

# **SnapWords®**

**high-frequency picture words**

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## **MINI-LESSONS II**

*How to teach SnapWords®, integrating spelling, writing,  
and phonics concepts, with a focus on  
the structure of words & their spelling patterns*

**For SnapWords® Lists F, G, N1, N2, V**

**by Sarah Major, M.Ed.**

Child1st's SnapWords® are 643 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.

The lessons in this book encompass the second set of 301 words, which include the Dolch words, and more...



Child1st Publications LLC

SnapWords® Mini-Lessons II

Ages 3 and up.

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Other titles by Sarah Major:

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

Other educational work: Child1st SnapWords® and Alphabet.

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# ABOUT THIS BOOK

**SnapWords® Mini-Lessons II** is one of those teaching tools you will reach for on a daily basis. There are mini-lessons for the second 301 SnapWords® that were designed. This list of 301 words includes words commonly used across the curriculum, nouns, and verbs.

## **Part 1 Mini-Lessons.**

Each mini-lesson will help you guide the students into visual imprinting (committing the whole word with image into long term memory), writing the word, using it correctly in a sentence, and making sure the students comprehend the word in a sentence. Words that contain the same spelling patterns as the target word are included to expand learning.

Use with SnapWords® Lists F-V. The words in each list are provided for you in the front of each section of the book. The mini-lessons will guide you in the initial teaching/introduction of the words, and then you may use activities from the second part of the book to follow-up.

## **Part 2 How to Teach SnapWords® High-Frequency Words using images, body motions, games and activities.**

This portion of the book includes activities for:

- word recognition
- word review
- words assessment
- oral sentence building
- tactile sentence building
- reading/writing connection
- story starters
- phonemic awareness
- sound spelling study
- word structure study

See more details on page 118.

*Enjoy!*

# SNAPWORDS LIST F

| List F Words - ABC order:  | List F Words by level:  |
|--|---|
| <p>along<br/>also<br/>anything<br/>bed<br/>box<br/>car<br/>cat<br/>coat<br/>color<br/>dear<br/>dog<br/>door<br/>dress<br/>each<br/>early<br/>end<br/>face<br/>fat<br/>fine<br/>hand<br/>happy<br/>hat<br/>home<br/>hope<br/>later<br/>letter<br/>longer<br/>love<br/>maybe<br/>men<br/>money<br/>morning<br/>name<br/>night<br/>o'clock<br/>order<br/>pair<br/>part<br/>present<br/>push<br/>room<br/>sat<br/>second<br/>seem<br/>set<br/>sister<br/>someone<br/>something<br/>special<br/>stand<br/>store<br/>such<br/>thing<br/>third<br/>though<br/>until<br/>way<br/>yesterday<br/>yours</p> | <p><b>Level 1:</b></p> <p>cat, hat, fat, sat, bed, end,<br/>men, set, box, dog, car, way</p> <p><b>Level 2:</b></p> <p>dress, hand, stand, such,<br/>face, name, seem, coat,<br/>each, home, hope, fine</p> <p><b>Level 3:</b></p> <p>along, also, door, room,<br/>early, pair, part, store, dear,<br/>love, until, push</p> <p><b>Level 4:</b></p> <p>color, happy, later, letter,<br/>maybe, money, night, order,<br/>sister, thing, third, yours</p> <p><b>Level 5:</b></p> <p>anything, longer, morning,<br/>o'clock, present, second,<br/>someone, something,<br/>special, though, yesterday</p> |

## List F, Level 1

# box

Show the children the SnapWord® card for BOX. Study the picture together and ask the children to comment on what they see. This picture is of a dining room. The **o** in the middle has a puppy peeking out while the **b** at the beginning has a nice straight back that follows the side of the box. The **x** fits nicely into the other corner. Follow the routine next: Body motion, sentence, visualization, and writing.

Write BOX on your whiteboard and add words from that family in a column. Fox, lox, pox. That's all, folks!

Children will make up a sentence they like, and then write and illustrate it.

# dog

Show the children the SnapWord® card for DOG. Study the picture together and ask the children to comment on what they see. This picture is a bit floppy, isn't it? The **d** is the dog's head and there are two very large floppy ears on it and two bug eyes! The **o** is the tummy of the dog while the **g** is his back end. Note the floppy tail wagging! Follow the routine next: Body motion, sentence, visualization, and writing.

Write DOG on your whiteboard and add words from that family in a column. Bog, cog, fog, hog, jog, log, blog, clog, flog.

Children will make up a sentence they like, and then write and illustrate it.

# car

Show the children the SnapWord® card for CAR. Study the picture together and ask the children to comment on what they see. The **c** in CAR is the back end of the car where the trunk is. The **a** conveniently is the middle part and has two windows above it. The **r** is the front of the car and the headlights are shining right out of the little hook in the **r**. Follow the routine next: Body motion, sentence, visualization, and writing. Focus on AR/R.

Write CAR on your whiteboard and add words from that family in a column. bar, far, jar, mar, par, tar, char, spar, star.

Children will make up a sentence they like, and then write and illustrate it.

## List F, Level 1

# way

Show the children the SnapWord® card for WAY. Study the picture together and ask the children to comment on what they see. This picture is pretty cool. The **w** is actually a bendy road with a dotted line running down the middle. A really complicated sign with a vine growing up it and a bird sitting on top is just behind it. The **a** in the middle is just filled with green and is leaning on the **w**. The **y** is a girl who is very confused about which way to go! Follow the routine next: Body motion, sentence, visualization, and writing. Focus on AY/Ā.

Write WAY on your whiteboard and add words from that family in a column. bay, day, gay, hay, jay, lay, may, nay, pay, quay, ray, say, bray, clay, cray, ray, gray, play, pray, slay, spray, stay, stray, sway, tray. Whew!

Children will make up a sentence they like, and then write and illustrate it.

# SNAPWORDS LIST G

| List G Words - ABC order:  | List G Words by level:   |
|--|--|
| <p>able<br/>           above<br/>           against<br/>           almost<br/>           already<br/>           although<br/>           among<br/>           bad<br/>           beautiful<br/>           behind<br/>           below<br/>           between<br/>           brother<br/>           certain<br/>           dark<br/>           deep<br/>           dry<br/>           during<br/>           easy<br/>           either<br/>           else<br/>           ever<br/>           favorite<br/>           few<br/>           finally<br/>           free<br/>           front<br/>           fun<br/>           great<br/>           half<br/>           heavy<br/>           important<br/>           inside<br/>           instead<br/>           large<br/>           less<br/>           lot<br/>           mad<br/>           main<br/>           nice<br/>           often<br/>           page<br/>           perhaps<br/>           possible<br/>           probably<br/>           quick<br/>           ready<br/>           real<br/>           really<br/>           scared<br/>           several<br/>           sick<br/>           side<br/>           simple<br/>           since<br/>           size<br/>           sound<br/>           sure<br/>           that's<br/>           themselves<br/>           they're<br/>           top</p> | <p><b>Level 1:</b></p> <p>able, bad, dry, else, ever,<br/>           fun, less, lot, mad, sick, top,<br/>           that's</p> <p><b>Level 2:</b></p> <p>dark, deep, easy, few, free,<br/>           half, main, nice, page, real,<br/>           side, size, sure</p> <p><b>Level 3:</b></p> <p>above, among, below, front,<br/>           great, heavy, large, often,<br/>           quick, ready, really, since,<br/>           sound</p> <p><b>Level 4:</b></p> <p>against, almost, already,<br/>           behind, certain, during,<br/>           either, finally, inside, scared,<br/>           simple, they're</p> <p><b>Level 5:</b></p> <p>although, beautiful,<br/>           between, brother, favorite,<br/>           important, instead, perhaps,<br/>           possible, probably, several,<br/>           themselves,</p> |



## How To Teach List G, Level 1

# able

Show the children the SnapWord® card for ABLE. Study the picture together and ask the children to comment on what they see. (Ex: there are two children with untied shoes. They are the short letters, **a** and **e**. One child feels ABLE to tie his shoes while the other doesn't feel ABLE)

Do the body motion from the reverse of the card. Now read the sentence from the back of the card to the children. Ask them to close their eyes and "see" the word and picture in their heads. Then ask them to open their eyes and write ABLE on their whiteboards. Note that LE at the end says /L/.

Write ABLE on your whiteboard and brainstorm other words in the same family, writing these words in a column below ABLE: fable, cable, table, Mable, sable, etc.

Ask the children to make up sentences using ABLE and its related words. Have them choose their favorite to write and illustrate. The process of writing and drawing in this part of the lesson is very good for stimulating both hemispheres of the brain. Idea: "Mable tied a cable to the table."

# bad

Show the children the SnapWord® card for BAD. Study the picture together and ask the children to comment on what they see. The picture shows a child in a bad mood. The tall letters (**b** and **d**) are wondering why he is in a bad mood.

Do the body motion and say the sentence from the back of the card. Ask the children to close their eyes until they can "see" the word and picture in their imagination. Next, have them write the word on their whiteboards. This part of the lesson is a routine that will be followed with every Mini-Lesson in this book: 1. Do the body motion 2. Say the sentence 3. Visualize the word and 4. Write the word on whiteboard.

Write BAD on your whiteboard. The word family for this lesson is AD. Other words that go along with BAD are: cad, fad, had, lad, sad, and tad.

They will make up a sentence to write and illustrate. EX: "The lad is a tad sad."

# dry

Show the children the SnapWord® card for DRY. Study the picture together and ask the children to comment on what they see. Two kids have just gone swimming in a pond and are wet. They have one towel to dry off with.

Follow the routine next: Body motion, sentence, visualization, and writing.

Write DRY on your whiteboard. Words ending in Y when it sounds like long I are: by, fry, cry, try, pry, my.

Write a sentence and illustrate it. "I won't cry when I try and fry my onions!"

# SNAPWORDS LIST N1

| List N1 Words - ABC order:   | List N1 Words by level:  |
|--|--|
| ball<br>bird<br>book<br>boy<br>chair<br>children<br>city<br>clothes<br>cloud<br>country<br>crab<br>desk<br>ears<br>eyes<br>fire<br>flower<br>food<br>friend<br>giant<br>girl<br>grass<br>hair<br>head<br>house<br>insect<br>island<br>lizard<br>ocean<br>paper<br>people<br>planet<br>plant<br>rain<br>river<br>rock<br>sand<br>school<br>shirt<br>shoe<br>sign<br>snake<br>snow<br>spider<br>stake<br>stick<br>storm<br>street<br>sun<br>table<br>teacher<br>town<br>tree<br>water<br>wind<br>woman<br>words<br>world<br>worm<br>year | <p><b>Level 1:</b></p> <p>food, school, ball, grass,<br/>house, fire, river, wind,<br/>giant, ears, city, island</p> <p><b>Level 2:</b></p> <p>tree, sun, water, friend,<br/>boy, girl, shoe, ocean, table,<br/>woman, people, cloud</p> <p><b>Level 3:</b></p> <p>town, country, storm, rain,<br/>planet, crab, head, lizard,<br/>snake, spider, stick</p> <p><b>Level 4:</b></p> <p>worm, bird, words, plant,<br/>shirt, flower, paper, insect,<br/>book, teacher, desk, sign</p> <p><b>Level 5:</b></p> <p>stake, eyes, hair, chair,<br/>world, clothes, snow,<br/>children, year, street, rock,<br/>sand</p> |

# How To Teach List N1, Level 1

## food

Show the children the SnapWord® card for FOOD. Study the picture together and ask the children to comment on what they see. Your students will have already studied the long oo sound spelling, so FOOD should be a breeze. Just note the **f** banana, the **o** pizza and peach, and the **d** delighted girl! She must love bananas, pizzas, and peaches!

Follow the routine next: Body motion, sentence, visualization, and writing.

Write FOOD on your whiteboard. Add: “moon, boon, mood, brood, boom, loom, doom, room, zoon, pool, tool, fool, cool.”

Children will make up a sentence they like, and then write and illustrate it. Ex: “We ate our cool food under the moon by the pool.”

## school

Show the children the SnapWord® card for SCHOOL. Study the picture together and ask the children to comment on what they see. The great thing about this picture is that the one letter that you cannot hear (**h**) is highlighted with the flag that flies over the entrance to the school. The shape of the building also accommodates the other tall letter (**l**). Of course the children know the oo spelling and can hear the **s** and the **c**.

Follow the routine next: Body motion, sentence, visualization, and writing.

Write SCHOOL on your whiteboard and refer back to the word list for FOOD.

Children will make up a sentence they like, and then write and illustrate it. Ex: “We have a cool room at school!”

## ball

Show the children the SnapWord® card for BALL. Study the picture together and ask the children to comment on what they see. This is one word that might be a no-brainer for your children, so don't belabor the point. If it is already a familiar word, do visual imprinting, make sure they can easily use it in writing sentences, including spelling it correctly, and move on to the next lesson.

Write BALL on your whiteboard and add other LL words as desired or needed. “call, fall, gall, hall, mall, pall, tall, wall, small, squall, stall.

Sample sentences: “In the mall we play ball in the hall by the wall.” “The small ball is in the stall down the hall in the mall.”