Sight Word Vocabulary
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Definitions:

*Sight words are the most frequently used words in the English language. Many sight words do not follow the phonetic rules, so children cannot sound them out, and many cannot be picture-associated.*

*Sight Words are high frequency vocabulary words. They are an important component in the word attack strategy of beginning readers.*

*Sight Words occur frequently in print and are best learned through memorization. It is important for students to learn to recognize a number of words on sight to facilitate the decoding process. Many words carry little meaning (the, of, and, a), but provide the “glue” of language.*

*50-80% of our everyday conversations and readings revolve around sight words, so when they know these words automatically, they have a strong base to begin reading. They are less likely to stumble when reading and more able to focus on meaning of the text. In other words, by mastering sight words, children are prepared to read 50-80% of the story even before they open the book.*

*The most common 25 sight words are estimated to make up 25% of every book.*
Assessment Tools

Dolch Word Lists - for a list of words by grade level see:
www.lkwdpl.org/schools/lincoln/dolch.htm

Classroom Sight Word Lists

Oral Reading Assessment of Sight Word Story
Informal Assessment Descriptions

Dolch Word Lists – simply provide the list and record how many of the words the student correctly reads.

www.theteacherscorner.net/reading/dolch/story.htm

Dolch sight words in a story –

This passage contains all of the 220 Dolch Basic Sight Words.

The Best Thing in the World

Once upon a time, there were four brothers who lived in a far away land. Their father was an old king. One day he said, "I will not live long now. Today you must start out into the world. In a year, bring back the best thing you have found. The one who can pick the best thing shall be the new king." The first brother said, "I will look in every city or town. I will buy the best thing I can for my father." The next two brothers said, "We will both go on fast ships over the sea. We will find something better." The last brother said, "I am going to ask the people here in our own land to tell me the best thing." The other three brothers began to laugh. "Then you will never be king!" They said. The last brother started off. When he had gone about six miles, he met a man. "What do you carry in those big bags?" he asked. "The best thing in the world," said the man. "These are full of the good nuts which fall from my five nut trees." "I don't think that would work," said the brother to himself, "I must try again." The brother went on another seven miles. He found a small brown bird. It had been hurt, so he put it in his coat where it could keep warm. As he went on, he saw a little girl crying. He ran to meet her. "Why are you crying?" he asked. "I want to get some water from the well," she said. "We use so much. We drink cold water. We wash the clothes clean with hot water. But I do not know how to pull it up. Please show me." The brother said, "Hold this bird and I will help you. It does not fly around anymore because it got its wing hurt.!!" "Thank you. What a pretty bird!" she said. "I wish you would give it to me. If you will let me keep it, I will always be very kind to it. I will take care of it myself. I will make it grow well again." "Yes, you may have it," said the brother. So he gave her the bird and went on. At night, he went to sleep under a round yellow haystack. When it was light again he walked on. Every day he would walk eight or ten miles. He asked the people about the best thing in the world. Some said it was best to sing. Some said it was best to run and jump and play. Some said the green grass was best. Some liked the red and blue and white flowers best. One man said the best thing was to ride a black horse. He always stopped to help people who needed it. Soon he made many friends. All the people began to like him. They would say, "See there goes the king's son. He would be just the right kind of king for us." Every door was open to him. The people would call to him to stop. They would ask him to come and eat with them. After he ate, he would sit down and read to the children. After he read, he showed them how to draw and write. Months went by. He still had no beautiful thing to take to his father. Just before the year was done, he went home again. The time came went he king called his sons together. "What did you bring?" He asked them all. The other brothers had many beautiful things. "And what did you bring?" said the king to the last brother. "This is too funny!" said the other brothers. "He has nothing!" But the king was kind to the last brother. "What did you bring me?" the king asked again. "I bring only the friendship of your people," said the last the brother. "That is the best thing!" cried his father. "You shall be the new king." The End.
**Oral Reading Assessment:** Problem vocabulary words in print can be distinguished by the teacher in a quick and efficient manner by keeping a running record of miscues from 3-4 passages at the instructional and frustration levels (in which children will have trouble with 5-10% of the words). Tally the number of miscues and note words that were problematic for the child. To assess knowledge of sight words, choose stories that contain a lot of high frequency words (see the above example of a story containing all of the Dolch words).

**Vocabulary Flash Cards:** Print high frequency words on individual flash cards that are appropriate for the child’s grade level. Flash cards are shown one at a time to the student, who is asked to identify the word on the flash card. Circle any unknown or mispronounced words on a master list. This can be done for a whole class or small group to compile a master list of trouble words for the class or group. The flash cards can be re-used periodically to determine if students have learned the words.
Recommendations/ Instructional Strategies:

- Regular drills to build sight word vocabulary.

- Link word learning to concept and schema development. Help children integrate words into existing knowledge (schemas). This can be done by teaching words within the context of a topic or theme or by emphasizing the relationship between known words and new words.

- Words are learned through regular and sustained reading. Set aside time each day to do wide reading in the classroom.

- Use direct instruction to teach words that are necessary for passage comprehension.

- Engage children in active learning strategies, such as the creation of word webs, playing word games, and discussing new words in reading groups or literature circles.

- Repeated exposure to words is important in helping children learn new words. In some cases, students may require as many as 40 encounters to fully learn new vocabulary. To know a word well means knowing what it means, how to pronounce it, and how it’s meaning changes in different contexts.

- Students should be provided with multiple exposure to new words, in a variety of contexts, over time to help words move from short to long term memory.

- Students can create their own personal **word bank box** (can also be a file or notebook) to store and review newly discovered words. Students may want to decorate their boxes and insert alphabetic dividers. Flash cards can be used to write the word on one side and in a sentence (often with a picture cue) on the other side.
**Word Walls** are a place where teachers can direct students’ attention to high-frequency words. It is also used as a visual demonstration of a skill or concept being taught in class. To create a word wall, post important words on a section of wall, usually using butcher paper, bulletin boards, or a pocket chart, and categorize them (i.e.-each section of the alphabet, names, rhyming words based on a story or theme, logos/environmental print, calendar, science, holidays). Introduce two or three words every few days a week. As words are introduced, draw students’ attention to common word parts, inflectional endings, meanings, and so forth, such as by drawing an outline around the word shape. Make sure the words are written large enough for everyone to see. This can be a good resource for children during writing activities, since they have a word bank to use.

**Ready, Set, Spell:** children number their paper 1-5, the teacher calls out a name from the word wall and the children write it on their paper and the class spells the word together.

**Guess the Word:** the teacher gives clues about a word (i.e.: it is on the wall, it has x letters in it, it rhymes with x) and the children try to guess the word.

**Bean Bag Toss** – Print sight words on large cards, attach the words to a shower curtain liner divided into 20 boxes with tape or rubber cement. Divide the class into two teams. Each team takes turns throwing the bean bag to a square. If the student can read the word the bean bag lands on, the team gets a point. If the student misses the other team gets a chance to say the word. The team with the most points wins.

**Around the World**

**Materials:** Word Cards

All the students sit in a circle. (Or the students can remain at their desks.) One student stands behind one student who is sitting. The teacher flashes them a sight word. Whoever says it first moves on to the next student. The student that makes it back to their own desk or starting point is the winner. This is a
pretty popular game, but the little ones love to try to stop someone who is making it "Around the World"!

**Tic Tac Toe**

*Materials: Chalkboard with the tic tac toe board drawn on it*

Word Cards

Divide the class into X's and O's teams. Write words in the tic tac toe spaces. Take turns having a member of the team come up and selecting a space to read. If he is correct, they may put an X or O for their team. If they are incorrect, the other team gets to send a player to the board to try the same word. You can keep score if you want. You can already have these boards made up on overhead transparencies to save time and keep the game moving if you are using a variety of words, like the sight word list.

*You can also give everyone a blank copy of the tic tac toe board, and put the list of words on the board. Have them place the words where they want in their board. As you call the words out, you will have to say if it is an X word or an O. The first one to tic tac toe is the winner.*

**Wordo**

*Materials: Blank "Wordo " cards with 9, 16, or 25 blocks.*

Copy of words being studied

Have students fill in the card with the words that you are working on. Tell them that each card will be different and to try to mix up the words they are using. Playing the game is just like BINGO. Call out the words and have the students spell it out loud with you and then mark their spaces. This will give those who are
unsure of the word some extra help. The first one with a row covered calls out the word "WORDO"! Let the winner be the one who calls out the words the next time.

**Baseball**

Materials: Sight words of 4 levels. Make them on different colored cards and have the type of hit that each represents on each color posted somewhere that everyone can see it clearly.

Places in the room marked as 1st base, 2nd base, 3rd base, and home plate.

Divide the students into 2 teams and let them name themselves. Designate one team as home, and the other as visitors. Mix up the cards. One child goes to the home plate. Draw out a card. Match the color to the type of hit they are trying for. If the student can read the card correctly, they may move according to the type of hit. (A single - move 1 base, a double - move 2 bases, a triple- move 3 bases, and a homerun-go all the way to home plate.) Make sure that you have some strike out cards in the word cards also. If the student is unable to read the word, it is considered an out. After 3 outs, the next team gets to "Bat". Keep the score so that everyone can see.

**Erase Relay**

Materials: Word lists on the chalkboard

Write on the chalkboard two columns of words that are approximately equal in difficulty. Write as many words on the board as there are children in the relay. Children are divided into 2 teams, and stand in two lines at right angles to the chalkboard. At the signal, the first child in each line points at the first word
in his respective column of words and pronounces that word. If his pronounces it correctly, he is allowed to erase that word. The side that erases all the words first wins the game.

**Team Sight Word Race**

Materials: A group size set of sight words

The children are divided into 2 teams. Each team takes a turn attempting to pronounce a word turned up from a pile of sight words. If one team misses, the opposite team then receives a chance to pronounce that word in addition to their regular turn. Score is kept on the number of words each team pronounces correctly. Do not have members sit down when they miss a word, but have each team member go to the back of the line after each try whether successful or not. This enables all members to gain equal practice and does not eliminate those people who need practice most.

**The Head Chair**

Materials: Group size cards

Mark one chair in the circle as the "Head Chair". Play begins when you flash a card to the person in the "Head Chair". A child can stay in his chair only until he misses a word. When he misses a word, he goes to the end chair and all the children will move up one chair. The object of the game is to try to end up in the "Head Chair".

**Game 1**

Make up 1 or more game boards; use your own creativity. I like to make mine as interesting as possible. It is a good idea to make some game boards with fewer spaces and some with more. Then
you can pick and choose which board you want depending on the amount of time available for play. In a small group, the students roll the dice to see who will go first. Then, each student takes turns doing the following. Student rolls the dice. The teacher/para says a word that the student should try to spell. If the student spells the word incorrectly, the teacher shows it to the student for a few seconds, then hides it. The student attempts to spell the word again. Usually the student gets it. If the student spells the word correctly, they may move the number indicated on the dice. While the next student is rolling, the previous student should write the word he/she just spelled on paper. After playing one round of this game, students can write each word on their list three times, write sentences with the words on their list, and/or add the words to a "spelling notebook."

Game 2
For a small group of two students, allow them to play tic tac toe, either with colored chalk on the board or with colored pencils on paper. Before a student can place an "x" or an "o" on the grid, he or she must spell a sight word correctly.

BINGO!
Kids never get tired of BINGO. It amazes me! A couple of neat ideas: (1) Use non-toxic bingo markers on photocopied bingo boards. (2) Use colored pencils to x out words on the photocopied cards. (3) Buy magnetic bingo chips and a magnetic wand. The child who loses at BINGO can be the one to pick up the chips afterward. **This can also be done with Word Wall words!

www.atozteacherstuff.com
Spelling Basic Sight Words

The teacher of student uses puffy paint to write each spelling word. It is vital that the words are written very neatly in manuscript writing. After paint dries, the student begins by reading the first word. Then the student traces each letter with his/her finger while he/she says the letter. Student continues until each word is traced. The student can be assessed by a spelling quiz to assess efficacy of activity. This lesson may be especially effective with students who have auditory and visual processing delays because these students tend to do better if they are given kinesthetic and tactical activities to complete.

www.smokyvalley.org/ses/First%20Grade/firstgradereadingteams
Ideas for Parents to Help their Child Learn the Dolch Sight Words at Home:

- Make flash cards and pick ten or so words to work on at a time---working for mastery. Talk with your child about what the word means or how it is used in a sentence.
- Make word bingo cards and play bingo with your child. They will have to learn to read the words to find it on the card.
- Make two sets of words and play memory or go-fish. Have your child read the words each time they turn them over in the memory game or are asking for a card in the go-fish game.
- Make a tic-tac-toe game board and write a Dolch Word in each square. Play the game having your child say the word before they get to put their "x" or "o" in the square.
- On the list of Dolch Words that your child's teacher sent home, highlight the words that he/she knows. As they learn new words, highlight them in a different color so that your child can see his/her progress.
- Function (Four-Letter) words are very difficult for students to learn because they cannot be made concrete for the children. Make sure your child understands how they are used in a sentence. Write the word on a card, cut the word into letters and have your child arrange the letters to make the word. You might want to cut pieces of magnetic tape and put on the back of the letters. Then your child can arrange the letters on the refrigerator or a cookie sheet.

www.geocities.com/melissashomepage/units/sight_word_ideas.htm
Other Ideas From Teachers:

My class has a helper job - Star Word Reader. Star words are the sight words that we see in text all the time or words we would use to write all the time. I used a round flannel-backed vinyl tablecloth and put the Star Words header on it. Each week we would add one or two words. I print them out on the computer in bright colors and "laminate" them to the tablecloth with clear packing tape. Some of the words I add a visual clue to help them remember. The mat sits right on the carpet for easy access by the kids and is in the middle of our circle at circle time. It can also be easily picked up and put away. I have better luck with this than a word wall, but I use a word wall for names in the first few months of school. My Star Word Reader of the day uses a sparkling wand and points to each word for the class to chant. We say them 2 times. Next they pick three boys and three girls one at a time and the Star Word reader points to a word for them to read. I start with "the" first and then "like". The kids are too confused with word/letter to start with "I" and "a". They can find "the" everywhere and they are sooooooooo excited about it. We use highlighters and the newspaper in a center and they highlight all the "the's" they can find. I try to reinforce the star word or words of the week in text and I make a lot of my own emergent readers using Print Artist and try to use the word of the week in one of those. The kids also like that highlighting tape to highlight star words in a big book and they like to circle star words in the morning message. By the end of the year we had tons of words and some of the kids knew 2 and some of them knew 40 but they loved learning them and the kids who knew 2 knew those as solid words for 1st grade.

From Mary

I play a game called Crash. The cards are in the shape of cars (kind of like a VW Beetle). I put a sight word on about 3/4 of the cars and the other 1/4 have the word CRASH on them in wiggly letters. Also, the car looks kind of banged up (but you can't tell it from the back side--both sight word cars and CRASH cars look the same when turned face down.) Anyway, they draw a card and get to keep it if they know it. They get to keep drawing on their
turn until they either don't know a word or they get a CRASH car. They get to keep the CRASH cars too. We count all the cars at the end---even the CRASH cars. I love this game because even the kids who don't know a lot of words often have many cards because of the CRASH cars. Also, the really smart ones don't always win because they are sometimes unlucky enough to draw a lot of CRASH cars. I've played this for about 12 years and they beg for it every year. It is a really great assessment technique for teachers. Sometimes you are really surprised by what they know or don't know. I didn't originate this, but I got it at a teacher-share meeting.

From Nora in OH

2 things I did were : make a bingo game and have a strong reader and a struggler team up and I called the words... gave them poker chips to cover the word as they find it.... the strong reader was in charge of putting the chip down. Also we played BANG, I made index cards (103) with sight words and about 10 with bang written on it black for regular words, red for the bangs. We sit in a circle, I walk in the middle and let them pick a card, if they can read it, they can stack up the card in front of them, if they can't we put it back, I go around until the bag is empty. If they pick a BANG card.... there goes the giggles... you have to put all your cards back in...if you see sad faces, count with them before they put them back and praise them for knowing soooo many words..... after we played a few times they actually were looking to get the BANG cards with no hard feelings..... and they asked to play.

From Sabine

Teaching sight words is just like teaching anything else. Sometimes we forget that we humans are animals too. As animals we learn by play. Very often teachers get bogged down in the day to day nitty gritty and forget this
little gem. Gather together a good store of games to play to reinforce the new word and of course drill the others (learned words) every day.

Another thing I do as well as play with the words is to write the word on computer and then draw a dotted box around each letter. I also have a model of the word on the stencil that I make. The children then have to cut up the boxed word and arrange the letters under the model. I check to see that they have it correct and then they glue the cut up version into their books and illustrate it where practicable. The next day we then use the word in a sentence reconstruction, which is treated similarly. (This is a great way for them to see that letters don't have spaces between them, but words in sentences do.)

Another thing is to use a dotted font and write the word several times on the stencil for the children to trace. Then under this have a very simple find-a-word for them to complete. The only word in it is the new sight word. If the word is say four letters in length, then the find-a-word will have 5 columns. I make it about 4 rows in length.

From Jo-Anne Chapman

I wear a sight word around my neck everyday and change it every 3-4 days. The children have to look at you anyways, so they'll see the word. In our daily journal, they have to use the new word. Also, they have to recite the sentence that goes with the (picture) word. I believe the name of the program I use is called "picture me vocabulary." The words have a sentence that helps the children remember the word and there is a picture that goes with the word. I add a sight word card to a stack I check the kids on every day. By the end of the year, the stack is huge. This seems to really work with the sp. ed. Kinder kids I work with!!!

From Lorelee
I play the "Erase" game with our words. I write 2 lists of 10 words each side by side on the board. I divide my group into 2 teams of 2-4 students each. The first person on each team tries to read the first word on their list. If they get it correct, they can erase it. If it is wrong, the other team's player tries to read the first word on their list. We take turns back and forth until one team erases all of their words.

The other game we play is called "Around the World." The first 2 children stand together as I show a word card. The first one to read it correctly gets to move on to the next person and they stand together. Each player tries to continue all the way around the table or "around the world" and back to their seat without getting beat! My kindergartners loved both of these games and I will try it with my 1st grade class next year.

From Faith Cole in GA

Pair children up and have them race with you. They have a score sheet that looks something like a football field. The children put their name on the bottom and move up the field until they reach the finish line. The field is marked 10, 20, 30 to 90.

To play, use a washable marker to mark the score sheet. Show the pair a flash card with a sight word on it. The first runner who reads the word gets to go to the first space on the score sheet. The first runner to the finish line wins. I have them take turns telling the word instead of racing to see who gets it first. Some children need more time to figure the word out. This way, you can also make different sets of cards to the student's ability levels.

From Mailbox Magazine

We make a new set of cards weekly with the children's sight words on them. The children read them to me, a parent helper, our careers center student, my parapro, or each other each day. We test them individually on Thursday. We put the words that they know in a folder, and we give them
new words to replace the ones that they know. Each child has 10 words to practice each week. They are all on different lists. Some are still on the first 10 words and others are way past that. At least one day a week, we have them go through the words that they know so that they don’t forget them. At the end of the year, they will take all of their cards home to practice over the summer.

From a List serve Friend

I use poems to reinforce the sight words. Teach them a poem. Use it to highlight a particular sight word or word chunk. Read the poem over and over (on a pocket chart for example). When the children are familiar with it, provide them with a copy for their own poetry books. This has worked wonders for learning sight words. The great thing is one poem can be used for many different words at various points in the year. Look for early emergent books and mini books. Scholastic has some that you may want to look into. These usually have a sight word and word family that the children can easily "read".

A game called "Who Wants to Read Like a Millionaire" worked great in my class. Line the kids up in two teams, provide them with a word (on an index card). They try to read the word. They get a lifeline (phone a friend).

Make two sets of sight word cards, play "Concentration."

"Bang" is another good game. Place the sight words in a box write the word "bang" on 3 cards and mix them all in. Children pull the card out and read it. If they can't, then their partner reads it. They collect the cards they can read. If they get a bang card, they lose all their cards.

From a KinderKorner List serve Friend
I have a bunch of sight words activities listed on my site at http://www.geocities.com/calicocookie/wordwall.html.

From Terry Tunkel

What I did with my kindergarteners this year because our state gave us a new set of words to teach the kids (33 to be exact), is have the children identify the words that they know and write them on the board. Also we had a relay race where the class was divided into teams and I would call out a word or my assistant would call out a word and they would have to run to the board and write the word. (This worked very well with beginning sounds too). A self-made BINGO game helped me know who knew the words and who did not. I have seen other teachers on my hall scramble the letters and see if the children would figure out the real word and also scramble up sentences and see if the children would put them in the correct order. Most mornings, I would write the all the words on the board and we would go over them or call children up to the board to find a particular word.

From Wendy from NC

I put sight words on the door to my room. Every time the children go in or out they read one or two words. I have only 20 students so it doesn't take very long. I also typed up the words and sent them home for the students to practice with their parents.

From Jan
One game I play with my kids is "sight word ball". At a local dollar store I bought a basketball hoop w/suction cups and balls. I attach the hoop to the blackboard and break the class into teams. Each student gets a turn to read the word and if they correctly read it they get to try to make a basket. The kids love it!!

Something else that I did was to print the words on tiny whale shaped note pad sheets, laminate them, punch holes, then hook together each set of words with a metal ring. I made one for each student. They always sit in a little basket at each table. Anytime they use a "whale word" (high-frequency/sight word) in their writing, they are expected to spell it correctly, so until they know it, it's right there for them to check the spelling of. While flipping through all the words, they become familiar with the whole set. As we learn a new word, it goes on the ring. I also have the same design notepad in a larger size that I made another set of to hang in the room (not on a ring), visible to all.

They could play a game with these ringed words. (All are in different order.) "It" could choose a word, show it to the group silently, and the others could see who could find and say the matching word first on their own ring of words. (Might not be good for the condition of the word rings - depending on your students. My class this year would have mutilated them, I'm afraid. They were harder on things than my classes usually are.)

Another thing we do in centers is spell the sight words using letter cubes. Then they copy them onto paper and read them to me. I only put the exact cubes they need to spell 3 or 4 words - all spelled out at once, using each cube only once. This requires some extra problem solving because on the last word there might not be a needed "e" on the remaining cube, so they have to switch that cube with one they already used that has an e. (And the remaining cube had to have had the letter being used in the word the new "e" cube came from.)

They also enjoy spelling sight words with Wikki Sticks. - and making big Wikki Stick balls!!

From Jamie
Another activity for sight words in Mailbox Magazine was to take a beach ball and divide into sections and to write words, letters, etc. on it. The students throw the ball to one another. They have to name the word that their pointing finger is touching.

I put magnet strips on the back of my flashcards and put them on our white board. The kids had to read the list, then each took a turn making sentences from the words. If they needed a word not on the list to make their sentence, they used a marker. A lot of the kids did things like: "I see a blue cat and it can run fast." The more words, the better! They started competing like crazy.

They especially loved nonsense sentences. The person who wrote a sentence first chose another child to read it. If they did, it became their turn.

I began this activity by posting sentences of my own beginning in April. The kids started doing their own soon after.

A game that was a big hit with my kinders last year is the "Fly Swat" (according to them "Fly Squat") Game. I divide the class into three teams for this game, which is a bit like a relay. On the board I write about 6-7 sight words that we have been working on in class. The leader of each team is given a fly swat (each is a different color). I call out one of the words and the players with the "squats" race to be the first person to identify the word to win a point for their team. Points are also given to teams that wait quietly for the new word to be given, sit down and to teams who encourage their
teammates. In this way no team can fall too far behind and they are encouraged to be team players. Usually we play until one team reaches 15 points. By that time each child has had at least 3 turns and all of the words can be used a couple of times. With the K/1 I allow "handicaps" for the kinders when they come up against the year one's e.g. the kinders are allowed to start standing up while the year one's have to remain sitting. This makes it a little bit fairer, especially if I have a kinder kid with a low knowledge of sight words up against a yr 1.

A similar game can be played with spelling. Give each child a piece of chalk and they have to write the word correctly the quickest.

From "Bec R"

One of the favorites of my class is called "Buried Treasure". I use this one with sight words but it can also be used for numeral identification. To play the game I display 4 flashcards. First, I check that the children are familiar with the words. They then turn their backs and close their eyes. I then hide a small counter/paperclip/coin behind one of the cards. The children turn around, put up their hands and the chosen child then must ask in a sentence, "Is the buried treasure behind......?" I then turn the card over and answer, "Yes/No the buried treasure is/is not behind ......" If the answer was no, the card is put back into place and another child is called upon until the treasure is finally revealed.

From Jo-Anne Chapman
Two Games I've tried as "Fillers"

1) Draw a Person based on Hangman (I don't like the Hangman for K. so I use a stick figure with a happy face). Children try to guess letters for a sight word. If they guess a letter not in the word, I begin to build my person.

2) Beat The Teacher: I begin to write letters, numbers or simple words on the board. They try to guess it before I finish writing. If they guess it, kids get a point. If they don't, I get a point. I always draw faces for Kids (trying to have some of them "look" like someone in the class) and me and then use tally marks. The kids love this game.