

SnapWords®

high-frequency picture words

MINI-LESSONS

how to teach each SnapWord®, integrating spelling, writing, and phonics concepts, with a focus on sound spellings

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Child1st's SnapWords® are over 620 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 first 283 words, which include the Dolch words, and more...



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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 use 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 herself say the wrong word, that incorrect word will become stuck in her 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 **www.child1st.com**, or search for Child1st SnapWords® Teaching Cards on the web. Refer to the list of words available on page 161. You will find many other products designed for children who learn most quickly using visuals and body motions...both in reading and math.

Enjoy!



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



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.

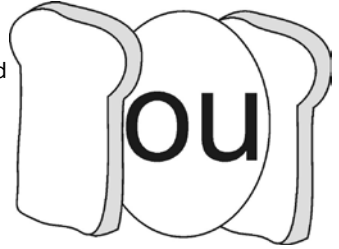
Have the children practice writing ME on their whiteboards, carefully saying the sound of each letter as they write it.

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.

out

Show the children the SnapWord® card for OUT. Recently they had the word IN and the visual showed the word IN in a box. This time, the word OUT has jumped out of the box. Have the children close their eyes after they have studied the word a bit. Can they see it?

The sound OU at the front of OUT is the same sound as OW in NOW but is spelled a bit differently. The OU spelling is always going to be inside a word (like baloney between bread) or starting a word, while OW is very frequently found at the end of words and syllables. You can still say that the O is a wide open mouth and the posts of the U are arms upraised. For a body movement for OUT, cup your hand like you did for IN, but this time, move your pointer finger OUT of the cup and away from it while you say, "It is OUT!"



Children might want to draw their own word and embellish it in a different way. The word OUT might have little wheels to run on, for instance, and the U might be holding a little cat or other passenger.

so

Show the children the SnapWord® for SO. The O has been drawn out as though you are saying, "And so... what happened then?" You can make a rolling motion with your hand as if you want the other person to spit it out... say it already!

SO is a lovely word to group with NO and GO. Pretend that you have a clunker of a car that finally quit working. As everyone is standing around shaking their heads, someone says, "SO, I see it is a NO GO." Children can draw their own version of clunkers and write that sentence as a label, since they will have already learned all the words!

here

Show the children the SnapWord® for HERE. For some reason, this word can present a problem for many children who are learning to read. I teach ERE as a spelling pattern that is also found in THERE and WHERE. Show the children the visual of the baloney sandwich:

The R is the meat on the sandwich and the E's are the slices of bread. Keep this visual in a prominent place to refer to when you teach THERE and WHERE. Have the children notice that in the SnapWord® for HERE, the R is a little person who is pointing to the floor right beside him.



Point to the floor right beside you and say, "Come right HERE." Do visual imprinting and then write the word.

Sentences to use could include:

Mom said, "Come here."

"Come and play here," he said.

We can come down here.

I can see you are here now.

Come sit down here.

little

Show the children the SnapWord® for LITTLE. Hold your thumb and forefinger close together and say, "It's so little!" Give the children letter tiles for L, L, I, E, T, and T. When they build this word, have them start in the middle with the two T tiles. Have them look at the letter tiles they have left. They will need to put a vowel after each of the Ls. So now they will have TT, LI, and LE. Instruct them to put the LI at the beginning of the word and the LE at the end. Say the word funny as well. Say "LITT-LEE." You can also clap the word as you spell it: Say, "L-I-T[clap]- T[clap], L- E."

Do visual imprinting and then practice writing LITTLE.

Sentences, "My cat is little." "A little dog will come and play." "It is little, not big."

SNAPWORDS LIST B

List B Words - ABC order:	List B Words by level:
<p>about all am any ask ate away be cut eat fast fly from funny gave good got him into its just last let many may must new of our pull put read run saw say she show sing still take tell than that them then they too took try us went what when who why with work yes your</p>	<p>Level 1:</p> <p>am, ask, be, cut, got, him, into, its, let, run, us, yes</p> <p>Level 2:</p> <p>away, must, that, from, of, them, funny, put, they, may, say, went</p> <p>Level 3:</p> <p>any, many, try, fly, why, she, what, when, just, last, show, than</p> <p>Level 4:</p> <p>ate, pull, too, fast, saw, took, good, sing, who, our, then, with</p> <p>Level 5:</p> <p>about, all, eat, gave, new, read, still, take, tell, work, your</p>

List B

say

Show the children the SnapWord® for SAY. Point to your open mouth and say, “I may say a lot of things.” This is not a hard word, of course, but let’s focus on correct usage in sentences. SAID is for what already happened, while SAY is often used in the present or future. See the difference: “I SAID I would help you.” It already happened. “I will SAY my times tables.” Hasn’t happened yet, but very likely will happen. Do visual imprinting and practice writing. The children might have fun with writing, “I MAY SAY, ‘Boo!’” or another word they might need help with spelling.

Sentences: Mom will say, “Yes.” (Review the comma and quote marks like we did for SAID). “I can say my ABC’s.” “Dad will say no, but Mom will say yes.”

went

Show the children the SnapWord® for WENT. This picture does look very much like what the word means, plus the word can be sounded out without any tricky sound spelling variations. Move your hand quickly to your side showing the direction the word WENT as you say, “They went that way.” Sometimes children confuse WENT with WHEN and it is easy to see why as three of the letters are the same. It will be good to pay a lot of attention to the final T, so maybe you can ask your children to draw a head on the T when they write their own version of WENT. Other words in this family include: BENT, DENT, GENT, LENT, PENT, RENT, SENT, TENT, VENT.

Sentences to write and illustrate could include: “He and I went out.” “He went away.” “The funny cat went up the tree.”

List C

man

Show the children the SnapWord® for MAN. This word is easy-pacheesie. Pretend to pull out your pocket watch to see the time and say, “The man is going to work.” Do visual imprinting and writing, and then you could elect to use MAN to do some phonemic awareness exercises. Have the children write MAN at the top of their whiteboard, and then say, “Change MAN to CAN. Now change CAN to TAN. TAN to PAN. What would you need to do to PAN to make it say PLAN?” Focus on the sounds in the word and if needed, assign one sound to each finger so the children can identify exactly where the L goes. Once they have written PLAN and have checked for accuracy by sounding out what they have written, say “Change PLAN to CLAN. Now change CLAN to LAND.” Again, have the children focus on the sounds of the word CLAN. When they say LAND, what is the first sound they hear? The L. So they will need to lose the C. Now they have LAN. What do they hear at the end of LAND? D. So they will be able to identify the letter to add to the end of LAN to make LAND. Say, “Now change LAND to SAND. SAND to HAND.” Continue on like this only as long as the children are engaged.

bring

Show the children the SnapWord® for BRING. Pretend to carry a pie in front of you and say, “I will bring a pie for dessert.” This word is interesting because it ends with ING like GOING did, but BR is not a word by itself! Point out that the B at the front is the lady carrying the pie, and if you take her off the word, what you have left is RING. Do visual imprinting and practice writing BRING on whiteboards. Generate other similar words to write such as SING, TING, ZING, STRING, SPRING, STING.

Practice writing BRING in sentences to illustrate: “I can bring my dog.” “Mom said I can bring my toy.” “I am going to bring my book to school.”

List C

how

Show the children the SnapWord® for HOW. Scratch your head as though you are puzzled as you say, “How am I going to do this?” This word is super easy if the children have been introduced to the OW sound spelling.

If they have not, once they have done visual imprinting and practice writing, relate this word to other OW family words (COW, BOW, NOW, SOW, VOW, BROW, CHOW, PLOW, PROW, SCOW.) (Notice in the illustration, you can see the O made by the crying child’s mouth, and the W made by his arms.)

Create sentences together that use HOW. Encourage the children to be creative and silly with their sentences as this will deepen their attention on the word and its use. Think of funny things you are wondering HOW you are going to do. “How am I going to get the cow up the stairs?” “I don’t know how to get the sow off the house!”



own

Show the children the SnapWord® for OWN. Strut around as you say proudly, “I own nine camels.” This word has the same spelling pattern as HOW did, however, this time it sounds like OH. In the illustration, the mouth once again makes the OH sound, while the arms remind us of the W. This time the child is not crying OW, he’s saying, “OH! I forgot.” Do visual imprinting and practice writing.

Next, add other OW words to the mix: BOW, LOW, BLOW, GROW, TOW, CROW, FLOW, GLOW, SHOW, SLOW, SNOW, STOW. Also, MOWN, SOWN, BLOWN, FLOWN, GROWN, SHOWN, THROWN.

Sentences using OWN might include: “The crow I own will blow on the snow.” “I own five grown pigs.”



List D

upon

Show the children the SnapWord® for UPON. Crane your neck as though trying to see what is on the roof as you say, “The man walked upon the roof of his house!” Have the kids comment on what the man is doing on the roof. Does he look secure, or does he look nervous about falling off? Of course see if the children notice the two small words that make up UPON. UP and ON. Do visual imprinting and practice writing.

We are not as used to using the word UPON as we are just ON. But there are times we cannot say ON. “Your views cannot be forced upon others.” “Upon arriving back home, I was surprised to find my cat outside.” “Mom said she depends upon me to be good.” “Mom placed the vase upon the mantle.” Of course there is “Once upon a time, there lived a princess in a faraway land.”

well

Show the children the SnapWord® for WELL. Sniff and pretend to blow your nose as you say, “I think I am almost well.” If you study the word WELL, you will notice that the W is a fancy trashcan full of waded up tissues, the first L is the teaspoon used to swallow medicine, and the final L is a thermometer, all things we are used to seeing when we are sick! This is an easy word apart from the double L so let the children pay close attention to the two items that are the LLs in the word.

Do visual imprinting, practice writing, and draw in other words that belong to this family: BELL, CELL, DELL, DWELL, FELL, JELL, KNELL, SELL, TELL, YELL, SHELL, SMELL, SPELL, SWELL. Let the children make up sentences that use ELL words. “The bell in the cell in which I dwell fell when I yelled.” “I tell you, I will sell the jell that I smell.”

round

Show the children the SnapWord® for ROUND. Make a big circle with both arms as you say, “The disk is perfectly round.” Point out the ending of ROUND; it ends in ND just like the word AND does. Then, just before the ND we see OU as in the word OUT. Then at the beginning of the word is a nice R. R-OU-ND. Study the picture for ROUND noticing that the U is the tallest letter in the word. Let the children study the picture and then close their eyes to see the word in their minds. While their eyes are closed, ask them which letter starts the word (R) and then which letter is at the end (D)? When they can see the word in their minds, have them open their eyes and write the word on their boards.

Next, do sound replacement with these words: BOUND, FOUND, HOUND, MOUND, POUND, SOUND, WOUND, GROUND. If the children make the OU in a different color or make it underlined in each word they write, it will make that sound spelling stand out from the initial sound and the final ND in every word. Sentences that use ROUND: “My ball is not round; it is flat!” “Our rug is round.” “A full moon is round.”

buy

Show the children the SnapWord® for BUY. Good thing that the image for BUY is there to help us out on this word which sounds like BY. Pretend to push a cart as you say, “I am going to buy this Teddy bear.” The U is the cart holding the bear. Let the children study the word/picture and then have them close their eyes and wait until they can see the image and word in their minds. Have them tell you in detail what they see.

Next, have them open their eyes and without referring to the SnapWord® card, write BUY on their whiteboards. For fun, you can give the children a few minutes to make their own stylized word and put in the U (their cart) whatever they want to BUY. They should then label their drawing with a sentence, “I went to the store to BUY a....”

wash

Show the children the SnapWord® for WASH. Pretend to wash something in front of you as you say, “I will wash these dishes in the sink.” Point out that the A in WASH is not short nor is it long. It actually says, “AH” just as it does in WATER, WANT, FATHER. In this word, the tall letter is the lady, the S is the place she is washing, the W is holding dirty clothes. Have them do visual imprinting and then practice writing what they saw in their heads.

Next, engage the children in coming up with ways to use WASH in sentences. “I need to wash the dog today.” “I helped wash the car Saturday.” “Mom said I had to wash my hair!”

wish

Show the children the SnapWord® for WISH. Look up dreamily as you say, “I am going to make a wish.” Notice that this word is just like the last one except for the change in the vowel. The I is the little girl who is wishing. Have them close their eyes and see the word in their minds, and then open their eyes to write on their whiteboards. Combine WISH with WASH in a sentence. “Mom said, ‘I wish you would wash your hair.’” “I wish I could wash the car now.” Or have them write about something they wish for. “I wish I had a” Or “I wish I could...”

List E

company

Show the children the SnapWord® for COMPANY. Pretend to sit nicely on the couch as you say, “Our company is sitting on the couch.” This word is broken into three syllables with Y holding its own at the end. COM PAN Y. Remind the children that Y at the end of a word with more than one syllable is going to be acting like a long E. Again, if it will help the children be able to remember how to write this word correctly, have them pronounce each syllable just like it looks: COM, PAN, Y. After you have practiced breaking long words into their syllables, it will be easier for children to notice syllables naturally when they come to long words. In the picture, notice that the Y is leaning down as though he’s preparing to take a nap! Maybe he feels squished! Do visual imprinting, and then have the children write COMPANY, one syllable at a time.

Point out that COMPANY can also mean “business.” “My dad’s company makes candy.” Have the children choose one of the meanings of the word and write a sentence for it. Ex: “Our company is Michael Jordan.” “When I grow up I will have a company that makes needles.”

because

Show the children the SnapWord® for BECAUSE. Pretend to cry and limp around pitifully as you say, “I am crying because I fell down.” This word can be separated into BE and CAUSE. CAUSE is made up of C, AU like in HAUL, and SE sounding like Z: C-AU-SE. Have the children study the picture, noticing which letters are children who have fallen down. When they are ready, do visual imprinting and practice writing BECAUSE on their whiteboards.

Other words that contain AU: AUGUST, AUTHOR, AUTUMN. These words have the AU sound combined with GH: CAUGHT, TAUGHT, DAUGHTER, NAUGHTY.

Talk about how BECAUSE is a word that links cause and effect. In this sentence, the girls fell first which prompted them to cry. BECAUSE can answer a question. Mom asks, “Why didn’t you clean your room?” Child answers, “Because I got to playing and forgot.” BECAUSE signals linking of two actions or an action and a motivation. “I chose the orange notebook [why?] because it is my favorite color.” Have the children come up with their own scenarios for using BECAUSE and write them on paper. “I washed the dog because he was dirty!” “I worked really fast because I wanted to have time to play.” “I went to the park because I wanted to play on the slides.”