

Literacy Lesson Plan – “Busted!”

Purpose: The purpose of this lesson is to further expose students to previously learned sight words as well as introduce six new sight words into their vocabulary thereby increasing the students automaticity skills.

Essential Questions:

- Why do we learn sight words?
- Where can we get sight words from?

Vocabulary and Key Terms:

- ❖ Sight Word
- ❖ Fluency
- ❖ Prosody
- ❖ Literacy
- ❖ Automaticity

Skills: The students will utilize their ability to recognize a sight word quickly enough to read with accuracy, fluency, and prosody.

Objectives: As a result of this lesson students will be able to:

1. Demonstrate their ability to recognize 90% of the sight words within 1-2 seconds.
2. Demonstrate the ability to spell 85% of the sight words.

New York City Learning Standards:

- Subject: English Language Arts
- Grade Range : Elementary School
- Standard E1: Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Key Idea E1d: The student reads aloud, accurately (in the range of 85-90%), familiar material of the quality and complexity illustrated in the sample reading list, and in a way that makes meaning clear to listeners by:

- self correcting when subsequent reading indicates an earlier miscue;
- using a range of cueing systems, e.g., phonics and context clues, to determine pronunciation and meanings;
- reading with a rhythm, flow, and meter that sounds like everyday speech.

Examples of activities through which students might produce evidence of reading aloud accurately include:

- Read aloud to peers or younger children.
- Participate in a Readers' Theater production.
- Record on an audiotape or videotape an example of reading aloud.

Pre-Assessment: The students have previously learned sight words from first grade, and have demonstrated through previous lessons that they are able to recognize these sight words at a 95% accuracy rate within 2-3 seconds. Therefore, these students are ready to move onto second grade sight words.

Lesson Presentation:

A. Set-Induction:

To motivate the children the teacher will write three simple sentences on the board, each containing two of the six new sight words (**always, around, down, which, cold, sleep**). The class will read the sentences aloud, sounding out the words as they go. The teacher will then circle the words that cannot be sounded out and must be simply be memorized, and will introduce the circled words as sight words.

B. Procedure:

- 1.) The teacher will get all students on the reading rug, calling one group of desks at a time.
- 2.) The teacher will then show the class the cover of the book and ask the students to make predictions about what will happen. The teacher will write the predictions on the board. She will also ask the students to be looking out for the sight words she has put on the board.
- 3.) The teacher will then read the story to the class, stopping as she goes to ask the students to pick out some sight words on the page.
- 4.) After ending the story, the teacher will begin a grand conversation asking questions such as; In what ways are you or someone you know like the paperboy? Or Would you recommend this book and if so to whom? The teacher will also, with the help of the students, check off all of the words previously listed on the board that were found in the book.
- 5.) The teacher will then send the students back to their seats by table and introduce the game to them. The game is called " Busted."
- 6.) Directions for "Busted" : Each table will get a cup with thirty popsicle sticks in it, each stick will have a sight word on it. Intermixed within the sight words will be seven popsicle sticks with the word "busted" written on it. Each student at the table will take their turn picking a popsicle stick out of the cup with their eyes closed. They must show the whole group their stick once they pick it and then open their eyes and say the sight word written on the popsicle stick. If the student says the word correctly they get to keep that stick, if they get the word wrong they must put that stick back, and if they pick a popsicle stick that says "busted" they must then put back all the popsicle sticks they have won so far. The students will go in order taking turns until time runs out and whoever has the most popsicle sticks in the end wins "Busted."

7.) Once the teacher explains the rules he or she will place a cup of popsicle sticks at each table. Each cup will have thirty popsicle sticks in it. Each popsicle stick will have a sight word written on it, six of the words will be the words on the board that were just learned, and put on the board, the rest of the sight words will be words previously learned by the students.

C. Closure:

To close this lesson the teacher will end the game and have the class clap for themselves. Then the teacher will go over again what a sight word is and how to pick them out from all the other words in a story. She will also go over one more time the six sight words just learned.

Materials and Resources:

- The Paperboy by Dav Pilkey
- chalkboard and chalk
- popsicle sticks
- cups
- markers
- list of sight words

Follow-Up Activity: For a follow up activity the students will be given a homework assignment related to sight words. They will be asked to write a short story of their own about a topic of their choice using each of the six new sight words they learned in the story at least two times. They will have to underline every sight word in their short story.

Evaluation/Assessment: To evaluate the students' knowledge of these new and old sight words, the teacher will grade their short stories to see they have correctly underlined all of the six sight words within their stories. They will be given a grade using the four-point rubric below.

Grading Rubric:

Sight Word Story Rubric:

	Excellent	Very Good	Good	Needs Improvement	Score
Use of Sight Words (2x each). Underlined.	Uses each sight word 2x. Each sight word is underlined.	Missing one sight word. Sight words are underlined.	Missing two sight words. and/or some sight words are not underlined.	Missing three or more sight words. and/or none of the sight words are underlined.	
Correct use of sight words.	Uses sight words in correct context and blends more than one sight word into a sentence.	Uses each sight word correctly.	Uses at least four of the six sight words correctly.	Uses three or less sight words correctly.	
Story Flow	The story has excellent flow from sentence to sentence.	The story has flow from sentence to sentence.	The story has some flow between sentences.	The story lacks sentence flow.	

Differentiated: This lesson uses many intelligences so as to reach help reach all of the students. By writing the words on the board the visual students are able to write the words down if that helps them. By reading the sentences out loud the verbal students are able to hear each of the words. The game will give the bodily kinesthetic students the ability to move around as well as the interpersonal students the ability to use accountable talk.

Resources:

- www.taskstream.com
- http://teachers.net/mentors/primary_elementary/topic78351
- <http://www.mrsperkins.com/dolch-words-all-alpha.html>