

## Lesson Plan – Long Form

Subject: Reading      Grade Level: 1st grade      Topic: Word Recognition – Sight Words

**Objective(s):**

- TEKS: 2.B.iv (iv) identifying and reading at least 25 high-frequency words from a research-based list.
- SWBAT:
  - Identify and read the following high-frequency words: would, could, there, house, them, eat, me, green, anywhere, tree
  - 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
Function - Identifying and Reading Student may need help reading words that can not be sounded out.	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.
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.	I will go over the definitions in my anchor chart, and emphasize the importance of them during my lesson rationale.
Discourse or Syntax - Pronunciation Students may need help pronouncing unfamiliar words.	I will practice pronunciation of each word as I go over them with them in my anchor chart.

**Introduction**

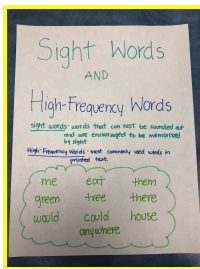
- Entry/Daily Review/Anticipatory Set: I will ask my student if she remembers what we did on Monday. I will ask her if she remembers the definitions of our key words: sight words and

high-frequency words. I will also challenge her to name as many sight words she can remember from our past lesson.

- 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. I will also say that it is important that she challenges herself to read higher level sight words, because it will help her fluency and furthermore, her comprehension.

## Body

- Input/Presentation/Modeling: I will go over an anchor chart reviewing the definition of sight and high-frequency words. I will go over the new list of words for her slowly. I will read each example, and have her repeat each word with me 3 times. 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 “Chutes and Ladders” using sight words. First, we will choose our colored token and place it in the “Start” square. Then, we will take turns rolling the dice. As we pass through each square, we will read each word. There will be opportunities for us to go up, or for us to go back down. There are also 3 boxes that state: “Make a rap with at least one sight word,” “Practice and repeat the most challenging sight word 7 times, and create a handshake” and “State your favorite sight word and create a dance.” She shall follow the directions for each and be creative with sight words of her choice. Whoever reaches the end first, wins.



- Independent Practice/Opportunities for Practice: I will have my student read the first half of the book (1-34 pgs), *Green Eggs and Ham* By Dr. Seuss, which includes all 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

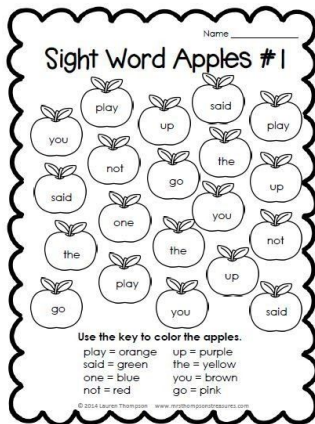
- Assessment of Learning: I will evaluate her knowledge in reading the sight words by check-marking all of the words that she has pronounced correctly and marking any mistakes.

LIST RUBRIC:

\_\_\_ me  
\_\_\_ eat  
\_\_\_ them  
\_\_\_ green  
\_\_\_ tree  
\_\_\_ there  
\_\_\_ could  
\_\_\_ house  
\_\_\_ would  
\_\_\_ anywhere

There are a total of 10 sight words. If she can pronounce 7 of them, she has mastered the lesson.

- Extension: I will have my student color a sight word page on sight words that we have mostly gone over. I will have her read each sight word before she colors them.



- Closure: I will summarize the lesson, and re-emphasize the importance of practicing high-frequency words.

## Materials Needed

- Sight Word and High-Frequency Word anchor chart

- “Chutes and Ladders” game
- 2 Colored tokens
- Dice
- *Green Eggs and Ham* By Dr. Seuss
- Sight Word Apples coloring page

**Sources:**

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.sightwordsgame.com%2Fsightwordgames%2Fsight-word-board-games%2F&psig=AOvVaw2GVyYvxEpx4BwMitRI2e10&ust=1582652116316000&source=images&cd=vfe&ved=0CA0QjhxqGAoTCJD\\_oK\\_c6ucCFQAAAAAdA AAAABDRAg](https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.sightwordsgame.com%2Fsightwordgames%2Fsight-word-board-games%2F&psig=AOvVaw2GVyYvxEpx4BwMitRI2e10&ust=1582652116316000&source=images&cd=vfe&ved=0CA0QjhxqGAoTCJD_oK_c6ucCFQAAAAAdA AAAABDRAg)

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