

Forget Memorization

Beyond Sight Words Activities - D



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 ROYAL BLUE to coordinate with our SnapWords® List D butterfly 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 D.
- Display all of the words from one Section at one 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 because the other words were displayed!
- Teach the words, referring to the Teaching Notes as needed (see Table of Contents).
- 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 chart 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 chart could be used as desired to share their child's progress with parents.
- Print out and award certificates as each child successfully completes this unit of work!



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BINGO

even

sleep

animal

leave



every

myself

mean

near

use

close

while



BINGO

animal

leave

every

myself



mean

near

use

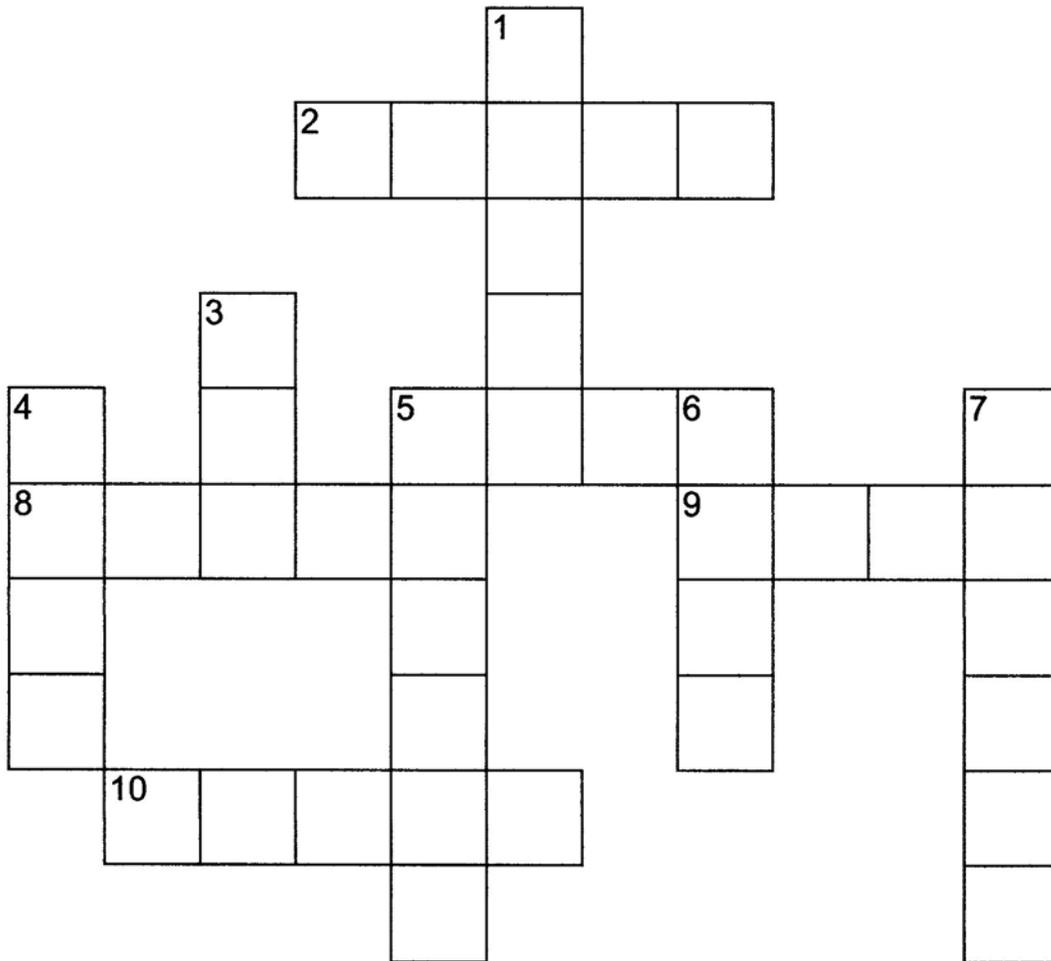
close

while

even

sleep

Crossword



ACROSS

- 2 What we do at night.
 5 NOT nice.
 8 All.
 9 I _____ like bears!
 10 At the same time.

DOWN

- 1 Not take it with you.
 3 I could _____ some food right now!
 4 Not far.
 5 Me.
 6 Close to.
 7 Not a person.

animal	leave	mean	near
sleep	close	while	
use	even	every	myself

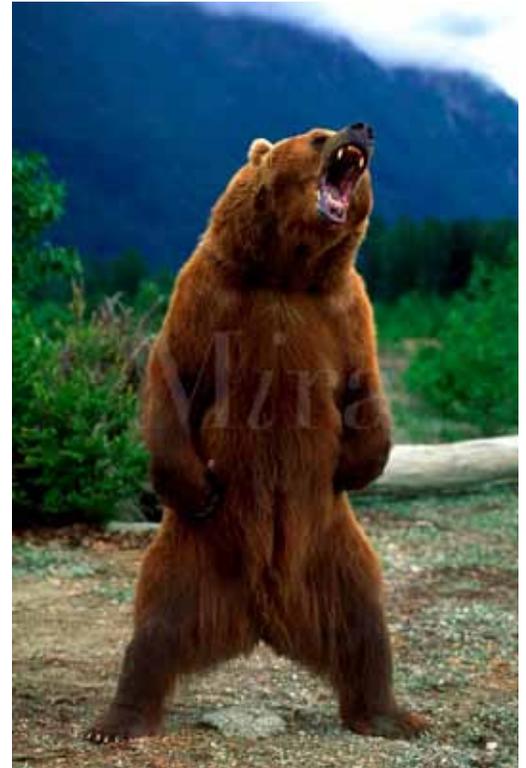
WORD BANK

Write About It!

D - 3

Name _____

Title _____



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines provided for writing.

SnapWords®



D-3

Making Words 2

tr

sp

b

br

f

d

p

s

n

m

t

SnapWords®



D-3

Making Words 2

t**sm****f****h****n****r****y**

HOW TO TEACH “DRAW”**draw**

Show the children the SnapWords® for DRAW. Pretend to draw on an easel in front of you as you say, “I just love to draw!” Ask the children to study this word, noting that the tall D is a girl drawing. The rest of the word is RAW. Do visual imprinting and practice writing.

Now comes word study! Make sure your children know the sound spelling AW. Here are some cousins of draw: CAW, GNAW, JAW, LAW, PAW, RAW, SAW, CLAW, FLAW, SLAW, SQUAW, STRAW. And these are related also, but they all end in an N: DAWN, FAWN, LAWN, PAWN, YAWN, BRAWN, DRAWN, PRAWN, SPAWN. There are a couple of words that begin with AW: awful and awesome.

DRAW has a couple of meanings: when you are playing a card game, you might say, “It is your turn to draw a card,” and you don’t mean draw a picture of the card. You mean choose a card without looking to see what you are getting. Of course the other meanings is like in “Draw me a picture please.” Back in olden days, people used to say, “I will go draw a bath for you.” And they didn’t mean draw a picture; they meant they were going to turn on the faucet and fill the tub with water. Brainstorm sentences for DRAW, letting the children choose which meaning of draw they want to use.

HOW TO TEACH “GROW”**grow**

Show the children the SnapWords® for GROW. Squat down, and then slowly stretch upwards like a plant growing as you say, “This plant will grow to be five feet tall.” Study the image noticing that the R is a little plant with roots underground. Do visual imprinting and practice writing before you do word study.

You just discussed the sound spelling AW in the last lesson. In this lesson the sound spelling is OW when it sounds like long O. Other relatives of GROW include: BOW (like a bow on your gift), KNOW, LOW, MOW, ROW, SOW (like planting seeds), TOW, BLOW, CROW, FLOW, GLOW, SHOW, SLOW, SNOW, STOW. Make sure the children know what each word means.

If you would like to do a word sort, the words to contrast with the OW-long-O words could be OW words that sound like OW-it-hurts words: COW, HOW, NOW, VOW, CHOW, PLOW. I would be sure and choose words that the children truly know, write each word on a 3x5” card, mix them up, and have the group sort the words into two piles. One pile is for OW-long-O words, and the other pile is for the OW-it-hurts words. Finally create sentences together: “The baby bird will grow.” “I hope I grow a foot this year.” “I want my plant to grow fast!”

HOW TO TEACH “TURN”**turn**

Show the children the SnapWords® for TURN. This lesson and the next four will be all about R-controlled vowels. It might be a good idea to let the children know this ahead of time so their focus will be all primed for what you are studying. This lesson will focus on UR that sounds like ER. Turn the wheel of your pretend car exaggeratedly as you say, “We need to make a turn here!” Notice in the picture that each letter in TURN has wheels and the word is actually turning right before our eyes. A smaller word in TURN is URN, which means a vessel that holds liquid (not earn as in earning money). Do visual imprinting and practice writing.

Other words that follow the UR sound spelling include: CUR, FUR, BLUR, SLUR, SPUR, CURE, LURE, PURE, SURE, BURL, CURL, FURL, HURL, PURL, BURN, CHURN, SPURN. One idea for word study for this lesson would be to ask the children to make a column of URs on their whiteboards. Then each word you say, they will need to figure out which letters to add. Of course begin with the words that only need an initial letter, such as “cur, fur” and then go to the words that have a beginning and ending sound. TURN has two meanings that I can think of – one is turning like a car turns a corner, and the other is taking a turn. “It is my turn to play.”

HOW TO TEACH “HURT”**hurt**

Show the children the SnapWords® for HURT. Bend over and grab your knee and pretend to cry loudly, but instead say, “I hurt my knee when I fell!” This word is easy to learn. The h is a girl, then there is the UR sound spelling you already learned in the last lesson, and then a final t. Do visual imprinting and practice writing.

You did word work last lesson, so maybe this lesson the focus is on comprehension. Using the list of words you generated for the last lesson, make today’s challenge to write a silly sentence to illustrate that uses as many UR words as possible. One idea: “Burt said he is sure he can cure my burn.” Of course let the children share their work with each other!

HOW TO TEACH “START”**start**

Show the children the SnapWords® for START. Pretend to turn a key in the ignition of your pretend car and say, “This car just won’t start!” You can clearly see that the car is trying to start, I mean it is shaking and shaking! But it just won’t start. Before doing visual imprinting, have the children see how many small words they can find in START. I see “star, tart, tar, art.” You might want to write the AR on your whiteboard and point out that when we see AR we just say the name of the letter R. Now do visual imprinting and practice writing.

Word study for START could use these words: BAR, CAR, FAR, JAR, MAR, PAR, TAR, CHAR, SCAR, SPAR, STAR, BARD, CARD, HARD, LARD, YARD, BARK, DARK, HARK, LARK, MARK, PARK, SHARK, SPARK, STARK, ARM, FARM, HARM, CHARM, BARN, YARN, CART, DART, MART, PART, CHART, SMART. Once again, you can have the children write a column of ARs on their whiteboards and then figure out which letters to add as you call out each AR word.

HOW TO TEACH “WARM”**warm**

Show the children the SnapWords® for WARM. Wow, this word looks like it should go with START because of the AR spelling, but no, it sounds like W-OR-M (not like the little creature that sounds like WERM.) Obviously the word WARM truly IS warm in the SnapWord image as it is wrapped up in a purple blanket! The only other word I can come up with that has the same sound spelling/sound as the AR in WARM is WAR. Tie these two words together by asking the children to imagine they are playing tug of war...and saying, “I was warm in the (tug of) war.” Do visual imprinting and practice writing WARM. Generate some sample sentences using WARM. “It is not warm today; it is snowing!” “I like my new blanket; it is very warm.”