

Word Recognition Activities

These activities are meant to help children develop fast, accurate word recognition, a necessary skill for fluent reading. Most activities focus on Memory Words—high-frequency words children are taught to recognize by sight rather than decode. For some activities, you can have children work on developing their speed and accuracy in reading decodable words. If a child struggles with blending and decoding, strengthen the child’s word-attack skills before using activities that focus on building automaticity.

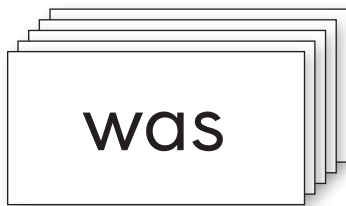
I. Reading Words from Flash Cards

Purpose: *Build automaticity in reading Memory Words or high-frequency decodable words*

Materials: *Memory Word flash cards that you make (See the tip at the end of this activity about making flash cards.)*

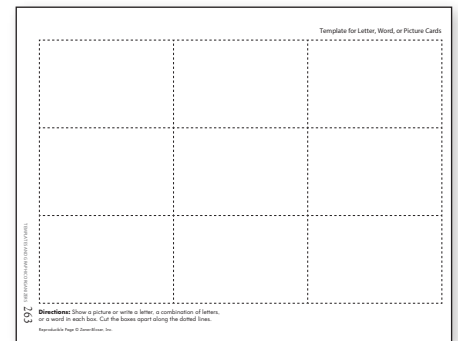
Gather or prepare flash cards for the Memory Words or decodable words you want children to build automaticity in reading. Hold up one word card at a time and have children read the word. If they struggle with a word, read the word for them and set the card aside in a separate pile. After they read all the words, pick up the cards with the troublesome words. Show each card again, read the word, and have children repeat it after you. Discuss features of the word—its length and which letters stand for their usual sounds and which don’t. Add the difficult words back into the full set of cards and mix all the cards. Have children read each word as you time them. Share their time with them and challenge them to read the words accurately but faster when you have them read the same set of words again later.

Variation I After children have practiced with you individually, have them practice reading the same set of words with a partner. When a child thinks she can read all the words quickly and accurately, have her read the words to you again as you time her. Give positive feedback and encouragement.



Variation 2 Arrange up to 12 Memory Word flash cards in rows on a table. Have children read the words going across the rows. Or shine a flashlight on one word at a time and have children read the word. You could say a word, hand the flashlight to a child, and have the child shine the flashlight on the word. Have that child read another word and hand the flashlight to another child so she can shine it on the new word that was said.

TIP: Preparing flash cards To make flash cards for Memory Words or decodable words, copy the Template for Letter, Word, or Picture on page 5 and use the list of words provided on page 6 (or pick your own words). Write a word in each box on the template and cut apart the boxes to make cards. Or list words on the board for children to write on the template. Have them cut apart the boxes to make their own cards. Writing the words helps children build automaticity in word recognition.



sides
slides
sliding
slide
sled

2. Discriminating Among Words

Purpose: *Read words accurately*

Remind children that it is good to read words quickly, but they must also read the words correctly. Explain that they must pay attention to the letters in a word so that they decode it accurately.

Draw a word ladder on the board. On the rungs, write decodable words that look alike, for example—*sled, slide, sliding, slides, sides*. Help children blend the sounds to decode the word on the first rung. Have them look at the second word and identify which letters are the same as and which are different from those in the first word. Help them blend the sounds to decode the second word. Continue having children compare the letters and decode each word. Then have them read the words with you as you point to each one, going up and down the ladder several times. Occasionally point to a word randomly on the ladder and have children read it. Once children can read the words accurately, increase their speed by pointing more quickly from one word to the next up and down the ladder.

3. Word Recognition Games

Purpose: *Have fun building automaticity with Memory Words or decodable words*

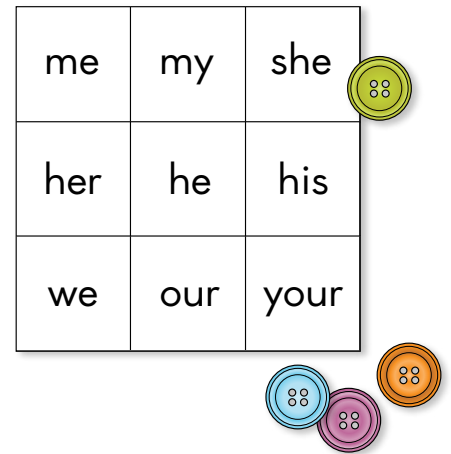
Word Hunt Challenge Give children a copy of a page from a book, magazine, or newspaper. Tell them a Memory Word or other high-frequency word to hunt for in the text. Have them circle it wherever it appears. When they finish, have them count how many times they found the word. Find out who found the word the most times. Then have children look for a different word in the text, using a different mark to identify it.

Word Find Relay Write words on self-sticking notes and attach them to the board. Ask children to line up in front of the words. Read any word on the board. Have the first child in line find the word, remove the note from the board, stick it on the next person in line, and go to the end of the line. As soon as the note is stuck on the child in line, read another word for that child to find. Continue until all the words have been removed from the board and stuck on children. Time how long it takes and challenge children to beat their time in another round. Or attach the self-sticking notes over a message or large picture on the board or chart paper. As children remove the words, they reveal a hidden message or picture.

Memory Word Bingo Draw a 3×3 grid on a piece of paper. Give each child a copy of the grid to use as a bingo card. List 12 Memory Words on the board. Tell children to choose nine words and write them in the boxes on a bingo card. Tell them they can write a word in any box, but they can only use it once. Call out each Memory Word in random order. If children have a word you say, they place a button or penny on top of that word. The first player to cover three words in a row, a column, or a diagonal wins. Play again by saying the words in a different order. To make the game more challenging, create a grid that has more boxes and uses more words.

Read and Walk Have children line up in a row several feet away from the board. Display a word card and call on a child to read the word. Let the child take a giant step forward if he reads the word quickly and accurately, a baby step if he reads it hesitantly, and no step if he doesn't read the word accurately. Continue calling on children to read a word until someone reaches the board.

Collect the Cards Have a small group of children sit around a table. Place a set of word cards facedown in the center. Have one child roll a number cube and draw from the deck as many cards as the number she rolled. Have her turn each card over and read the word. If she reads the word accurately, she keeps the card. If not, the card goes in a stack next to the deck in the middle. Then it's another child's turn. Play continues until all the cards, including those in the second stack, have been read and collected by players. The player with the most cards wins.



Template for Letter, Word, or Picture Cards

Directions: Show a picture or write a letter, a combination of letters, or a word in each box. Cut the boxes apart along the dotted lines.

Memory Words

Memory Words are phonetically irregular words that don't follow predictable sound-spelling patterns or contain letter-sounds that haven't been taught yet. They are often high-frequency words from the Dolch and Sitton lists. In *The Superkids Reading Program*, children learn to recognize the following words on sight and, beginning in first grade, must memorize their spellings.

Kindergarten

Unit 8

a

Unit 10

I

Unit 12

the

Unit 14

of

Unit 16

no

Unit 17

for

Unit 18

put

Unit 20

to

Unit 21

like

Unit 22

said

Unit 23

you

Unit 24

was

First Grade

Unit 1

I

my

she

her

he

his

Unit 2

where

what

why

when

which

who

Unit 3

do

have

show

how

me

a

Unit 4

look

your

are

the

was

for

Unit 5

there

from

be

we

to

or

Unit 6

only

out

here

said

you

of

Unit 7

oh

any

day

good

very

want

Unit 8

would

could

some

one

new

were

Unit 9

boy

two

about

girl

over

before

four

Unit 10

down

too

work

many

first

Unit 11

their

now

always

because

been

Unit 12

come

coming

they

our

put

Unit 13

cold

know

does

laugh

both

again

Unit 14

kind

buy

find

right

wash

light

Unit 15

warm

walk

give

once

done

Unit 16

live

eight

old

hold

write