

## Lesson Plan – Long Form

Subject: Reading      Grade Level: Kinder      Topic: Word Recognition – Sight Words

**Objective(s):**

- TEKS: K.2.B.iv identifying and reading at least 25 high-frequency words from a research-based list

**SWBAT:**

- Identify and read the following high-frequency words: down, play, can, said, come, like, what, your, help, my, here, away, make, where and have.
- Define “high-frequency” and “sight” words.
- ELPS

C.3.B expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;

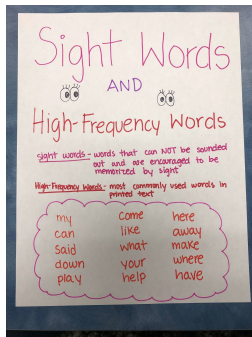
Language Demand	Language Support
<p>Function - Identifying and Reading Student may need help reading words that can not be sounded out.</p>	<p>I will go over each sight word and use it in context. If they struggle with a specific word, I will further explain and practice with them through repetition.</p>
<p>Vocabulary - High-Frequency Words, Sight Words Student will need to understand the definition of high-frequency and sight words, in order to understand that the words can not be sounded out, and therefore should be easily recognized through practice.</p>	<p>I will go over the definitions in my anchor chart, and emphasize the importance of them during my lesson rationale.</p>
<p>Discourse or Syntax - Pronunciation Students may need help pronouncing unfamiliar words.</p>	<p>I will practice pronunciation of each word as I go over them with them in my anchor chart.</p>

**Introduction**

- Entry/Daily Review/Anticipatory Set: I will show my student a short video on sight words. The video consists of a catchy, interactive song to learn and practice sight words. The video includes two of the sight words we will be discussing that day. After watching and participating during the video with my student, I will ask her if she has ever seen or heard these words before. Lastly, I will ask her if she knows what sight words are, as I move into my lesson rationale. (<https://www.youtube.com/watch?v=6pQvG6kZUTs>)
- Lesson Rationale: I will explain the importance of practicing sight and high-frequency words since they can not be sounded out. Mentioning that these words are seen on a wide variety of books, therefore it is important for us to be able to recognize them as we read.

## Body

- Input/Presentation/Modeling: I will go over an anchor chart containing the definition and examples of sight and high-frequency words. I will read each example for her slowly, since we will be working on those words for the rest of the lesson. I will ask if all of the following words sound familiar, if not, I will give her examples of how these words can be used in context.

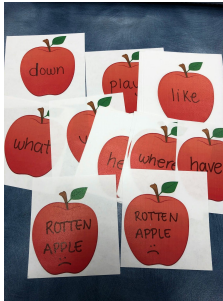


- Guided practice/Monitoring and Adjusting/Checking Understanding: I will play “Where’s the Stitch?” by having cups labeled with sight words and a small stitch toy. I will have her choose where she thinks the toy is hidden by having her choose between four cups. She will have to read the word first in order for her to lift up the cup and check.



If time permits, we will be having a second guided practice activity. We will be playing the Rotten Apple Sight Word Game. In the Rotten Apple Sight Word Game I will have 15 sight words written down on apples and have one rotten apple. I will place them all face down and have my student choose a random apple. She is to pronounce the sight word, if she knows it, she will

keep it, but if she doesn't, we will go over the pronunciation and she will have to return it to the table as we shuffle them again. If she picks up a rotten apple, all the cards will have to go back and we will keep playing.



- Independent Practice/Opportunities for Practice: I will have my student read the book *No, David!* By David Shannon, which includes half of the sight words discussed throughout the lesson. I will check her knowledge and reading abilities of the high-frequency words we have gone over. This will also be my assessment of learning, and I will be evaluating her performance using a list rubric as shown below under “Assessment of Learning.”
- Modifications for Learners with Exceptionalities: If the student is having trouble identifying and reading the word, because they can not be sounded out, I will use them as an example to help him recognize and remember each word.

## Conclusion

- Assessment of Learning: I will evaluate her knowledge in reading the sight words by check-marking all of the words that she has pronounced correctly and marking any mistakes.

LIST RUBRIC:

\_\_\_ down  
\_\_\_ play  
\_\_\_ can  
\_\_\_ said  
\_\_\_ come  
\_\_\_ like  
\_\_\_ what  
\_\_\_ your  
\_\_\_ help  
\_\_\_ my  
\_\_\_ here  
\_\_\_ away  
\_\_\_ make  
\_\_\_ where  
\_\_\_ have

There are a total of 15 sight words. If she can pronounce 10 of them, she has mastered the lesson.

- Extension: I will have my student choose 3 words from the sight words discussed and create a sentence with each.
- Closure: I will summarize the lesson, and re-emphasize the importance of practicing high-frequency words.

### **Materials Needed**

- Youtube video
- Anchor chart
- Stitch
- Cups
- Rotten apples game - apple cut outs
- *No, David!* By David Shannon

### **Sources:**

<https://www.pinterest.com/pin/42291683975924927/>

<https://www.youtube.com/watch?v=6pQvG6kZUTs>