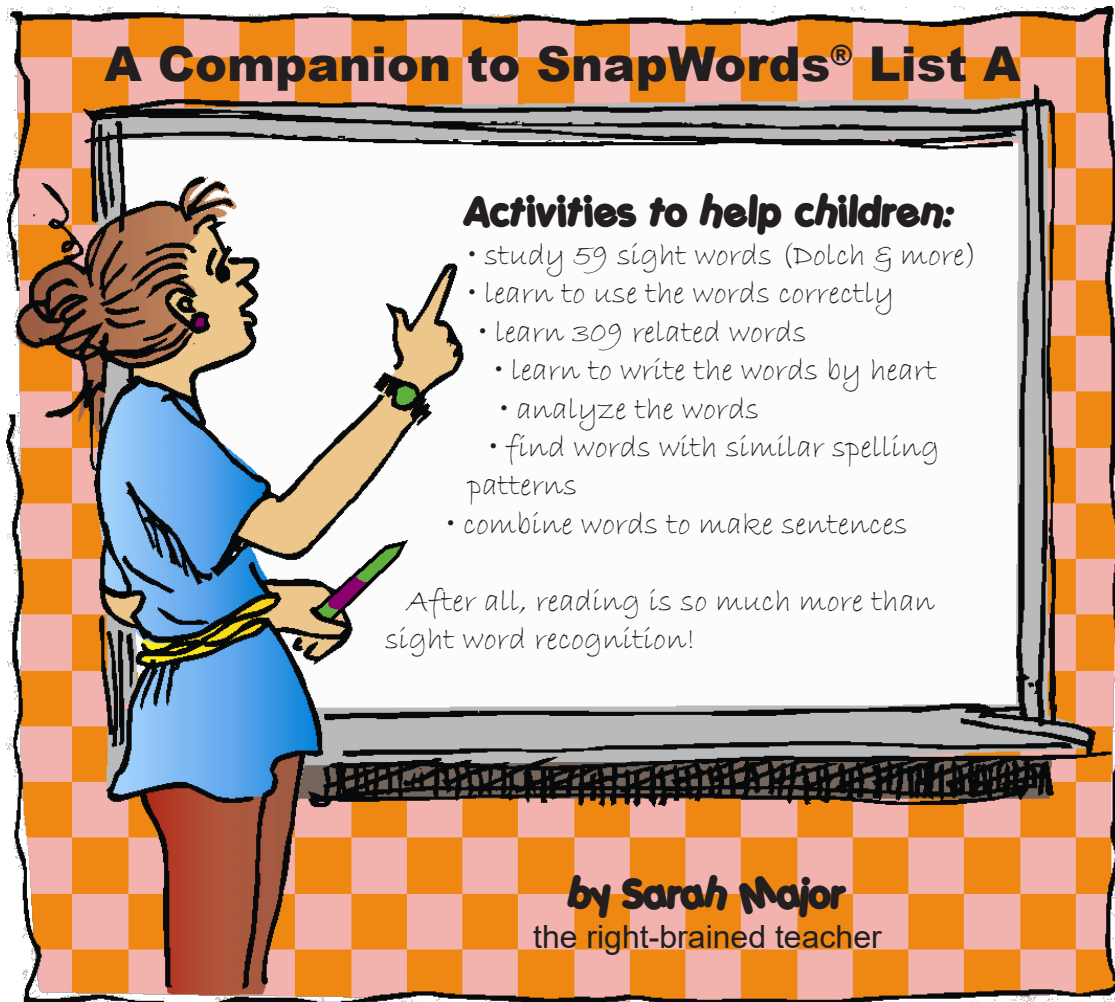


# Forget Memorization

## Beyond Sight Words Activities - A Level 1



### Activities included:

- Bingo – instant word recognition
- Go fish – reading sight words
- Sight word sentences to illustrate – comprehension enrichment
- Fill in the blank with a sight word – for comprehension
- Making phrases with sight words – for comprehension and correct usage
- Sound manipulation or word morph – for phonemic awareness
- Word searches in many levels – recognition
- Crossword puzzles in more advanced levels – comprehension
- Word wall games – to practice higher level thinking, comprehension, opposites, synonyms, etc.
- Write about it – colored illustrations that serve as writing prompts for the children
- ABC order – alphabetic principle
- Making words tactilely – phonics: to study the structure of words including more complex sound spellings
- Assessment – for measuring accuracy and reading fluency
- Sentence Unscramble – Each activity reviews all the words
- Plain word wall words to coincide with the SnapWords® studied
- Tracking charts to record each student's progress
- Certificates of achievement

# COPYRIGHT

© 2012 Sarah Major All rights reserved.

Published by Child1st Publications LLC | [www.child1st.com](http://www.child1st.com)

## CHILD1ST END USER LICENSE AGREEMENT ("LICENSE")

### DOWNLOADING, INSTALLING, OR USING CHILD1ST PRODUCTS CONSTITUTES AN AGREEMENT TO ABIDE AND BE BOUND BY EACH AND ALL OF THE TERMS OF THIS LICENSE.

This Child1st product purchased by download, CD-ROM or online updates ("Original Product"), and all copies, reproductions and derivative works relating to or created from the Original Product (individually and collectively, "Child1st Products") are copyrighted and protected works belonging to Sarah Major and published by Child1st Publications, LLC (individually and collectively, "Licensor"). All rights to the Child1st Products, other than the limited use rights granted in this Agreement, are specifically reserved and held to by Licensor. Child1st Products are protected by the laws of the United States, international laws, treaties and conventions, and other applicable laws. Use of Child1st Products is governed by the terms of this End User License Agreement ("License"). Child1st Products are sold and distributed for use by authorized end users ("Permitted Users") according to the terms of the License only. Any person accessing or using Child1st Products is a "User" bound by this License. Non-permitted uses by Users who are not also Permitted Users constitutes an actionable breach and violation of this License. Unauthorized use, reproduction, copying, sharing, sale, transfer or distribution of Child1st Products is prohibited.

**1. Limited Use License.** Child1st Products may be used by Permitted Users only. A "Permitted User" is (a) an individual who has purchased one or more Child1st Products. Licensor hereby grants each Permitted User a limited, non-exclusive license to download, save, install and utilize one copy plus an additional archival copy ("Archival Copy") of the purchased Child1st Products for use by the Permitted User only. Users may not install Child1st Products on additional computers or electronic devices or make copies of Child1st Products for purposes of sharing them with additional users other than for private homeschooling study or use in a single classroom. Copies of the Child1st Product may not be provided to the parents of the Permitted User's students.

**2. No Duplication or Resale.** Users may make one (1) copy of each Child1st Product purchased for archival purposes only, in case the original file is lost or damaged. Aside from the Archival Copy, Users may not duplicate, copy, photocopy, reproduce, modify, translate, disassemble, distribute, derive or edit source code, or create derivative works based on Child1st Products, and may not remove any copyright or other notices placed on or in Child1st Products.

**3. No Sharing, Transfer or Resale.** Users may not sell, rent, lease, license, loan, or transfer the Child1st Products, copies of the Child1st Products or use of the Child1st Products to any other person or entity except as expressly permitted by this License. Users may not use or exploit part or all of any Child1st Product for any commercial purpose or in any group educational setting outside the Permitted User's home, homeschool, or single classroom setting without the advance written consent of Licensor. Users are prohibited from selling or reselling Child1st Products, including "used," partially used or previously owned Child1st Products. Resale of Child1st Products without the advance written consent of Licensor constitutes a material breach of this License.

**4. Termination.** This License is effective until terminated. Users may terminate the License at any time by (a) destroying all hard copies of Child1st Products and (b) removing all Child1st Products from the User's computer(s), electronic devices and backup drive(s), provided that subsequent purchase, repurchase, installation, reinstallation, and/or use of Child1st Products constitutes the User's renewed agreement to be bound and abide by this License. Licensor reserves the sole discretion to terminate this License with respect to any User(s) who fail to comply with the terms and conditions of this License ("Breaching Users"). Breaching Users must destroy their copies of Child1st Products and remove Child1st Products from their computer(s), electronic devices and backup drive(s) immediately upon receipt of notice that Licensor has terminated their License to use the Child1st Products.



## HOW TO USE THIS RESOURCE

*The color of this unit is GREEN to coordinate with our SnapWords® List A tree frog theme. The SnapWords® included in this unit provide the basis for all the word studies in this Beyond Sight Words Level.*

- You will have already purchased SnapWords® List A.
- Display all of the words from one Section at a time. My students always learned far more quickly when we had more words displayed. I still would focus on the word for the day, but a whole lot of passive learning went on! It was awesome!
- Teach the words, referring to the Teaching Notes as needed.
- As the children show instant word recognition using the picture side of the cards, remove the picture cards and display the plain word wall words. I would recommend switching one word at a time rather than changing all the words at once. This will ensure the children are comfortable and confident.
- Once the children can read the plain words pretty well, move to the word recognition games.
- Next, complete the comprehension activities.
- The phonemic awareness activities can be done more than once. Keep in mind that very visual, right-brained learners will not do as well with word segmentation and other activities because these children tend to be stronger in whole word activities, so please don't stress over this part!
- Branch out into the word wall games, and then do ABC order when desired.
- Finally, use the writing prompts to provide an opportunity for the children to use the words they have learned in a meaningful way.
- Optionally, conduct a scavenger hunt for the words in newspapers, books or magazines so children will see how frequently their words appear in "real print!" Relevancy is super important to right-brained learners.
- Use the reading assessment piece to check the students individually on their ability to read the words they have learned within a context of a sentence. You may time them as you wish and record number of correct words. This is also a great opportunity to pay attention to each child's reading habits, his or her areas of strength, where he or she stumbles, and to highlight exactly what each child needs to have strengthened.
- Use the tracking charts to record the words and skills learned by each child. I kept my assessment sheet and charts on a clipboard so I could grab them at random times and quickly assess a child.
- The tracking charts could be used as desired to share their child's progress with parents.
- Print out and award certificates as each child successfully completes each Section!

# SKILLS



## Here is the skinny on each level:

**Beyond Sight Words Activities, Section 1** teaches 42 words including the SnapWords® picture sight words “A, AT, ON, BY, IN, ME, NO, NOT, THE, AND, GO.” Additional 30 words are related by word family or sound spelling. SnapWords® may be purchased at [www.child1st.com](http://www.child1st.com). Sound spellings and word families: ON, IN, OT, and, (long) E, Y, and AT. Digraphs and blends: SH, TH, TR, FL, PL, SL.

**Beyond Sight Words Activities, Section 2** teaches 52 words including the SnapWords® picture sight words “IT, SIT, TO, UP, OR, HELP I, MY, SEE, NOW, DO, HE.” Additional 40 words are related by word family or sound spelling. SnapWords® may be purchased at [www.child1st.com](http://www.child1st.com). Sound spellings and word families included: IT, UP, OW, Y, EE, E, OO, OR. Digraphs and blends: FR, PR, ST, SP, TR, FL, SH, TH.

**Beyond Sight Words Activities, Section 3** teaches 82 words including the SnapWords® picture sight words “OUT, SO, BIG, HAS, WILL, CAN, LIKE, STOP, BUT, GET, PLAY, DOWN.” Additional 70 words are related by word family or sound spelling. SnapWords® may be purchased at [www.child1st.com](http://www.child1st.com). Sound spellings and word families included: AN, AY, IKE, OP, OWN, OUT, IG, ILL. Digraphs and blends: DR, ST, CR, TR, PL, FR, CL.

**Beyond Sight Words Activities, Section 4** teaches 57 words including the SnapWords® picture sight words “SAID, WE, COME, DID, HERE, LITTLE, WANT, YOU, CALL, FOR, LOOK, THIS.” Additional words are related by word family or sound spelling. SnapWords® may be purchased at [www.child1st.com](http://www.child1st.com). Sound spellings and word families included: E, ID, ALL, OOK, ERE, ANT. Digraphs and blends: TH, SH, WH, PL.

**Beyond Sight Words Activities, Section 5** teaches 77 words including the SnapWords® picture sight words “HAVE, MAKE, RAN, AN, BACK, HIS, ARE, JUMP, AS, IF, HI.” Additional 66 words are related by word family or sound spelling. SnapWords® may be purchased at [www.child1st.com](http://www.child1st.com). Sound spellings and word families included: AVE, AKE, AN, ACK, UMP.



## TABLE OF CONTENTS: Section 1

Sight words teaching notes .....	10-13
Word recognition games: BINGO .....	14-24
Word recognition games: GO FISH .....	25-26
Comprehension: PICTURE CARDS tactile activities.....	27
Comprehension: SENTENCES TO ILLUSTRATE.....	28-29
Phonemic awareness: SOUND MANIPULATION .....	30
Phonics: WORD SORT word families/spelling patterns .....	31-32
Phonics: MAKING WORDS.....	33-39
Recognition, rhyming, & opposites: WORD WALL GAMES.....	40
Writing: WRITE ABOUT IT with colored picture prompts .....	41-42
Alphabetizing: ABC ORDER.....	43
Reading assessment .....	44
Plain words for word wall.....	45-48

**a****HOW TO TEACH “A”**

Gather a few groups of items to use in play-acting (ex. plastic frogs).

Print the SnapWords® card A and have it ready to use.

Show the children the SnapWords® A and talk about what you see in the picture.

There is a little girl sitting on the ground looking at her friend. She has a doll in her lap, doesn't she? How many dolls does her friend have? Look at the little girl's face. Does she look really excited? Does she look a bit wistful?

Say, “The little girl is thinking, ‘I have A doll, but she has four!’”

Have the children repeat with you, and when you say, “I have A doll,” have them pretend to hug one doll in their arms.

Explain that the word A can mean ONE. A doll in this case means the same thing as 1 doll.

Bring out your other objects and choose pairs of children to act out the little scene in the picture. Give one object to one of the children and the rest to the second child and say together, “Anna has A plastic frog, but Tom has three.”

Finally, have the children practice writing the word A. Very young children can draw a picture to go after the A.

**HOW TO TEACH “AT”****at**

Cut pictures of different places from magazines (ex. school, home, park, beach, library, etc.)

Print the SnapWords® card AT and have it ready to use.

Have a little plastic toy to use for a demonstration.

Show the children the SnapWords® AT and talk about what you see in the picture.

There is a little house with a pathway leading up to it. The word AT is inside the house. Pretend that is you inside that little house. You could say, “I am AT home!” We use the word AT when we talk about where something is.

Have the children practice writing the word AT and sounding each sound out loud as they do.

They can draw a picture around their word AT that shows where they would like to be. They might like to be AT grandma's house, AT home, AT a campsite, AT the mall, AT McDonalds, etc. They could draw themselves AT one of those places.

Finally, spread out the pictures of the different places you cut out. Show how the little plastic toy can be AT different places. You could have the children take turns going to a spot in the room and the class would say, “Tom is AT the door.” Or “Jan is AT the water fountain.” “Bob is AT the whiteboard.”

**HOW TO TEACH “ON”****on**

Gather a few little toy items, or anything small, really.

Print the SnapWords® card ON and have it ready to use.

Many children reverse the letters in the word ON. To help prevent this from happening, when you say ON, exaggerate the O sound, opening your mouth wide and tracing around your lips to show the circle. Have the children do this with you.

Point out that the O sound comes first in the word.

When you say the word ON with the children, model for them the body motion and have them do it with you. Lay your left hand out flat, palm up, and fist your right hand, carefully setting it ON your left palm. Say, the flowers are ON the table.

Play with the children using the little toys. They could take turns taking a toy and placing it ON something as they say the sentence, “The toy frog is ON the chair.”

Have the children practice writing ON on their whiteboards, making sure they say the sound of each letter exactly when they write it.

Let them draw pictures of an object of their choice ON something.

Ideas include:

Cat ON my lap, dog ON the porch, bowl of ice cream ON the table, snow ON the mountain, bird ON my arm, me ON the slide, etc.

**by****HOW TO TEACH “BY”**

This word will allow your children to move. You could take this lesson outside!

Print the SnapWords® card BY and have it ready to use.

Show the children the SnapWords® card BY and talk about what you see in the picture.

There is a lady standing BY the blue door. A body motion for BY could be something as simple as raising your left arm to represent a wall, and “walking” your right hand over to stand BY the wall. Say, “I am standing by the wall (or door).”

Tell the children that they can choose something to stand BY. Let them go find their places and then ask each one of them to tell everyone what they are standing BY. “I am by the tree,” “I am by the slide,” “I am by the bush,” etc.

When writing the word BY, and in order to prevent backwards lowercase b, ask the children to write the “wall” of the b first. Next they will draw the belly by the wall. Point out that Y at the end of really short (one syllable) words pretends to be an I saying its name. (by, my, fry, try, sly, etc.)

Of course let them draw a picture and label it using their word BY.

**HOW TO TEACH “IN”****in**

IN is the third location word we have learned so far. ON, BY and now IN make for a fun, active learning time.

Print the SnapWords® card IN and have it ready to use.

Show the children the girl standing IN the big box.

A body motion for IN could be as simple as cupping your left hand and putting your index finger IN the little cup your left hand makes. Say, “The girl is IN the box,” or “The bear is IN the cave.”

Compare the word IN to ON and have the children point out what is the same and what is different about the words.

Play a game with the children. Tell them they will need to choose one of the three location words, ON, BY, or IN, and they will run to find a place to be. They can be ON something, BY something, or IN something. Like in the last game, give them time to find a spot and then have them each tell you where they are.

This time, the drawing the children make can be of themselves IN, ON, and BY something. They should label the drawing using the sentences, “I am ON.... I am BY.., and I am IN...” For really young beginners, have them use more simple labels: “Jaden ON [picture of what he’s on],” etc.

**HOW TO TEACH “ME”****me**

Print the SnapWords® card ME and have it ready to use.

Many children confuse the words ME and MY. If this happens, be prepared with the little jingle, “ME has an E and MY has a Y.”

Have the children make a fist with their left hands, and then look at the side of their fist. Their tucked in fingers form a lowercase E. Now have them keep their fist intact, but stick out their thumb and point to their chests with it. They will say, “It’s ME.” as they point to their chests.

Have the children practice writing ME on their whiteboards, carefully saying the sound of each letter as they write it.

A great drawing for this word would be a family portrait with each family member labeled. ME should be the label for the figure of the child.

**HOW TO TEACH “NO”****no**

This word will allow your children to really express themselves!

Cut out pictures of various items from old magazines; some lovely and so not so much. Glue them on a large sheet of paper.

Print the SnapWords® card NO and have it ready to use.

Show the children the card and ask them if they ever (maybe when they were really young) looked like the child in the picture? Did they ever stamp their foot, snarl, and yell NO? While there is a much better way to say NO, many times toddlers have not learned that lesson yet!

When you say the word NO, draw out the O sound. Now show the children the picture of ON. What do they notice? Apart from the positioning of the letters, point out that the sounds of O drawn out are in different places as well. This is the easiest way to tell the words apart: where does the O sound appear? First or last? Practice saying the words with your eyes closed so that the focus is on listening to the sounds and which comes first in each word. Words that go with NO of course are SO and GO.

Have the children practice writing NO on whiteboards, saying each sound as they write.

Show them the paper with the pictures you cut out. Which ones do they like? The ones they don't like call for a NO!

---

**HOW TO TEACH “NOT”****not**

NOT is a fine word. It has the same O sound as in ON, it starts like NO (but doesn't sound like the O in NO), and finally it ends with a nice sharp T sound. It is lovely, however, in that you can sound it out easily.

Show the children the word picture for NOT. I think the child in the picture is saying, 'That snake is NOT my pet!' They should shake their heads when they say NOT.

Practice writing and sounding each sound of the word NOT.

Play a game. Tell the children you are going to have them close their eyes. NO PEEKING! Then while they are not looking, you will choose one child and hide him or her in the closet (with the door partially open, of course!). Then the children will open their eyes and you will all guess who is there. You will say, "Is it Jane?" If Jane is still sitting there with you, she will say, 'NO, NOT me!' Choose another child to question and that child will answer, "NO, NOT me!"

Finally guess the name of the child who is actually hiding in the closet and of course everyone will be relieved to see her come out!

Drawings could go a number of directions for this word! The children could draw things they are NOT or they could draw things they do NOT like! They can draw many things and write NOT by the ones they don't care for so much.

---

**HOW TO TEACH “THE”****the**

Print the SnapWords® card THE and have it ready to use.

Remind the children of their very first word: A. We talked about how A sometimes can mean "one."

THE is often used similarly. It is a word that calls attention to something else, and boy do we find it everywhere! Give the children books to search through, or alternately, choose a big book that you can read to the children. Have them give you a thumbs up every time they see you come to THE in the story.

The reason for all the THEs on the sight word picture card is that we use the word THE so much! THE car, THE house, THE tree, THE food - have them chip in with ideas of how we use the word.

Writing THE is a challenge because you really can't sound it out apart from the digraph "th". The final E just makes a lazy UH sound!

Have your children practice writing THE on whiteboards. If they forget the letters, have them body spell the word a number of times first. Make a T with their hands one on top of the other, for the H have them hold their palms up and touch the tips of their thumbs together, and finally, remember how to make the lowercase E by making a fist with their left hand. After body spelling the word several times, have the children write what they did with their body.



**and****HOW TO TEACH “AND”**

The word AND is fun! Print and have the SnapWords® card ready.

The front of the card shows two puzzle pieces; one is blue and the other is green.

Say, “It is blue AND green,” and bring your hands together, interlocking fingers as you say the sentence.

Sound the word out together as you point to one sound after the other and let the children practice writing the word on their whiteboards. Have them say each letter sound as they write.

Brainstorm with the children about things you can think of that are linked by AND. For instance, “day AND night,” “peanut butter AND jelly,” “boys AND girls,” “Mom AND Dad,” “up AND down,” “black AND white,” and many more.

Their drawings today can be of their favorite pairs. They should draw two objects and write their new word between them.

**HOW TO TEACH “GO”****go**

GO is a good word to teach as you review NO.

Show the children the SnapWords® card for GO. It is plain to see that someone or something needs to just GO now!

For a rowdy game (outside?), have the children pair up. One will shout “GO,” and the second child will yell “NO, I won’t GO!” Like I said, it will be noisy but fun!

Let the children write their word GO on whiteboards.

The children can draw pictures of themselves going somewhere they love to go. Labels could be “I GO” and the picture of where they like to go. At this point, the children have enough words in their tool belt to write things like, “I go in.” “Go by me.” “Go and go!” “Go on in.” “No, not me.” and “No, not in.”

**HOW TO TEACH “IS”****is**

Print the SnapWords® card IS and have it ready to use.

This word is often confused with IT although the final sounds are so different. Tell the children that the word IS ends with a fizzing noise like a Z would make! Maybe the S in this word is a fizzing snake curled back and forth on itself.

The word IS is used often to link a thing with what it is like. For example:

The boy IS tall.

The ball IS round.

The house IS yellow.

Point out that the object or the thing comes first, next the word IS, and finally the word that tells us more about the thing.

Play a game in which you say a noun (cake, house, ball, bike, man, city, sky) and the children say “IS” and then use a describing word. Model for them first what describing words might be. They tell us a lot more about the thing!

So, maybe you will say “CAKE” and the children will say, “IS pink.”

You say, “BALL” and the children will say, “IS striped.”

This exercise is a great beginning writing exercise. Choose one noun together and write three short describing sentences.



# BINGO

in

not

on

the

FREE

and

is

by

go

at

no

me





# BINGO

on

no

and

not

**FREE**

go

me

by

at

in

is

the



# BINGO

go

on

at

and

**FREE**

me

no

in

by

not

the

is



# BINGO

by

on

go

and

**FREE**

the

is

in

me

at

not

no



# BINGO

by

not

at

is

**FREE**

go

me

no

and

the

on

in



# BINGO

on

go

and

no

**FREE**

me

not

in

is

the

by

at



# BINGO

go

me

not

at

**FREE**

is

in

on

by

no

and

the





# BINGO

the

in

and

by

**FREE**

go

not

is

me

on

at

no



# BINGO

go

in

and

by

**FREE**

at

is

no

on

me

the

not



# BINGO

no

by

not

the

**FREE**

and

in

go

on

me

is

at



# BINGO

on

is

in

and

**FREE**

go

no

the

not

me

at

by



# SnapWords® GO FISH

GO FISH cards: Print and then cut apart four sets to make one deck of cards. Best when printed on card stock and laminated.



# A - 1

in



at



and



by



no



on





a



me



not



the



go



is



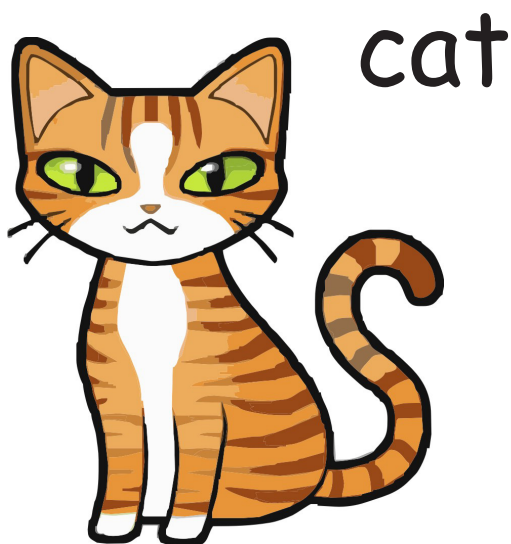
# Picture Cards

1. Print this page on card stock, one per child.
2. Cut out the four boxes.
3. Use sentences at right formed with SnapWords® List A-1.
4. The children will listen to you read a sentence, and will arrange the pictures to match what you say. For example, you read, "Dog is by Cat." The child will move the pictures to show this. If you read, "Cat is on me," the child will hold the picture of Cat over the picture of me.
5. Dictate the sentences out loud so the children can practice writing.
6. Use the sentences for the children to illustrate to show their comprehension.

*Skills: reading comprehension, writing practice.*

1. A cat. Go Cat!
2. A dog and a cat go.
3. A dog is by me.
4. A cat is on me!
5. Dog is at home. Cat is at home.
6. Dog and Cat at home.
7. Go in, Dog! Go in, Cat!
8. Cat is on Dog. No, Cat! Not on Dog!
9. Dog is not on Cat.
10. Dog is by Cat.
11. The cat is not in.
12. The dog is not in.
13. Go in, Dog and Cat.
14. No, Dog! No, Cat!
15. Go home, Dog and Cat!
16. Dog and Cat go home.
17. Cat is on me.
18. Dog is on me.
19. No, Dog, not on me!
20. No, Cat, not on me!
21. Dog is by me. Cat is by me.

# A-1



cat



dog



me

home



# Sentences to Illustrate

Child will read the sentences below and draw a picture to illustrate each sentence.  
(Additional words to know: Dog, Cat, home).



# A - 1

Name \_\_\_\_\_

Dog is at home. Cat is at home.

Name \_\_\_\_\_

Cat is not by me. Cat is by Dog.



# Sentences to Illustrate

Page 2.



# A - 1

Name \_\_\_\_\_

Dog is not on me. Dog is by me.

Name \_\_\_\_\_

Dog is on me! Cat is on me!

# Sound Manipulation



## A - 1<sup>26</sup>

Do this exercise orally first, and then use whiteboards to practice. Children will write their answer, and then hold up their whiteboards for you to quickly check.

When doing this game, use the SOUND of each letter rather than saying the letter names. With letters like B, T, P, etc, the tendency is to pronounce them like this: “BUH, TUH, PUH,” which actually are two sounds together: the initial consonant combined with the short vowel sound of U. So instead of BUH, you would sound just the very short b. We will write it like this: /b/ (“sound of b”).

Ask the students to write the words in columns. They could underline the common spelling in each word after they have written each column. For example, in column 1, they would underline the E, while in column 2 they would underline OT, and in the third column, they would underline AND. *Skill: phonemic awareness.*

The word is ME	The word is NOT	The word is AND
Change the /m/ to /h/: HE	Change the /n/ to /h/: HOT	Add a /h/ at the beginning: HAND
Change the /h/ to /b/: BE	Change the /h/ to /c/: COT	Change the /h/ to /s/: SAND
Change the /b/ to /w/: WE	Change the /c/ to /p/: POT	Change the /s/ to /l/: LAND
Change the /w/ to /y/: YE	Change the /p/ to /g/: GOT	Change the /l/ to /b/: BAND
Change the /y/ to /m/: ME	Change the /g/ to /n/: NOT	Take off the /b/: AND

# SnapWords® Word Sort

A-1<sup>27</sup>



- Print the following pages, cut each page into its four columns, then cut each column into separate words. Get four zip bags and put two columns into each one. Each zip bag should contain two groups of words.
- To prepare a center, give each pair of children one baggie. Their task will be to separate the words into two groups, however it makes the most sense to them. They will then explain the logic behind how they sorted the words. (ex: the endings of the words are the same in each group). *Skill: problem-solving and alphabetic principle.*

<b>no</b>	<b>on</b>	<b>in</b>	<b>not</b>
<b>go</b>	<b>con</b>	<b>fin</b>	<b>hot</b>
<b>so</b>	<b>don</b>	<b>kin</b>	<b>got</b>
<b>bo</b>	<b>non</b>	<b>tin</b>	<b>cot</b>
<b>lo</b>	<b>bon</b>	<b>din</b>	<b>lot</b>

<b>at</b>	<b>by</b>	<b>me</b>	<b>and</b>
<b>fat</b>	<b>try</b>	<b>he</b>	<b>sand</b>
<b>sat</b>	<b>fly</b>	<b>we</b>	<b>band</b>
<b>hat</b>	<b>ply</b>	<b>she</b>	<b>hand</b>
<b>cat</b>	<b>sly</b>	<b>the</b>	<b>land</b>

SnapWords®

## Making Words



Print a page for each child. Cut out the game pieces after laminating the sheet as desired. The primary word we are targeting is ON, so that word appears ON the lily pad along with Mr. Frog. Have the children read the word that is on the lily pad. Next, tell them that they can branch out from here and make new words that have ON inside them! Tell them you are going to say a word and they will need to find the letter that is the first sound they hear in the word. When they have found it, they will move it close to the frog's face. Say the new words together as the children make them.



n

d

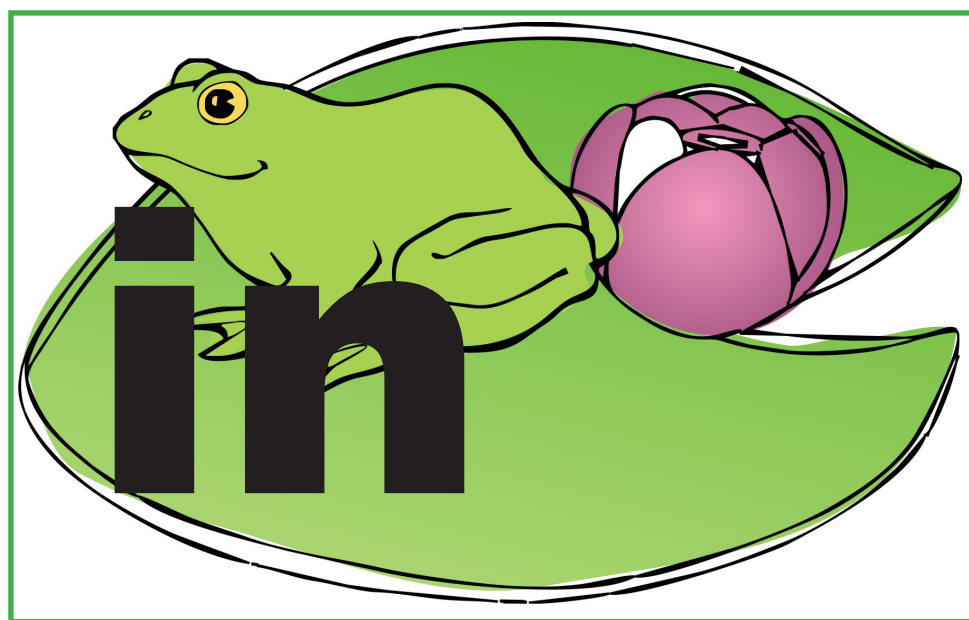
b

c

SnapWords®

## Making Words

A-1



f

k

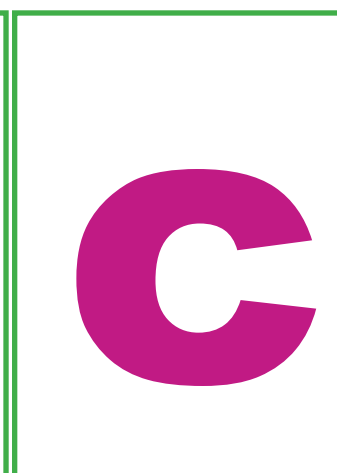
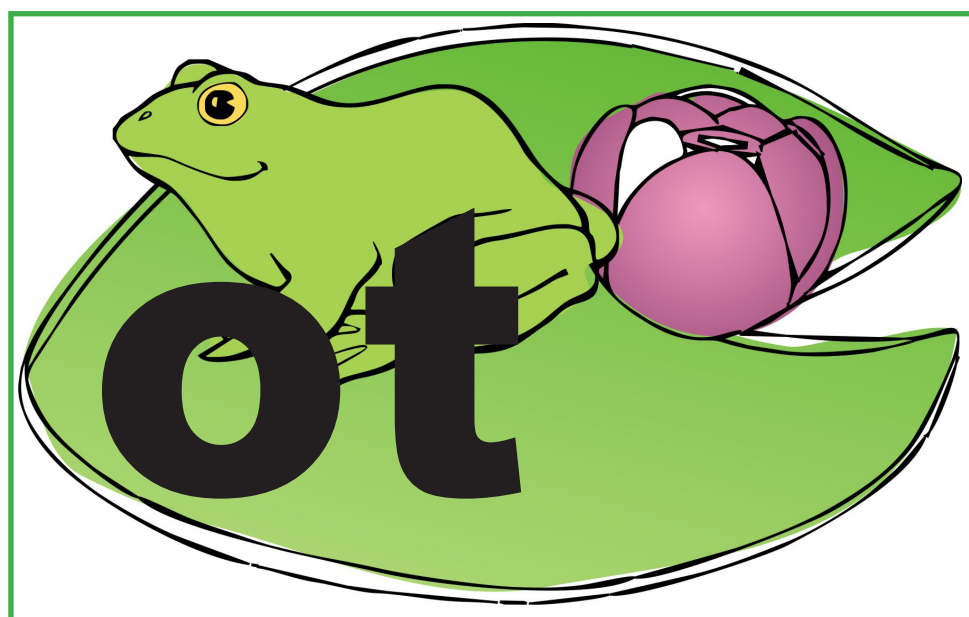
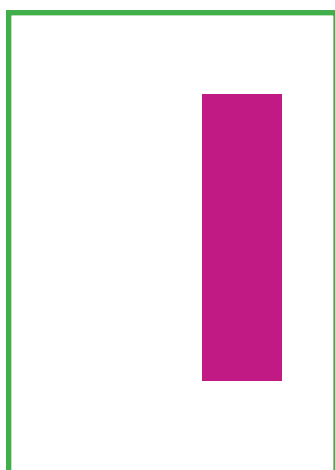
t

d

SnapWords®

## Making Words

A-1



SnapWords®

# Making Words

A-1



s

b

h

l



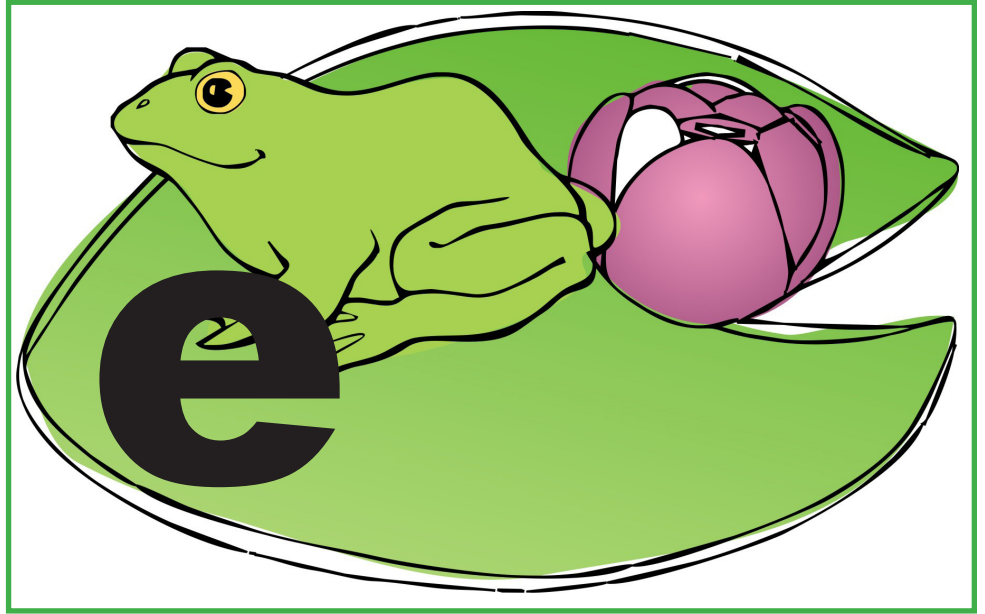
SnapWords®

# Making Words

A-1



w



m

h

th

sh

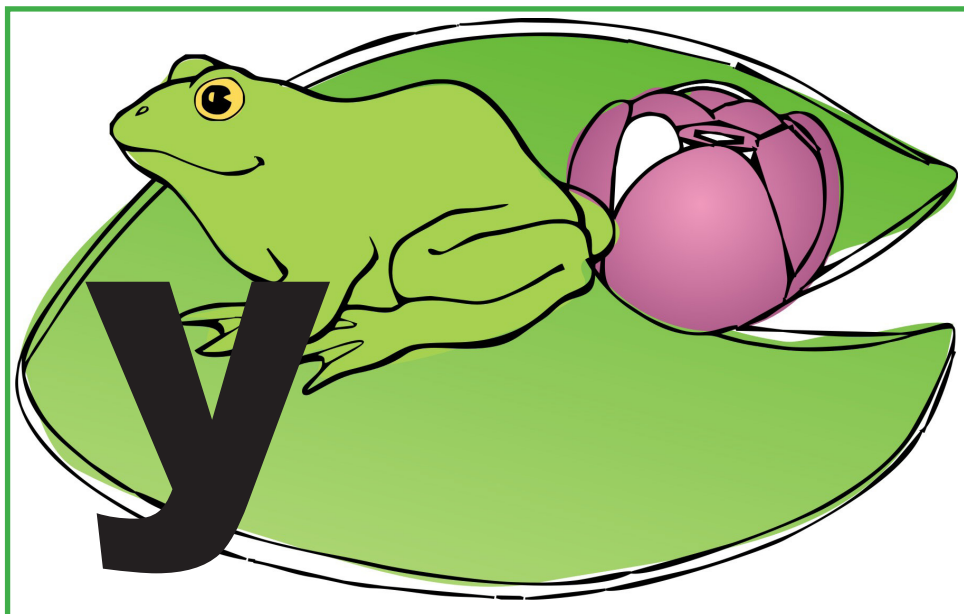
SnapWords®

## Making Words

A-1



tr



fl

b

p l

s l

SnapWords®

# Making Words

A-1



h

c

s

f

# SnapWords® Word Wall Games

Print the sight words on pages 45 and following, cut them apart, then display in a pocket chart in alphabetical order. As you practice finding each word on the word wall, the children will enjoy writing the words on whiteboards. For assessment of word recognition, call out a word and have the children locate it on the word wall and then write it on paper for you to check later. I usually timed this assessment to coincide with a weekly spelling assessment.



Activity One:	
1.	Find and write AT.
2.	Find and write ME.
3.	Find and write IS.
4.	Find and write THE.
5.	Find and write A.
6.	Find and write AND.
7.	Find and write NO.
8.	Find and write IN.
9.	Find and write GO.
10.	Find and write NOT.
11.	Find and write BY.
12.	Find and write ON.

Activity Two:	
1.	Find the word that is the opposite of YOU. (ME)
2.	Find a word that you might use to tell where something is. (AT, IN, ON, BY)
3.	Fill in the missing word: "This is ___ bike I wanted! (THE)
4.	Find the word that means "next to." (BY)
5.	Find the word that is the opposite of OUT. (IN)
6.	Find the word that is the opposite of YES. (NO)
7.	Fill in the missing word: "I will ___ go out in the rain." (NOT)
8.	Find the little word that means just one. (A)
9.	Fill in the missing word: "Mom said I can ___ too." (GO)
10.	Fill in the missing word: "My name ___ Sharon." (IS)
11.	Which word would you use to connect two things in a sentence? (AND)
12.	Fill in the missing word: "I put my books ___ my desk." (ON)

Activity Three:	
1.	Find a word that rhymes with HAT. (AT)
2.	Find a word that rhymes with FIZZ. (IS)
3.	Find a word that rhymes with DUH. (THE)
4.	Find a word that rhymes with BAY. (A)
5.	Find a word that rhymes with SAND. (AND)
6.	Find a word that rhymes with GO. (NO)
7.	Find a word that rhymes with FIN. (IN)
8.	Find a word that rhymes with THROW. (GO)
9.	Find a word that rhymes with SHOT. (NOT)
10.	Find a word that rhymes with SIGH. (BY)
11.	Find a word that rhymes with DON. (ON)
12.	Find a word that rhymes with TREE. (ME, THĒ)

# Write About It!



# A-1

Child will write about the pictures they see, using their current words. For example, "A cat is on the dog." And, "A cat is by me."

Name \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



Name \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

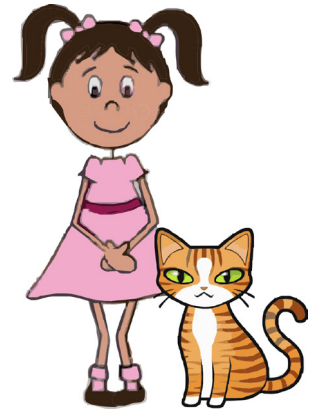
\_\_\_\_\_

-----

\_\_\_\_\_

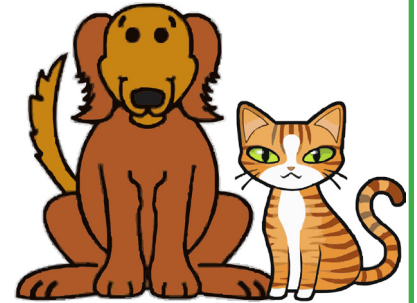
-----

\_\_\_\_\_





Name \_\_\_\_\_



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated four times.

Name \_\_\_\_\_



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated four times.



Print out copies of this page so that you have 1 set of words for each child. One page is enough for 4 children. Children can cut their words apart and practice putting them in ABC order: a, and, at, by, go, in, is, me, no, not, on, the.

in	in	in	in
at	at	at	at
and	and	and	and
by	by	by	by
no	no	no	no
on	on	on	on
a	a	a	a
me	me	me	me
not	not	not	not
the	the	the	the
go	go	go	go
is	is	is	is

# Assessment

Child will read the sentences below. Listener will note words missed and subtract them from total read in one minute.



40  
A - 1

<b>SENTENCES TO READ</b> for fluency practice & assessment:	<b>WORDS:</b>
1. A cat. Go Cat!	4
2. A dog and a cat go.	10
3. A dog is by me.	15
4. A cat is on me!	20
5. Dog is at home. Cat is at home.	28
6. Dog and Cat at home.	33
7. Go in, Dog! Go in, Cat!	39
8. Cat is on Dog. No, Cat! Not on Dog!	48
9. Dog is not on Cat.	53
10. Dog is by Cat.	57
11. The cat is not in.	62
12. The dog is not in.	67
13. Go in, Dog and Cat.	72
14. No, Dog! No, Cat!	76
15. Go home, Dog and Cat!	81
16. Dog and Cat go home.	86
17. Cat is on me.	90
18. Dog is on me.	94
19. No, Dog, not on me!	99
20. No, Cat, not on me!	104
21. Dog is by me. Cat is by me.	112
Student Name _____ Comments:	Words _____ Date _____



a

---

and

---

at

by

---

go

---

in

is

---

me

---

no

not

---

on

---

the

## Words Studied in this Book:

at	fat	sat	hat	cat	by
try	fly	ply	sly	me	he
we	she	the	no	go	so
bo	lo	and	sand	band	hand
land	on	con	don	non	bon
in	kin	fin	din	tin	not
hot	got	cot	lot	a	my
it	sit	hit	fit	nit	wit
kit	pit	see	bee	fee	tee
lee	wee	tree	flee	now	cow
how	bow	sow	vow	wow	up
cup	sup	yup	rup	help	my
pry	fry	sty	spy	l	or
for	nor	cor	lot	do	too
zoo	boo	hoo	moo	plow	out
pout	lout	gout	bout	so	big
fig	pig	dig	wig	jig	zig
rig	gig	has	get	bet	wet
net	set	jet	vet	will	fill
dill	till	bill	sill	gill	hill
jill	kill	mill	all	ball	call
fall	hall	mall	tall	wall	can
tan	man	ban	dan	fan	down
town	frown	clown	brown	gown	like
bike	mike	hike	pike	trike	play
say	may	jay	bay	way	yay
day	stop	crop	hop	mop	pop
chop	lop	drop	shop	sop	top
cop	jan	van	pall	come	some
dove	love	shove	done	above	said
look	book	cook	hook	nook	rook
took	brook	crook	snook	did	hid
bid	lid	mid	sid	this	miss
kiss	sis	hiss	for	door	store
more	bore	wore	core	here	there
where	mere	sere	father	water	then

