Teaching Sight Words is a SNAP

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Krashen (1981) regards provision of comprehensible input and reduction of stress as keys to successful language acquisition, and he sees performing physical actions in the target language as a means of making input comprehensible and minimizing stress.

Retrieved from [http://www2.vobs.at/ludescher/total_physical_response.htm](http://www2.vobs.at/ludescher/total_physical_response.htm) January 9, 2019
Sight Words in Context

Halliday (1969) found that kids have a predisposition to learn their language. It is essential for children’s word recognition skills, their sight vocabulary, to be developed through a variety of contexts where knowledge and understanding of how these words work are reinforced.

I HEAR AND I FORGET
I SEE AND I REMEMBER
I DO AND I UNDERSTAND
Do you have students with these problems?

❖ Failure to retain sight words
❖ Failure to apply sight words when reading or writing in context
❖ Students who can “word call”, but don’t comprehend what they have read
❖ Failure to use sight words in a grammatically correct way
Teach Sight Words With Meaning

**Teach Words in Context**
Use the word in a sentence. Give a sentence frame and have the students practice using the word.

**Comprehensible Input - visual cues and physical motions**
Use visual cues and physical motions as scaffolds. These can be gradually removed over time.

**Interaction and Practice**
Provide frequent opportunities for students to practice discussing and using the words in context.
Leveled Practice
Word Sorts
More Interaction
Writing With Sight Words

I like to read.  - Ms. Atoll
I like to run.  - Miguel
I like to sing.  - Camilla
I like to paint.  - Jayla
I like to make cookies.  - Max
I like to help my dad.  - Jakob
I _______ two ears.
I _______ two arms.
Don’t stretch it!
There are many versions on YouTube. Find one you like that includes hand motions or make up your own.
Ideas for Practicing Sight Words:

Sentence Frames- After introducing the individual words, use them to build a sentence frame. Have students verbally practice the sentence frame with their peers, then incorporate it into a writing activity. Example: “I like to eat _____.”, “He can _____."

Word Scramble- Lay 5-10 word cards out in front of each student. Say a sentence using some of the words, then have the students find the words and build that sentence. Scramble the words, then do a new sentence. Invite students to create their own sentences and read them to a partner.

Generic Game Board- Each student gets a deck of words on his/her own level. Using a generic game board, players take turns reading a word from the deck, then using it in a sentence. If their group agrees that the sentence makes sense, the student can roll a die and move forward on the game board.

Tic-Tac-Toe- Similar to the game board, students take turns reading and using their words in a sentence, before taking a turn at tic-tac-toe.

Head Bands- One student wears a headband with a sight word clipped to the top (the student does not see the word). The other students in the group give clues until the student with the headband guesses the word. Ideas for clues: hand symbol, beginning sound, part of speech, say it in a sentence but blank the word out, number of syllables, rhymes with, synonym, opposite

Word bank- Use illustrated sight words as a word bank for any writing activity. The visual cues ensure that the students are able to identify the correct word.

Word sorts- Have students sort sight words into labeled buckets, based on a given criteria (nouns and verbs, word families, etc).

Jenga- Write a sight word on each Jenga piece. Each time students pull out a piece, they read the word and use it in a sentence.