

Read below to see how your child will benefit from using SnapWords® Sight Word Flash Cards.

Directions:

1. Have your child watch the slide show on the left, and see how well they respond recognizing the sight words used in the examples.
2. Click on the “Try Before You Buy” link, to pull up your free samples of SnapWords®
3. Use the SnapWords® in conjunction with the games and activities provided below in “How to Teach SnapWords® and watch your child’s reading ability improve in a snap!

HOW TO TEACH

SnapWords™

high-frequency words

using images, body motions, games, & activities

by Sarah Major, M.Ed.

Child1st's SnapWords™ are 607 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.



Child1st Publications LLC

How to Teach SnapWords™
High-Frequency Words

Ages 3 and up.

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Other titles by Sarah Major:
Kid-Friendly Computation series: *Addition & Subtraction*, *Place Value*, and *Multiplication & Division*. *The Illustrated Book of Sounds & Their Spelling Patterns*, *Alphabet Tales*, The Easy-for-Me™ Reading Program, the Easy-for-Me™ Books, and more.

Other educational work: Child1st SnapWords™ and SnapLetters™.

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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 using 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 himself say the wrong word, that incorrect word will become stuck in his 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.child-1st.com, or search for Child1st SnapWords™ Teaching Cards on the web. Refer to the list of words available on page 33. You will find many other products designed for children who learn most quickly using visuals and body motions...both in reading and math.

Enjoy!

1

Introducing SnapWords™

- Use SnapWords™ Teaching Cards.
- Choose 10-12 cards to display in a pocket chart.
- Tell the child(ren) what each word says.
- Talk about what you see in the pictures.
- Do the body motion found on the reverse side.
- Use the word in the sentence from the reverse side.
- After introducing the words, go back over the set, saying each word together. When the children see the words and images, do the body motions, and hear themselves saying the words, learning will be strengthened.

Notes:

2

pop up

- Use the same SnapWords™ Teaching Cards from game 1.
- With the class near you, explain that you are going to play a game in which they will pop up when they hear their name and will come up to the pocket chart to point to a word they can recognize.
- Encourage children to select a word when it is not their turn so they are ready when their name is called.
- Do not use this activity for teaching; rather keep it moving quickly so that no child gets bored. Stop the game as soon as interest begins to wander.

Notes:

3

where's word-o?

- Use the same set of SnapWords™ Teaching Cards.
- Have a fun pointing stick.
- Write children's names on popsicle sticks.
- Tell the children when they hear their name, they will come get the pointer and quickly locate the word you say.
- Choose your first name by selecting a stick with a name on it, and ask, "Where's PLAY, Jaylen?"
- Jaylen will jump up, grab the pointing stick and locate PLAY.
- Call names until everyone has had at least one turn, keeping the play moving quickly.
- If a child selects the wrong word, point out the beginning sound and keep on going. Make a quick note of the missed words.

Notes:

4

which is which?

- Use the same SnapWords™ Teaching Cards.
 - Use the name sticks again in order to be sure all play.
 - Choose your first name.
 - Select two cards and hold them up asking, “Natalie, which word says PLAY?”
 - Put the words back into the pocket chart and start again.
- With larger groups, you can have teams that take turns.

Notes:

5

around the world

- Use your set of popsicle sticks.
- Tell the children you are going to play a game and you will start it in order to show them how it is played.
- Select the first child and point to a word.
- That child will read the word, then point to another word for a new child to read. You can either choose sticks or let each child choose a name for himself.
- Continue until everyone has had a turn or two and all the words are thoroughly reviewed.

war, played in threes

- One person is the word caller.
- The word caller will display the first word.
- The child who correctly reads the word first gets the card.
- Go through all the words and then change the name caller to be another child.
- Continue until all three children have been the name caller.

Notes:

6

group games

Use the same words, but this time, print them on plain cards.

You will need 4 copies of each word.

GO FISH

- The goal of this game is to make as many matches as you can.
- Use 4 copies of each word and shuffle well.
- Deal 5 cards to each player, face down.
- Each child will look at their hand first to see if they have any matching cards they can lay on the table in front of them.
- Take turns going around the circle asking “Jason, do you have the word PLAY?” If Jason does have the word, he gives it to the requestor. If he doesn’t have the word, he will reply, “Go fish” and the first player will draw a card from the pile.

MAKING MATCHES

- Use two sets of the printed cards, shuffled and laid out face up on the table.
- Children will take turns finding two words that match and reading them for their partner.

MEMORY

- Use two sets of the printed cards, shuffled and laid out face down on the table.
- Children will take turns turning over two cards to see if they can make a match. If they can, they keep the cards.



whole group review or quiz

- Use your SnapWords™ groups of cards, but display them with the backs of the cards showing.
- Children will have either whiteboards and markers, or pencil and paper, depending on whether you want to review or quiz them on the words.
- Without pointing to it, choose a word to read and ask the children to find and write the word you just said.
- Have the children write the words in a column if you want to keep their word as a quiz
- Continue until all the words have been named and written.

Notes:

8

individual review or quiz

Use the reverse sides of the SnapWords™ cards for assessment.

TEACHER-LED

- Show the child one word at a time.
- The first time through the set, if he hesitates naming a word, turn it over to show him the image side briefly as a reminder.
- On the next time through the words, if a child misses a word, lay it down and keep on going.
- Use the images to review the words he was not able to read instantly. Just look at the pictures again and talk about what he sees.
- When he can read every plain word on sight, he will have gained 10-12 new friends!

PEER-LED

- Pair students so that you are relatively sure one in the pair is fluent with the group of words.
- Have the fluent child be the first to be reviewed in order to give the other child a little review before it is his turn to answer.
- The questioner will hold up a card at a time on the plain side for his partner to read. Follow the same procedure as in the teacher-led activity above.

Notes:



word flip

- Display your SnapWords™ groups of cards in the pocket chart with images facing.
- Tell the children that they are going to get to vote for the words they can recognize on sight without the picture showing.
- You will turn over the words the children select so the plain backs are showing.
- To begin, ask for suggestions on which word is the easiest and therefore the word that should be turned over first.
- When you have a consensus, turn that word over with a big flurry.
- Have the children vote on which word to turn over next.
- After you have turned over the third word, ask the children if they can still read the words you turned over.
- When you feel the class can all read all the words in the group from the plain side of the card, celebrate and tell the class you will be bringing out a new group of words!

Notes: _____

10

file folder game

Make games in file folders ahead of time. If you laminate them, you will be able to use them year after year.

MAKE THE GAMES

- Open a file folder flat.
- Plan the winding path the words will take from the starting point to the end.
- Write the sight words you have been learning on the path.
- Each child will take a turn tossing one die. He will read the same number of words as the number of dots on his die.
- Children will take turns until they have read all the words.
- To provide more practice, design the game so the road never ends and have each child start in a different place along the path.
- If desired, add a few twists to the game such as “go back two spaces” or “lose a turn” or “play twice.”

Notes:

11

phrase pop up

POP UP 2:

- Use a group of SnapWords™ cards the children can read.
- This time when you play Pop Up, the children will take turns linking two words into a phrase (for instance, “go up” or “come here.”)
- When children are comfortable linking two words, move on to Pop Up 3.

POP UP 3:

- This game requires making a 3 word phrase such as “come help me” or “play with me” or come down here.”

Increase the number of words in the phrase as you feel the children are comfortable with the level you just finished.

Notes:

12

it's a windy day!

Use your group of SnapWords™ with the right sides facing the children.

- Create phrases with the SnapWords, with one phrase in each row of the pocket chart.
- Read the phrases together.
- Have the children close their eyes and turn over a card or two.
- Tell the children that the wind blew so hard, it turned over a couple of the words.
- Read the phrases together, challenging the children to read without the pictures showing!
- Have them close their eyes again and repeat.
- When all the words are turned over, just leave them as a display for a couple of days for the children to practice reading.

Notes:

13**variation on windy day**

- Use a group of SnapWords™ cards the children can read.
- Start in the middle of the left hand side of the pocket chart with the word “I”.
- Next, in a column to the right of I, place three verbs such as “want, need, have.”
- After each of the verbs, place a plain word “to.”
- Finally, use the SnapWords™ to finish each sentence.
- Practice reading the sentences, taking turns, turning over words like you did in the first windy day game.

Example of pocket chart with words:

			call my mom.
			play with you.
			run down here.
			work with you.
	need	to	work down here.
I	want	to	sit with you.
	have	to	call you now.
			eat it all.

To read a sentence, begin at the left with the word I, and then pick a verb, and finally a sentence ending.

Don't hesitate to use the terms "pronoun," "verb" and "infinitive" when you are doing sentence building together.

14

whole group mixed up sentences

Use your group of SnapWords™ with the right side facing the children.

- Create mixed up phrases in the pocket chart. Work together, discussing how to rearrange the words to make the phrase make sense.
- In the beginning, if needed, say the correct phrase and let that verbal guide help the children rearrange the words.
- Later, in a guided activity, let the children collaborate on putting the words in the order that makes sense.
- Much later, use this activity in centers where partners work together to make sentences to unscramble for each other.
- Do this activity with the stylized sides showing at first and then switch to the plain sides as the children are more comfortable with reading the words instantly.

Notes:

15**sentence starters**

- Put sentence starters in a pocket chart.
- Share with the children that they will be able to choose whichever starter they'd like to finish. They will write the starter on their paper and then decide how they would like to finish the sentence.
- All children should be encouraged to illustrate their work.
- Sentence starter ideas: "I have a little..." "I want to make a..." "Do you want to.....?" "I see a funny, little...."
- Ask children to read their writing to someone so they can practice reading without having the sight word cards.

Increase the number of words in the phrase as you feel the children are comfortable with the level you just finished.

Notes:

16**story starters**

- Create sentences in the pocket chart. Make them as ambiguous as you can. (Ex: “Will you stop that now!” and “I will get the green one.”)
- Instruct the children that they may choose one sentence and build a story around the sentence and write what they want it to mean.
- Other ideas could include “There are two up the tree” and “I can see you go in there.” The idea is that the child will invent the scenario and write about it and illustrate it. In the first sentence, for example, there are two of what up the tree?
- Always allow for share time, whether whole group or with partners.

Notes:

17

missing words

- Create sentences in the pocket chart, leaving spaces where words are missing.
 - Children will select a word to go in the blank space for each sentence, and then will write each sentence on paper.
 - All children should be encouraged to illustrate their work.
 - Ex: "I want to _____ with you."
or "Do you have to _____ now?"
-

Notes:

18

journal writing

- Display a sentence in the pocket chart.
 - Ask the children to draw a picture of what the sentence says.
 - Ex: “The funny blue cat sat on me.” “Will you come help me work?” “Come down here now!”
 - The pictures will show whether or not the child understood the sentence.
 - If desired, you could display a handful of sentences and let each child choose the one they want to illustrate.
-

Notes:

19**new word work**

- Have a new sight word as the focus for each day.
- Share with the children that it is wonderful they can recognize this word on sight, but now they are going to make sure they know how to use it really well.
- Ask children to write the new word in his or her writing journal, stylize it, and then use it in a sentence.
- Ex: for JUMP, the child will stylize the word as he or she desires, then will write something like this: “My cat can jump like me.”

Notes:

20

word family introduction

- Select a target sight word for the day.
- Identify a focus spelling pattern (ie: the portion of the word on which you want to focus. (Ex: short “a” sound, or “er” ending, or “oo” as in “soon.”))
- Brainstorm other words containing that target spelling.
- Write the words on a whiteboard or chart paper.
- Underline the target spelling in each word or write those letters in a different color.
- Ex: for the sight word “AT,” add words such as “cat, fat, sat,” etc. For “oo” they might say “moon, noon, boot, zoo,” etc.
- Learning is enhanced if children are writing on whiteboards as you generate this list together.

Notes:

21

word families scavenger hunt

- Identify a sound spelling such as “ow” in “cow” from a selected sight word.
- Children will search through books or through the sight word wall until they find more examples of words containing this sound spelling.
- Other “ow” sight words include “down, now, how.”
- If the children use books to search for more words, they could work in pairs and write down all the “ow” words they can find.
- Share lists with the class. I posted these lists in my classroom on long strips of paper so the words made a long column. I encouraged the children to add to this list as they encountered other matching words in their reading.

Notes:

22

odd man out

- Choose and display 4 words which have a sound spelling in common and one word that does not match. (Ex: “see, green, three, here.”)
- Ask children to study the words.
- The task is for the children to identify which word does NOT belong in the group. In the example given above, “here” does not belong, as it does not have the “ee” spelling.
- In “where, there, here, three,” “three” does not belong.
- In “five, like, with,” “with” does not belong.

Notes:

23

word sort

- Introduce this activity to the whole group, and then you may use it as a center activity.
- Give each group of children about 7-8 cards, and choose words for each set that combine two different target sound spellings. Ex: old, cold, hold, told, now, down, how, brown.
- Combine picture cards with plain cards you have prepared by writing additional words on index cards as needed to make the game work. Shuffle.
- Ask the group to sort the word cards into two piles. They must agree on how to sort their cards and be able to verbalize their choice when they have finished.
- In our example, children would create a stack of “old” cards and one of “ow” cards.

Notes:

24

word morph

- Choose one sight word for the day. Display in pocket chart.
- Children have markers and whiteboards.
- Identify each sound in the target word. For example, in “not,” you would segment /n/, /o/, /t/.
- Have children sound and write “not” on their whiteboards.
- Ask, “Can you change ‘not’ into ‘hot’?”
- Check to see if children are changing the n into an h.
- Continue with letter replacements, such as in “cot, pot, dot.”

Notes:

25

more word morph

- Continue activity 24, but this time, after the children have written the first word (not) on their whiteboards, ask:
 - “Can you make ‘not’ into ‘hot’?”
 - “Can you make ‘hot’ into ‘hop’?”
 - “Hop” into “mop?”
 - “Mop” into “map?”
 - “Map” into “tap?”
 - “Tap” into “top?”
 - “Top” into “stop?”
- One idea is to use the sight word of the day as the game starter each time.

Notes:

26

add a letter

- In this version, you start with a tiny sight word, such as “a.”
 - Each change to the word requires adding one letter to the previous word.
 - “A” could become “at.”
 - “At” could become “rat.”
 - “Rat” could become “brat.”
 - “Brat” could become “brats.”
 - “I” turns into “it,” “it” to “sit,” “sit” to “spit,” “spit” to “split,” “split” to “splits.”
-

Notes:

27

esol considerations

- This book of games and activities is vital tool for ESOL settings.
- The visuals provide powerful meaning-makers for English language learners of any age.
- The cards become visual prompts to the meaning of English words and a visual that ties meaning to print.
- Putting sentences together guides the English Language Learner into an understanding of English sentence structure and word usage.
- Motions also aid in the understanding of the meaning of the words and phrases.

Notes:

ABOUT CHILD1ST PUBLICATIONS

Core Beliefs:

We believe every child can learn, that many learning failures are avoidable, and that a label assigned doesn't have to be a life sentence. We believe brains are made to learn, they love to learn, and in most cases they will learn when conditions are right. We also believe that once the gaps in their understanding are bridged, children will progress rapidly.

Product designers at Child1st look at children first to discover how they learn most naturally. We integrate explicit phonics instruction with specific strategies (visuals, movement, storytelling, humor, rhyme, and patterns) to engage children with an array of learning strengths. Teach smarter, more efficiently, and with confidence.

Background:

After many years teaching everything from preschool to college and developing products along the way to meet observed needs, Sarah Major resigned from fulltime teaching in 2006 in order to devote herself to Child1st. What began as a small business in her Florida home quickly grew, gaining friends and customers all over the world. By 2008 the business expanded to a new facility and added several staff.

Contact Us:

www.child-1st.com
800-881-0912

List of 607 Child1st SnapWords™ from www.child-1st.com

List A

all
a
an
and
are
as
at
back
big
but
by
call
can
come
did
do
down
for
get
go
has
have
he
help
here
hi
his
I
if
in
is
it
jump
like
little
look
make
me
my
no
not
now
on
or
out
play
ran
said
see
sit
so
stop
the
this
to
up
want
we
will
you

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

around
before
began
better
bring
came
cold
day
didn't
does
don't
far
find
first
found
give
giving
going
gone
had
hard
her
hold
how
kind
know
live
long
made
man
more
much
never
next
off
oh
old
other
over
own
pick
ride
some
soon
there
these
think
those
told
under
very
walk
was
were
where
which
your

List D

across
always
after
been
best

List C

again
another

both
buy
clean
close
could
done
draw
even
every
fall
full
goes
grow
high
hot
hurt
I'm
keep
laugh
leave
left
light
mean
might
most
myself
near
need
once
only
open
pretty
right
round
same
short
should
sleep
small
start
their
today
turn
upon
use
warm
well
while
would
yet

List E

accident
basement
because
bicycle
breath
careful
carry
certainly
clapped
company
decide

different
drink
enough
father
flapping
giggle
heard
hitch
hundred
husband
imagine
indeed
instant
it's
mother
passenger
playmate
pleasant
please
pleasure
prize
realized
shall
stove
struggled
stuck
stumbled
thank
thought
through
together
tomorrow
toward
twice
wash
whole
willing
wish
wonderful
write

List F

along
also
anything
bed
box
car
cat
coat
color
dear
dog
door
dress
each
early
end
face
fat
fine
hand
happy

hat
home
hope
later
letter
longer
love
maybe
men
money
morning
name
night
o'clock
order
pair
part
present
push
room
sat
second
seem
set
sister
someone
something
special
stand
store
such
thing
third
though
until
way
yesterday
yours

List G

able
above
against
almost
already
although
among
bad
beautiful
behind
below
between
brother
certain
dark
deep
dry
during
easy
either
else
ever
favorite

few
finally
free
front
fun
great
half
heavy
important
inside
instead
large
less
lot, (lots)
mad
main
nice
often
page
perhaps
possible
probably
quick
ready
real
really
scared
several
sick
side
simple
since
size
sound
sure
that's
themselves
they're
top

N&C

one
two
three
four
five
six
seven
eight
nine
ten
black
blue
brown
gold
gray
green
orange
pink
purple
red
silver
white

yellow
ball
bird
book
boy
chair
children
city
clothes
cloud
country
crab
desk
ears
eyes
fire
flower
food
friend
giant
girl
grass
hair
head
house
insect
island
lizard
ocean
paper
people
planet
plant
rain
river
rock
sand
school
shirt
shoe
sign
snake
snow
spider
stake
stick
storm
street
sun
table
teacher
town
tree
water
wind
woman
words
world
worm
year

Nouns 1

answer
became
become
begin
being
believe
broke
brought
build
can't
care
catch
caught
change
complete
couldn't
died
explain
feel
fell
fight
finish
fix
follow
forget
form
grade
hear
hit
kept
killed
knew
learn
listen
lost
mind
miss
move
organize
quit
rest
seen
shot
speak
spend
stay
stood
study
succeed
talk
teach
throw
travel
tried
understand
wasn't
watch
win
woke
worry
wouldn't

Nouns 2

air
baby
bike
boat
body
boot
bus
class
dinner
Dad
dream
earth
fact
family
fare
feet
field
fish
game
group
heart
hill
hour
idea
job
kids
lady
land
lunch
life
line
list
Mom
moon
nothing
number
park
party
past
person
picture
place
problem
reason
sea
ship
sky
space
spring
state
story
stuff
summer
things
time
trouble
week
winter
yard

Verbs

add

List B

about

