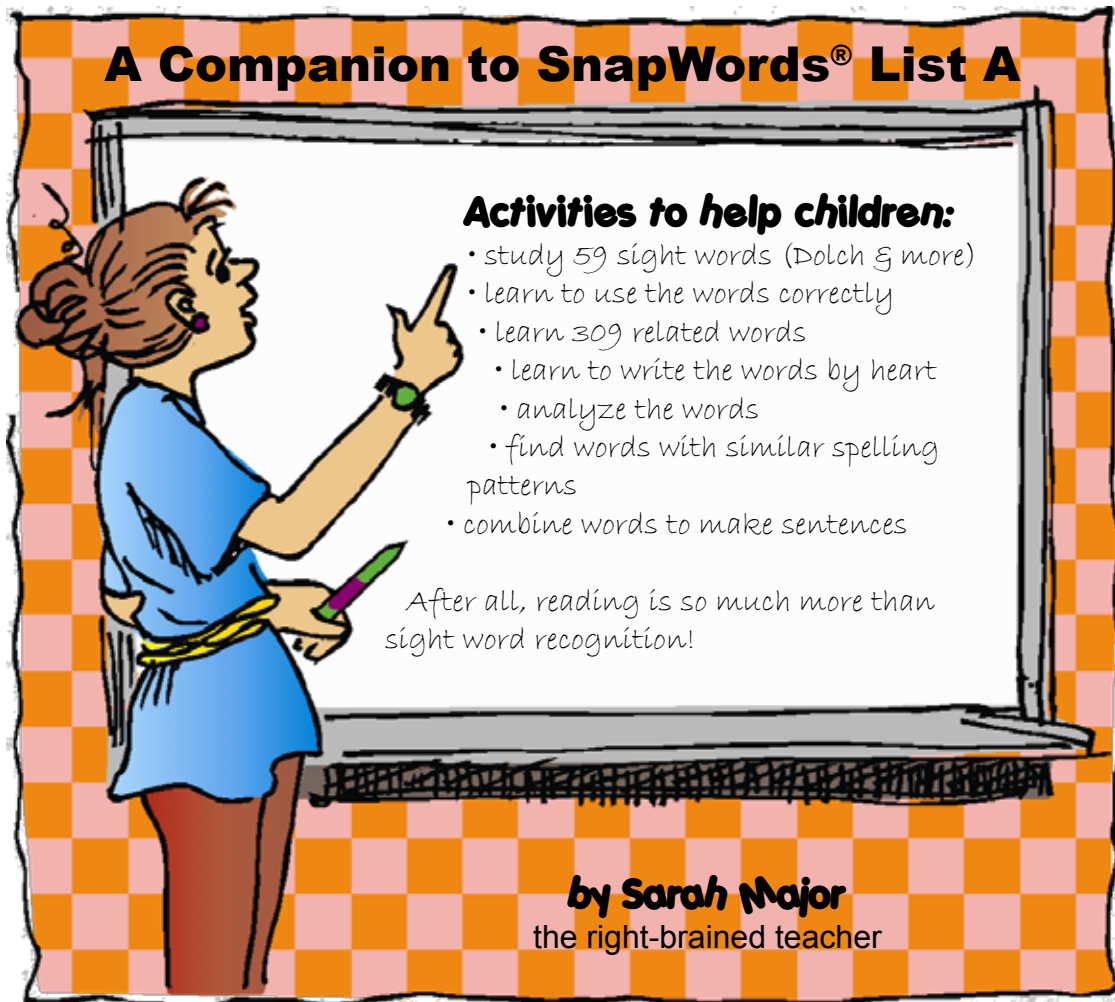


# Forget Memorization

## Beyond Sight Words Activities - A



### 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



## 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!



## TABLE OF CONTENTS: Section 5

Section 5.....	177
Sight Words teaching notes.....	178-181
Word recognition games: BINGO .....	182-193
Word recognition games: GO FISH .....	194-195
Comprehension: SENTENCES TO ILLUSTRATE.....	196-197
FILL IN THE BLANK using your sight words .....	198-199
MAKING WORDS paper & pencil.....	200
Phonemic awareness: SOUND MANIPULATION .....	201
Phonics: WORD SORT word families/spelling patterns .....	202-203
Phonics: MAKING WORDS 2 tactile activity.....	204-208
Recognition, rhyming, & opposites: WORD WALL GAMES.....	209
Writing: WRITE ABOUT IT with colored picture prompts .....	210-211
Alphabetizing: ABC ORDER.....	212
Making Sentences .....	213-214
Sentence Unscramble.....	215-221
Reading assessment .....	222
Plain words for word wall.....	223-226
Word Lists for Sections 1-5.....	227-228
Certificates and Tracking charts 1-5 .....	229-238

# Fill-in-the-Blank

# A - 3



Instructions:

Each box contains some sentences with missing words. Print and cut out both boxes for each child. Children will use the words provided to fill in the blanks. This will assess their comprehension of the sentences.

Answers:

	Box 2:
	He has to sit down now.
	The big dog will like me!
	Get down so we can play!
	Go out and play now!
	Dog and Cat will sit now.

*Skills: reading comprehension, writing practice.*

## BOX 2

Name \_\_\_\_\_

1. He has to \_\_\_\_\_ down now.  
(but, sit, like)
2. The big dog \_\_\_\_\_ like me!  
(will, has, but)
3. Get \_\_\_\_\_ so we can play!  
(so, like, down)
4. Go \_\_\_\_\_ and play now!  
(so, stop, out)
5. Dog and Cat \_\_\_\_\_ sit now.  
(out, will, down)

# Sound Manipulation



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 ILL, while in column 2 they would underline AN, and in the third column, they would underline AY. *Skill: phonemic awareness.*

The word is WILL	The word is CAN	The word is PLAY
Change the /w/ to /g/: GILL	Change the /c/ to /t/: TAN	Take off the /pl/ and add /s/: SAY
Change the /g/ to /b/: BILL	Change the /t/ to /m/: MAN	Change the /s/ to /h/: HAY
Change the /b/ to /f/: FILL	Change the /m/ to /b/: BAN	Change the /h/ to /l/: LAY
Change the /f/ to /s/: SILL	Change the /b/ to /f/: FAN	Change the /l/ to /b/: BAY
Change the /s/ to /w/: WILL	Change the /f/ to /c/: CAN	Change the /b/ to /pl/: PLAY

out

---

so

---

big

get

---

play

---

down

**HOW TO TEACH “FOR”**

Show the children the SnapWords® card for FOR. Pretend to hold a gift in two hands, palms up, and move it toward the children. Say, “This gift is for you.” Remind the children that they already learned the word OR. This is just like it except it has the F on the beginning. Do visual imprinting and practice writing.

**for**

Let the children draw gifts on their papers with gift tags that are labeled “FOR \_\_\_\_\_.” Sentences to write could include:

It is so big, and it is for Mom.

I will get it for you.

Is it for me?

He will get help for me.

I see it is for you.

**HOW TO TEACH “LOOK”**

Show the children the SnapWords® card for LOOK. Open your eyes really wide and point to them with both index fingers as you say, “Look at that!” This word is fun because the two O’s look so much like eyes already. I would most definitely teach other OO words along with LOOK. After the children do visual imprinting and practice writing, have them make a short column of OOKs under the word LOOK. To the beginning of each OOK, add letters to make BOOK, COOK, HOOK, NOOK, ROOK, and TOOK. Bigger words include BROOK, CROOK, and SNOOK. They can finish up this work by writing, “I took a look at the book.”

**look**

Sentences to write could include:

I will look at the cat.

Look up here.

He will stop and look at it.

Come here and look at it.

**HOW TO TEACH “THIS”**

Show the children the SnapWords® card for THIS. Make a fist with your left hand and point to it with your right index finger and say, “This is it!” The children have already learned IS, but this word doesn’t sound like IS because in IS the S is pretending to be a Z. The S in THIS is a soft, hissing S. Nevertheless, it will be helpful to point out the little IS inside of THIS. The TH has the same sound as the word THE. That digraph sound is also in the words THEN, THOSE, THESE, etc.

**this**

Do visual imprinting and practice writing. Practice sentences could include:

Is this for me?

This is for me.

I can get this for you.

This is little, but this is big.

Come here and get this for me.





# BINGO

look

come

little

for



here

did

call

said

you

want

this



# BINGO

come

said

you

this



here

did

little

call

want

for

look



# BINGO

come

said

want

look



here

did

you

this

call

for

little