**How does Dramatic Learning promote sight-word skills?**

**Dr. David Almeida:** *The play’s the thing wherein I’ll catch the conscience of the king.* Say it like that. Let me hear you say it.

**Child 1:** *The play’s the thing wherein I’ll catch-in the conscience of the king.*

**Dr. Almeida:** Good. Say it one more time, here.

**Child 1:** *The play’s the thing wherein I’ll catch-in the conscience of the king.*

**Dr. Almeida:** Conscience. Do it again, one more time.

**Child 1:** *The play’s the thing wherein I’ll catch the conscience of the king.*

**Dr. Almeida:** You got it!

**Heather Gorman:** Well, definitely you were mentioning the sight words. And we had talked about that in class, the more they practice it, they’ll be automatic words for them- sight words. And so some of those words that they had trouble with on Tuesday, they’re doing better or they struggled less with it. When they broke up the words, at least, it made a little bit more sense.

**Dr. Almeida:** Do you think putting those sight words in context helps them?

**Gorman:** Definitely. When you said, when they were working today, “what is that word?” And she was like, “oh, your mind.” So she knows what the word is, now she just has to make that connection with the meaning with the word itself. But I think they’re learning more from the context of the story now and they haven’t even gone to the dictionaries. They’re learning from how the story is rolling out.

**Dr. Almeida:** So for vocabulary and for comprehension, they’re not pulling it out and looking it up in isolation. They’re just using the context, they’re using the visual imagery of what they’re doing-

**Gorman:** They’re going to hold on to that.

**Dr. Almeida:** And the only way you’re going to get that practice with sight word development is if you read the word in context over and over and over again. One of the nice things about doing it with a play is the kids don’t mind reading their lines over and over and over again, so they’re starting to develop the sight words almost by accident.

**Gorman:** Yeah, it’s like that “Aha!” moment. Like, “Oh! I got it, I got it!” And you can see it on their faces when that *\*snaps\** like, “yes, you got it!” But yes, they don’t have to drill it, and they have a better understanding of it. I feel like, sometimes, when we do the drill kind of activities, they don’t get it- it doesn’t stay with them.