

SnapWords® Mini-Lessons, Lesson for HIGH

Taken from SnapWords® Mini-Lessons, SnapWords® List D, Level 2, page 109

Every SnapWords® purchase comes with Mini-Lessons for each word that teach phonological and phonemic awareness, phonics/orthography/ automatic word recognition, fluency, vocabulary, comprehension, and writing. Lesson content is in blue, while the rationale and explanations are in black.

Show the children the SnapWords® for HIGH.

[Right-brained learners need to know the whole first because they learn from whole to part]

Reach up as HIGH as you can and say, “The beam is very HIGH in the air!”

[Activate body memory for kinesthetic learners]

Study the picture together, noting that the first and last letters are the same and are the tall letters that are supporting the beam.

[Focus on spelling from within the whole word]

Have the children then close their eyes and “see” the word and its image in their imaginations. While their eyes are still closed, ask questions like: “What are the first and last letters?” “What is the second letter?” “The third?”

[Visual imprinting to get the word into visual memory for instant word retrieval and also for spelling and phonics. For visual learners and all right-brained learners]

Then have them open their eyes and practice writing HIGH on their whiteboards without referring to the SnapWords® picture word for help.

[Visual/tactile connection: spelling and writing from visual memory]

Explain to the children that HIGH is a four-letter word but only has two sounds in it! H-I, except that it takes three letters to make the long I sound!

[Teach the phonics rule while connecting phonemes to graphemes]

Have the children make body motions for the IGH spelling: One pointer finger straight up for the I, for the G, make a C shape with your left hand and use your right pointer finger to make the “table” on the bottom of the C, and for the H, hold your palms vertically and touch the tips of your thumbs together.

[Activate body memory for the phonics concept: how to spell the long I sound in this lesson]

Add other letters to this sound spelling to make related words: *nigh, sigh, thigh, night, light, might, right, sight, tight, blight, bright, flight, fright, plight, slight.*

[this is a combination of phonemic awareness, orthographic mapping, expanded vocabulary, pattern-seeking, and detecting relationships between words and the phonics rule they share. Children will not be copying, rather, they will hear you say a word, and as they say each sound in the word, they will write the letters that represent the sounds.

Example: NIGH is broken into sound spellings – N-IGH. It sounds like N-I.

THIGH becomes TH-IGH. It sounds like TH-I

LIGHT becomes L-IGH-T. It sounds like L-I-T with long I sound.

BLIGHT becomes B-L-IGH-T.] It sounds like B-L-I-T with long I sound. You will have prompted the children to just say (long) I when they see IGH.

Child1st Publications, LLC has taken the lead in designing and publishing learning resources expressly for right-brained learners, including visual and kinesthetic learners, and children who are considered neurodiverse in their processing styles. We exist to provide a pathway to learning success for those who fail to thrive under traditionally auditory/sequential approaches.