

# *Activities for Use with SnapWords™*



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<p>7 - WHOLE GROUP REVIEW OR ASSESSMENT: Word Recognition/ Review &amp; Assessment</p> <ul style="list-style-type: none"> <li>• Use large set of sight word cards</li> <li>• Leave the words on the word wall or in pocket chart, but display non-stylized side of the card.</li> <li>• Call out a list of words and have the children write the words, using the word wall as a resource if needed.</li> <li>• Check papers for proper sequence of words.</li> </ul>	<p>8 - INDIVIDUAL REVIEW OR ASSESSMENT: Word Recognition/ Review &amp; Assessment</p> <ul style="list-style-type: none"> <li>• Use the reverse side of sight word cards to check one student at a time for word recognition. (Non-stylized side).</li> <li>• Lay aside the cards the child was not able to recognize on sight.</li> <li>• For partnered review, pair children up with a small set of word cards.</li> <li>• Students will take turns checking each other on words known, using the reverse side of cards for the activity.</li> <li>• Students should lay aside the words not known for later study.</li> </ul>
<p>9 - WORD FLIP Word Recognition/ Review &amp; Assessment</p> <ul style="list-style-type: none"> <li>•Use the medium or large set of words in the pocket chart.</li> <li>•Have students vote on which words, one at a time, they think they can recognize without the picture.</li> <li>•Flip those words over one at a time to display the un-stylized back.</li> <li>•Take five minutes to read these words each day.</li> <li>•Limit the number of words you vote on turning over to one or two a day depending on your group and their progress.</li> <li>•Review those words by playing “Pop Up” or “Where’s Word-o?”</li> </ul>	<p>10 - FILE FOLDER GAME: Word Recognition/ Review &amp; Assessment</p> <ul style="list-style-type: none"> <li>•Use the smallest set of word cards. Glue words to a poster board making a winding “path” with start and end points.</li> <li>•Put game markers at the starting point.</li> <li>•First player will roll a dice to see how many words to read. He/she will move game piece for each word read correctly.</li> <li>•Winner reaches the end first.</li> <li>•To add twists to the game, include some steps that say, “Lose a turn” or “Move back three spaces.”</li> </ul>
<p>11 - SENTENCE “POP-UP” Reading - Oral Sentence-Building</p> <ul style="list-style-type: none"> <li>•Pop-Up 2: Using the pocket chart and large set of cards, play a game like Pop-Up, but have the children link two words to make a phrase. EX: “Go up,” or “Come here.”</li> <li>•(When children are comfortable with this activity, you can increase the number of words they link until they are making short sentences.)</li> <li>•Pop-Up 3 requires three linked words such as “Come help me,” or “Play with me,” or “Come down here.”</li> <li>•Play Pop-Up 4 and Pop-up 5 by simply increasing the number of words the children have to link together.</li> </ul>	<p>12 - “IT’S A WINDY DAY!” Tactile Sentence-Building</p> <ul style="list-style-type: none"> <li>•Create sentences with the stylized side of the large cards showing.</li> <li>•Read the sentences together.</li> <li>•Have children close their eyes, and turn over a few cards.</li> <li>•Tell them the wind blew hard and some of the pictures blew away!</li> <li>•They are challenged to see if they can read the sentences anyway.</li> <li>•Repeat this practice of turning cards over until nearly all the words are displayed without the illustration showing.</li> <li>•Leave these sentences up for a couple of days so children can practice reading them by themselves or with a partner.</li> </ul>
<p>13 - VARIATION ON “IT’S A WINDY DAY!” Reading/ Sentence Tree</p> <ul style="list-style-type: none"> <li>•Build sentences using one subject (such as “I”) on the far left, center of the pocket chart.</li> <li>•Next, put three verbs in a column (want, need, have)</li> <li>•Next, place the infinitive “to”</li> <li>•Lastly, make a column of sentence finishers such as, “Jump like this,” “Play with you,” “work down here,” “call you soon.”</li> <li>•The children will make sentences using the subject, a verb and one sentence finisher. (Ex: The first sentence read could be, “I want to jump like you.”)</li> <li>•Let children take turns reading a sentence.</li> <li>•When they are familiar with them all, begin turning over cards at random and read the sentences again.</li> </ul>	<p>14 - WHOLE GROUP MIXED-UP SENTENCES: Reading: Mixed-Up Sentences</p> <ul style="list-style-type: none"> <li>•Create mixed up sentences in the pocket chart.</li> <li>•Work together to organize the words in their proper order. Let the children do most of the brainwork on this one.</li> <li>•At first, say the sentence correctly and have the students order the cards to match the sentence you said.</li> <li>•Later, in a guided activity, let the children brainstorm together to figure out what the sentence might be.</li> <li>•Much later, use this activity in centers where partners work together to make sentences to unscramble for each other.</li> <li>•This activity can be used with stylized cards as the children are still learning them, or with non-stylized sides showing as a review activity.</li> </ul>

<p>15 - SENTENCE STARTERS: Reading &amp; Writing Connection</p> <ul style="list-style-type: none"> <li>• Put sentence starters in a pocket chart.</li> <li>• Share with the children that they will be able to choose whichever starter they'd like to finish.</li> <li>• More advanced children can use the starter as a story starter.</li> <li>• All children should be encouraged to illustrate their work.</li> <li>• Sentence starter ideas: "I have a little...." "I want to make a....." "Do you want to.....?" "I see a funny, little....."</li> <li>• Ask children to read their writing to someone so they can practice reading without having the sight word cards.</li> </ul>	<p>16 - STORY STARTERS: Reading &amp; Writing Connection</p> <ul style="list-style-type: none"> <li>• Create sentences in the pocket chart. Make them as ambiguous as you can. (Such as "Will you stop that now!" "I will get the green one.")</li> <li>• Instruct the children that they may choose one sentence and build a story around what it might mean.</li> <li>• Other ideas could include: "There are two up the tree" "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?</li> <li>• Always allow for share time, whether whole group or with partners.</li> </ul>
<p>17 - MISSING WORDS: Reading &amp; Writing Connection - Comprehension</p> <ul style="list-style-type: none"> <li>• Create sentences in the pocket chart, leaving a space where a missing word is.</li> <li>• Children are to choose a word that will fit, write the sentence in their journal and illustrate.</li> </ul> <p>EX: "I want to go to _____ with you." "Do you have to _____ now?"</p>	<p>18 - JOURNAL WRITING: Reading &amp; Writing Connection - Comprehension</p> <ul style="list-style-type: none"> <li>• Display a sentence in the pocket chart.</li> <li>• Ask the children to draw a picture of what the sentence says.</li> <li>• EX: "The funny blue cat sat on me." "Will you come help me work?" "Come down here now!"</li> <li>• The pictures will show whether or not the child understood the sentence.</li> </ul>
<p>19 - NEW WORD WORK: Reading &amp; Writing Connection</p> <ul style="list-style-type: none"> <li>• Have a new sight word for each day.</li> <li>• Introduce the word to the class as detailed in activity one.</li> <li>• Ask children to write the new word in his or her writing journal, stylize it, and then use it in a sentence.</li> </ul> <p>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."</p>	<p>20 - WORD FAMILY INTRODUCTION: Structural Analysis of Words</p> <ul style="list-style-type: none"> <li>• Select a new sight word for the day.</li> <li>• Identify a target spelling (ie: the portion of the word on which you want to focus. (EX: short "a" sound or "ig" ending, or "oo" as in "soon.")</li> <li>• Brainstorm other words containing that target spelling.</li> <li>• Write the words on a whiteboard or chart paper.</li> <li>• Underline the target spelling in each word or write those letters in a different color.</li> <li>• EX: for the sight word "AT" add words such as "cat, fat, sat," etc. For "oo" they might say "moon, noon, boot, zoo, etc.)</li> <li>• Learning is enhanced if children are writing on whiteboards as you generate this list together.</li> </ul>
<p>21 - WORD FAMILIES SCAVENGER HUNT: Structural Analysis of Words</p> <ul style="list-style-type: none"> <li>• Identify a sound spelling such as "ow" in "cow."</li> <li>• Children will search through books or through the sight word wall until they find more examples of words containing this sound spelling.</li> <li>• EX: of other "ow" sight words include "down, now, how."</li> <li>• 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.</li> <li>• Share lists with the class.</li> </ul>	<p>22 - ODD MAN OUT: Structural Analysis of Words</p> <ul style="list-style-type: none"> <li>• Choose and display 3-4 words, which have a sound spelling in common and one word that does not match. (EX: "see, green, three, here").</li> <li>• Ask children to study the words.</li> <li>• 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.</li> <li>• In "where, there, here, three," "three" does not belong.</li> <li>• In "five, like, with," "with" does not belong.</li> </ul>

### 23 - WORD SORT:

#### Structural Analysis of Words

- 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 plain cards you have prepared. Shuffle.
- Ask the group to sort 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.

### 24 - WORD MORPH:

#### Structural Analysis of Words

- 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

### 25 - WORD MORPH:

#### Structural Analysis of Words

- 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

### 26 - ADD A LETTER:

#### Structural Analysis of Words

- 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.

### 27 - ESOL APPLICATIONS:

- The games and activities included in this set can be a vital tool for ESOL applications.
- The visuals provide powerful meaning-makers for 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.

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