, it turned over a couple of the words.
- Read the phrases together, challenging the children to read without the pictures showing!
- Have them close their eyes again and repeat.
- When all the words are turned over, just leave them as a display for a couple of days for the children to practice reading.

13

variation on windy day

- Use a group of SnapWords® cards the children can read.
- Start in the middle of the left hand side of the pocket chart with the word “I”.
- Next, in a column to the right of I, place three verbs such as “want, need, have.”
- After each of the verbs, place a plain word “to.”
- Finally, use the SnapWords® to finish each sentence.
- Practice reading the sentences, taking turns, turning over words like you did in the first windy day game.

Example of pocket chart with words:

			call my mom.
			play with you.
			run down here.
			work with you.
	need	to	work down here.
I	want	to	sit with you.
	have	to	call you now.
			eat it all.

To read a sentence, begin at the left with the word I, and then pick a verb, and finally a sentence ending.

Don't hesitate to use the terms “pronoun,” “verb” and “infinitive” when you are doing sentence building together.

14

mixed up sentences

Use your group of SnapWords® with the right side facing the children.

- Create mixed up phrases in the pocket chart. Work together, discussing how to rearrange the words to make the phrase make sense.
- In the beginning, if needed, say the correct phrase and let that verbal guide help the children rearrange the words.
- Later, in a guided activity, let the children collaborate on putting the words in the order that makes sense.
- Much later, use this activity in centers where partners work together to make sentences to unscramble for each other.
- Do this activity with the stylized sides showing at first and then switch to the plain sides as the children are more comfortable with reading the words instantly.

15

sentence starters

- Put sentence starters in a pocket chart.
- Share with the children that they will be able to choose whichever starter they'd like to finish. They will write the starter on their paper and then decide how they would like to finish the sentence.
- All children should be encouraged to illustrate their work.
- Sentence starter ideas: "I have a little...." "I want to make a....." "Do you want to.....?" "I see a funny, little....."
- Ask children to read their writing to someone so they can practice reading without having the sight word cards.

Increase the number of words in the phrase bit by bit.

16

story starters

- Create sentences in the pocket chart. Make them as ambiguous as you can. (Ex: "Will you stop that now!" and "I will get the green one.")
- Instruct the children that they may choose one sentence and build a story around the sentence and write what they want it to mean.
- Other ideas could include "There are two up the tree" and "I can see you go in there." The idea is that the child will invent the scenario and write about it and illustrate it. In the first sentence, for example, there are two of what up the tree?
- Always allow for share time, whether whole group or with partners.

17

missing words

- Create sentences in the pocket chart, leaving spaces where words are missing.
 - Children will select a word to go in the blank space for each sentence, and then will write each sentence on paper.
 - All children should be encouraged to illustrate their work.
 - Ex: "I want to _____ with you."
or "Do you have to _____ now?"
-

18

journal writing

- Display a sentence in the pocket chart.
- Ask the children to draw a picture of what the sentence says.
- Ex: "The funny blue cat sat on me." "Will you come help me work?" "Come down here now!"
- The pictures will show whether or not the child understood the sentence.
- If desired, you could display a handful of sentences and let each child choose the one they want to illustrate.

19

new word work

- Have a new sight word as the focus for each day.
- Share with the children that it is wonderful they can recognize this word on sight, but now they are going to make sure they know how to use it really well.
- Ask children to write the new word in his or her writing journal, stylize it, and then use it in a sentence.
- Ex: for JUMP, the child will stylize the word as he or she desires, then will write something like this: "My cat can jump like me."

20

word family intro

- Select a target sight word for the day.
 - Identify a focus spelling pattern (ie: the portion of the word on which you want to focus. (Ex: short “a” sound, or “er” ending, or “oo” as in “soon.”)
 - Brainstorm other words containing that target spelling.
 - Write the words on a whiteboard or chart paper.
 - Underline the target spelling in each word or write those letters in a different color.
 - Ex: for the sight word “AT,” add words such as “cat, fat, sat,” etc. For “oo” they might say “moon, noon, boot, zoo,” etc.
 - Learning is enhanced if children are writing on whiteboards as you generate this list together.
-

21

word family hunt

- Identify a sound spelling such as “ow” in “cow”.
- Children will search through books or through the sight word wall until they find more examples of words containing this sound spelling.
- Other “ow” sight words include “down, now, how.”
- If the children use books to search for more words, they could work in pairs and write down all the “ow” words they can find.
- Share lists with the class. I posted these lists in my classroom on long strips of paper so the words made a long column. I encouraged the children to add to this list as they encountered other matching words in their reading.

STRUCTURAL ANALYSIS of WORDS

22

odd man out

- Choose and display 4 words which have a sound spelling in common and one word that does not match. (Ex: “see, green, three, here.”)
 - Ask children to study the words.
 - The task is for the children to identify which word does NOT belong in the group. In the example given above, “here” does not belong, as it does not have the “ee” spelling.
 - In “where, there, here, three,” “three” does not belong.
 - In “five, like, with,” “with” does not belong.
-

23

word sort

- Introduce this activity to the whole group, and then you may use it as a center activity.
- Give each group of children about 7-8 cards, and choose words for each set that combine two different target sound spellings. Ex: old, cold, hold, told, now, down, how, brown.
- Combine picture cards with plain cards you have prepared by writing additional words on index cards as needed to make the game work. Shuffle.
- Ask the group to sort the word cards into two piles. They must agree on how to sort their cards and be able to verbalize their choice when they have finished.
- In our example, children would create a stack of “old” cards and one of “ow” cards.

24

word morph

- Choose one sight word for the day. Display in pocket chart.
 - Children have markers and whiteboards.
 - Identify each sound in the target word. For example, in “not,” you would segment /n/, /o/, /t/.
 - Have children sound and write “not” on their whiteboards.
 - Ask, “Can you change ‘not’ into ‘hot’?”
 - Check to see if children are changing the n into an h.
 - Continue with letter replacements, such as in “cot, pot, dot.”
-

25

more word morph

- Continue activity 24, but this time, after the children have written the first word (not) on their whiteboards, ask:
 - “Can you make ‘not’ into ‘hot’?”
 - “Can you make ‘hot’ into ‘hop’?”
 - “Hop” into “mop?”
 - “Mop” into “map?”
 - “Map” into “tap?”
 - “Tap” into “top?”
 - “Top” into “stop?”
- One idea is to use the sight word of the day as the game starter each time.

PHONEMIC AWARENESS

26

add a letter

- In this version, you start with a tiny sight word, such as “a.”
- Each change to the word requires adding one letter to the previous word.
- “A” could become “at.”
- “At” could become “rat.”
- “Rat” could become “brat.”
- “Brat” could become “brats.”
- “I” turns into “it,” “it” to “sit,” “sit” to “spit,” “spit” to “split,” “split” to “splits.”

ESOL APPLICATIONS

27

esol considerations

- This book of games and activities is vital tool for ESOL settings.
- The visuals provide powerful meaning-makers for English language learners of any age.
- The cards become visual prompts to the meaning of English words and a visual that ties meaning to print.
- Putting sentences together guides the English Language Learner into an understanding of English sentence structure and word usage.
- Motions also aid in the understanding of the meaning of the words and phrases.

ABOUT CHILD1ST PUBLICATIONS

Core Beliefs:

We believe every child can learn, that many learning failures are avoidable, and that a label assigned doesn't have to be a life sentence. We believe brains are made to learn, they love to learn, and in most cases they will learn when conditions are right. We also believe that once the gaps in their understanding are bridged, children will progress rapidly.

Product designers at Child1st look at children first to discover how they learn most naturally. We integrate explicit phonics instruction with specific strategies (visuals, movement, storytelling, humor, rhyme, and patterns) to engage children with an array of learning strengths. Teach smarter, more efficiently, and with confidence.

Background:

After many years teaching everything from preschool to college and developing products along the way to meet observed needs, Sarah Major resigned from fulltime teaching in 2006 in order to devote herself to Child1st. What began as a small business in her Florida home quickly grew, gaining friends and customers all over the world. By 2008 the business expanded to a new facility and added several staff.

Contact Us:

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List of 645 Child1st SnapWords® from www.child1st.com

List A

a am around both
an any before buy
and ask began clean
are ate better close
as away bring could
at be came done
back cut cold draw
big eat day even
but fast didn't every
by fly does fall
call from don't full
can funny far goes
come gave find grow
did good first high
do got found hot
down him give hurt
for into giving I'm
get its going keep
go just had laugh
has last had leave
have let her left
he many hold mean
help may how might
here must kind most
hi new know myself
his of live near
I our long need
if pull made once
in put man only
is read more open
it run much pretty
jump saw never right
like say next round
little she off same
look show oh short
make sing old should
me still other sleep
my take over small
no tell own start
not than pick their
now that ride today
on them some turn
or then soon upon
out they there use
play too these warm
ran took think well
said try those while
see us told would
sit went under yet

List E

accident
basement
because
bicycle
breath
careful
carry
certainly
clapped
company
decide

List D

across
always
animal
been
best

List C

after
again
another

List B

about

different drink hat
enough home
father hope
flapping later
giggle letter
heard longer
hitch love
hundred maybe
husband men
imagine money
indeed morning
instant name
it's night
mother o'clock
passenger order
playmate pair
pleasant part
please present
pleasure push
prize room
realized sat
seem second
stove seem
struggled sister
stuck someone
stumbled something
thank special
thought stand
through store
together such
tomorrow thing
toward third
twice though
wash until
whole way
willing yesterday
wish yours
wonderful
write

List F

along
also
anything
bed
box
car
cat
coat
color
dear
dog
door
dress
each
early
end
face
fat
fine
hand
happy

List G

able
above
against
almost
already
although
among
bad
beautiful
behind
below
between
brother
certain
dark
deep
dry
during
easy
either
else
ever
favorite

few finally
free
front
fun
great
half
heavy
important
inside
instead
large
less
lot, (lots)
mad
main
nice
often
page
perhaps
possible
probably
quick
ready
real
really
scared
several
sick
side
simple
size
since
sound
sure
that's
themselves
they're
top

N&C

numbers:
1 - 20
black
blue
brown
gold
gray
green
orange
pink
purple
red
silver
white
yellow
12 months
7 days
4 seasons
day
month
year

Nouns 1

ball bike become
bird boat begin
book body being
boy boot believe
chair bus broke
children class brought
city dinner build
clothes Dad can't
cloud dream care
country earth catch
crab fact caught
desk family change
ears fare complete
eyes feet couldn't
fire field died
flower fish explain
food game feel
friend group fell
giant heart fight
girl hill finish
grass hour fix
hair idea follow
head job form
house kids grade
insect lady hear
island land hit
lizard lunch kept
ocean life killed
paper line knew
people list learn
planet Mom listen
plant moon lost
rain nothing mind
river number miss
rock park move
sand party organize
school past quit
shirt person rest
shoe picture seen
sign place shot
snake problem speak
snow reason spend
spider sea stay
stake ship stood
stick sky study
storm space succeed
street spring talk
sun state teach
table story throw
teacher stuff travel
town summer tried
tree things understand
water time wasn't
wind trouble watch
woman week win
words winter woke
world yard worry
worm wouldn't
year

Nouns 2

air

Verbs

add
answer
became

