

List D, Level 2

high

Show the children the SnapWord® for HIGH. Reaching up as HIGH as you can and say, “The beam is very HIGH in the air!” Study the picture together, noting that the first and last letters are the same and are the tall letters that are supporting the beam. 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?” Then have them open their eyes and practice writing HIGH on their whiteboards without referring to the SnapWord® picture word for help. 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!

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

light

Show the children the SnapWord® card for LIGHT. Hold both hands up, fingertips together, then spread fingers out into rays at the same time while you say, “The LIGHT came on!” Point out that the IGH spelling they just learned is in the middle of this word, which has one new letter sound at the beginning and one at the end of the word. This word is a natural to teach after teaching *high*. Do visual imprinting as in the previous lesson, and then practice writing. Move right on to the next word, *might*.

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might

Show the children the SnapWord® for MIGHT. Place hands around your imaginary ice cream cone and say, “I MIGHT let you have some of this!” The only difference between this word and *light* is the first letter. It was an L and is now an M. Do visual imprinting, practice writing, and then combine all three IGH words into sentences. “The light MIGHT be too high.” Now move on to teaching *right*, which is yet another word belonging to this family.

right

Show the children the SnapWord® for RIGHT. Whip your arm to the RIGHT as though turning a steering wheel as you say, “I need to turn RIGHT here!” Notice that there is a blue arrow pointing RIGHT and the word itself is slanting to the RIGHT. Notice which letter is superimposed on the road and which letters are on either side of the road. Do visual imprinting and practice writing.

Next have fun generating sentences that use all the IGH words: *high, light, might, RIGHT*. “The light might be high on the RIGHT.” “There might be more light on the RIGHT.” “It might be RIGHT for the light to be high.” I feel certain the children will come up with some good sentences!

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need

Show the children the SnapWord® for NEED. Pretend to hold out an empty plate and look pitifully hungry while you say, “I NEED some food please!” My students and I used to snicker about the EE spelling of long E, saying that when we say that sound spelling we show a lot of tEEth. This was a simple reminder of how to spell that sound. It works especially well if you group several EE words into a sentence and say the sentence while showing your teeth. Ha ha. Here is an example: “The sheep on Sweet Street NEED wheels of cheese.” And this: “I NEED to see my bees in the tree.” Have the children keep this in mind as they close their eyes to see the word NEED in their minds. Of course have them practice writing it.

To do phonemic manipulation, use these words: *deed, feed, heed, kneed, reed, seed, weed, bleed, breed, creed, freed, greed, speed, steed, tweed.*

keep

Show the children the SnapWord® for KEEP. Encircle something pretend with your arms as you say, “I need to KEEP this.” Notice in the image that the K and P are children who have their arms around the two EEs in the word that they need to KEEP. You can see why! If the EEs were gone, the word wouldn’t be a word at all! Relate the word KEEP to the ones you practiced writing when learning *need*. Have the children do visual imprinting for KEEP, practice writing it briefly, and then generate sentences using both *need* and KEEP. What are some things they *need* to KEEP?

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clean

Show the children the SnapWord® for CLEAN. Pretend to CLEAN vigorously with a rag as you say, “I have to CLEAN this house!” Wowzers! This EE sound is no longer an EE but rather an EA. As the children study the picture, suggest that maybe her name is AN (see end of the word) and notice that she is cleaning so fervently that she is using two hands and two rags. The letters she is cleaning are the C and E, which look similar to each other.

After you have discussed what the word looks like, have done visual imprinting, and practiced writing, it is time to link this word with other words in the EA family. Examples are *pea, sea, tea, flea, plea, bead, lead, read, plead, beach, each, leach, peach, reach, teach, bleach*.

Next, build sentences together that use EA words so that those words will be linked together in the children’s minds. “I will teach you how to CLEAN the peach.” “The flea had tea with his pea by the sea.” See what the children come up with. I am sure it will be good!

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 wadded 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 in the WELL when I yelled.” “I tell you, I will sell the jell that smells WELL.”

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small

Show the children the SnapWord® for SMALL. Pretend to show the children something very SMALL that you are holding between your thumb and finger as you say, “The ant is a very SMALL creature.” Have the children study the word in its image and notice where the various parts of the ant are resting. Have them notice also the smaller words that they can find in SMALL: *all* and *mall*. Do visual imprinting and have them practice writing SMALL, sounding out the letters as they write.

Other ALL words to practice writing include: *all, ball, call, fall, gall, hall, mall, pall, tall, wall, squall, stall*. Sample sentences include: “In the mall, I call the SMALL boy in the hall with the ball.” “In the mall, the walls are SMALL, not tall.”

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.”

List D, Level 2

always

Show the children the SnapWord® for ALWAYS. Place your hand on your heart and say, "I will ALWAYS love you." Or if you are shy about that, say, "I will ALWAYS remember you." Study the word and notice where the girl is (in the Y). The word sounds like it is made up of *all* and *ways*, but ALWAYS only has one L. Make sure your children know the AY spelling pattern.

Next, do visual imprinting and practice writing. Allow enough time for the children to be comfortable with writing ALWAYS from memory without resorting to trying to memorize the letter name spelling for it. If someone is really struggling, they could start by writing *way* on their board, next add the S on the end. Then add the AL at the beginning. *Way* will be their anchor word.

Have the children brainstorm things they will ALWAYS do or ALWAYS like to do. "I ALWAYS like to have ice cream." "We ALWAYS play catch in the back yard." "Mom ALWAYS says, 'clean your room.'"