

TAT2 Task 3 - Instructor’s Manual

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Unit Overview

Students need to quickly and automatically recognize and identify sight words, or words that are spelled irregularly, in order to build a solid reading foundation. Students who come into first grade not knowing the recommended number, which is twenty sight words or more often do not meet end of the year reading and academic goals. In order to not delay the process of building independent readers, fluency, and comprehension, students need to quickly and automatically recognize simple sight words. A first grade California Standard in Reading for Foundational Skills, is that “Students will be able to recognize and read grade-appropriate irregularly spelled words.” CCSS for ELA – Content Standards (CA Dept of Education) page

24. <https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>. This instructional unit will focus on mastery of ten specific sight words.

Technology Integration

Each lesson has a technology component included. Students will be able to use their personal district distributed computer to help facilitate their learning. The visual and audio component to the lessons will help all students learn and reinforce what they are learning. The technology portion allows students to get extra practice, and learn based on their own academic level.

Instructional Goal

The students will be able to correctly identify 8 out of 10 given sight words by the end of the seven lesson unit. Students will have multiple opportunities to spell, write, use the word in context, and will use technology to help facilitate learning the words.

Intended Audience

The intended audience of this unit is a first grade classroom.

Length

The length of this unit will be an hour a day for seven days, for a total of seven hours of instruction.

Delivery Approach

There will be a blended learning approach to this unit. There will be teacher lead instruction and review to start each lesson. Students will have the opportunity during each lesson to use technology to help reinforce their sight words skills and recognition. There will also be an opportunity for the students to work with the word either by creating sentences, completing worksheets, and other hands on activities to help with recognition.

Instructional Sequence

The sequence of the unit progresses from introduction of the new words to an end of the unit spelling test. Each unit begins with a basic review of each word, how to spell the word, and an example of the word in context. The students will then have the opportunity to work with the sight words in some capacity either on their computer, a worksheet, with a partner, or in their journal. The lessons will conclude with a brief review and the words will be continued to be referenced through all academic areas.

Materials Needed

Materials needed will vary by lesson. Each lesson will contain a technology component, as well as a hands on activity. Each activity will require using a paper and pencil, a whiteboard and dry erase pen, or a mixture of the two. Look at a specific lesson plan for materials needed to complete that specific lesson.

Lesson Overviews

Lesson 1- Introduction and pre-assessment

Objective: Students will be able to correctly write down the sight word, on their whiteboard, after they teacher says the word 8 out of 10 times.

Assessment: Informal assessment during the activity, and a formal test at the end of the unit.

Lesson 2- Partner work and worksheet

Objective: While working with a partner, students will be able to correctly identify and write 8 out of 10 sight words from a given passage.

Assessment: Informal assessment while activity is being completed. Reviewing the worksheet upon completion will provide further insight, as well a formal spelling test at the end of the unit.

Lesson 3- Individual worksheet

Objective: Students will be able to rearrange the given letters to correctly spell out 8 out of 10 sight words.

Assessment: Informal assessment while activity is being completed. A practice test will be conducted, as well as a formal spelling test at the end of the unit. Reviewing the worksheet will provide insight to mastery as well.

Lesson 4- Sight word journal and sentences

Objective: Students will be able to correctly identify and read at least 8 out of 10 sight words from the sentences they write in their journal.

Assessment: The finished sight word journals provides assessment as to which students can use the word correctly in context and can recognize the word in isolation. A formal assessment will occur with the end of the unit spelling test.

Lesson 5- Select the correct word

Objective: Students will be able to select the correctly spelled sight word when given multiple options 8 out of 10 times on a worksheet.

Assessment: Informal assessment by the teacher during the activity, and a formal assessment will occur with a spelling test of the words at the end of the unit.

Lesson 6 – Write and record

Objective: Students will record themselves, using their computer, reading 8 out of 10 simple sight word sentences correctly and submit the video to the teacher to view.

Assessment: Data will be gathered from reviewing the video to check if the student is using the word correctly in context. Formal assessment will be a in the form of a written spelling test at the end of the unit.

Lesson 7 – Memory Game

Objective: Students will to identify, and recognize 8 out of 10 sight words correctly when playing the game Memory with their partner.

Assessment: Informal assessment will occur while the students are making their notecards, and while they complete the game with their partner. The formal assessment will be on the last day of the unit in a written spelling test.

Instruction Delivery

The lessons will start out whole group with every student facing and listening to the teacher.

The teacher will provide an overview of the lesson, and outcomes for that day. The teacher will also review the sight words being worked on prior to having students start the activity.

Students will then be allowed to complete the activity for the day using whatever means and resources are needed for that specific lesson. At the end of the lesson there will be a quick review of the words, and a reminder of where we may find these words throughout our school day. Each lesson provides individual or partner activities, as well as technology components to maximize learning by all students.

Instructional Materials

The following instructional materials will be used at some point during the instructional unit:

- Worksheets
- <https://mrnussbaum.com/lang-arts>
- <https://www.starfall.com/h/index-grades123.php>
- <https://www.turtlediary.com/games/first-grade.html>

Physical Resources

The following is a comprehensive list of physical materials you will need at some point in the instructional unit:

- | | |
|-----------------------|--------------------------------|
| - Chromebook computer | - Headphones |
| - Overhead projector | - Sight word journal |
| - Pencils | - Notecards (for all students) |
| - Whiteboard | - Dry erase marker |
| - Scissors | - Glue |
| - Lined paper | - Worksheets |

Lesson Plans

Lesson Plan # 1

Performance Objective: Students will be able to hear a sight word then write 8 out of 10 sight words correctly on their whiteboard to show the teacher.

Resources or Materials Needed: Computers, whiteboards, dry erase markers

Time: 60 minutes

Step 1: Pre-Instructional Activities: (15 minutes) Remind students of what sight words are and why these words are important to know and to memorize. Whole class will play Mr. Nussbaum Learning and Fun, <https://mrnussbaum.com/lang-arts/phonics>. Students will select a sight words game to play based on their interest.

Step 2: Content Presentation: (20 minutes) Today we will be hearing our new sight words and practice spelling them on your whiteboards. I will tell you 1 word, and you will do your best to write it down correctly on your whiteboard. Before we start let’s review the words we will be writing. (Holding up the word on a notecard- write out words prior or while students watch)

The first word is _____. Let’s all say the word together. Let’s spell and write it in the air together. Let’s use the word in a sentence.” (Repeat this process with new words, and review previous sight words during this time as well.)

Words this week : now, got, have, which, because, but, all, sit, from, may

Step 3: Learner Participation: (20 minutes) Students will get out materials, and will wait to hear the first sight word. Teacher will say it, students will repeat it, and will write it on their board.

Students will raise up their board to show their teacher. After all 10 words have been given and written down then students will go back and reread each word. After activity is complete students may get onto <https://mrnussbaum.com/lang-arts/phonics> if time permits.

Step 4: Assessment: (5 minutes) Informal assessment will occur during the activity. Students will leave their whiteboards on their desk so that the teacher can check individual work, and collect data based on what is seen. Formal assessment will be in the form of a spelling test at the end of the lesson.

Step 5: Follow-Through Activities: Students will receive homework to help reinforce new words. The words will be added to our word wall and referenced to through-out the day. Continued access to computer programs like Mr. Nussbaum, Starfall, and Turtle Diary for more practice and review. Small group or individual review will be needed based on information gathered.

Lesson Plan # 2

Performance objective: While working with a partner, students will complete a worksheet, correctly identifying and writing 8 out of 10 sight words from a given passage.

Resources or Materials Needed: Computer, projector, sight word journal, worksheet, and pencil

Time: 60 minutes

Step 1: Pre-Instructional Activities: (15 minutes) Remind students of what sight words are and why these words are important to know and to memorize. Whole class will use Starfall <https://www.starfall.com/h/more-phonics-u1/?sn=more-phonics>, to listen to stories that use simple sight words that have or are currently being taught. Students will share with partners some of the sight words they saw in the books they read or listened to.

Step 2: Content Presentation: (10 minutes) “Today you will work with a partner to read a new passage, you will look for sight words. You will highlight the sight words, and write them in your journal. The worksheet and journal will be turned in, so do your best to find all the sight words. Before we start our worksheet let’s review the words we are looking for. (Holding up the word on a notecard)The first word is _____. Let’s all say the word together. Let’s spell and write it in the air together.” (Repeat this process with new words, and review previous sight words during this time as well.) “.

Step 3: Learner Participation: (30 minutes) Students will work with their table partner to read over a simple passage and will highlight the sight words we are working on as they come across them. Then each student will write down the sentence in their sight word journal. Once they

complete the task and turn in the worksheet and journal the students will be able to work on Mr. Nussbaum sight word games.

Step 4: Assessment: (5 minutes) Informal observation during the partner work is one form of assessment. The worksheet and journal also provide further assessment.

Step 5: Follow- Through Activities: Look for sight words during read a-louds, read the room activities looking for the sight words, post the new words on the word wall, review previously taught words daily, and continue to play Kizphonics or Mr. Nussbaum sight words games.

Lesson Plan #2 Worksheet

Name: _____

Date: _____

Silly Sight Word Story

Word Bank:	now	got	have	which	because
	but	all	sit	from	may

Directions: Read the silly passage first. Then go back and read it again, and highlight your sight words as you read the passage.

One day Small Frog got sad.

His mom made him sit out from the game.

All the other frogs from the pond played, but not Small Frog.

“May I have a turn in the game?” Small Frog asked his mom.

Mom frog told him no because he was too small to play.

“Which way do I hop to get to the pond? I want to swim.” Small Frog asked.

Mom frog said, “Now that is a good idea Small Frog.”

Small Frog was happy.

Directions: Write down the words you highlighted.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Lesson Plan # 3

Performance Objective: Students will be able to spell 8 out of 10 sight words correctly on a practice test, after working to complete a worksheet.

Resources or Materials Needed: Computer, worksheet, pencil, scissors, glue

Time: 60 minutes

Step 1: Pre-Instructional Activities: (10 minutes) Remind students of what sight words are and why these words are important to know and to memorize. Whole class will play Mr. Nussbaum Learning and Fun, <https://mrnussbaum.com/lang-arts/phonics> or Turtle Diary, <https://www.turtlediary.com/game/choose-the-correct-sight-word.html>. Students will select a sight words game to play based on their interest.

Step 2: Content Presentation: (10 minutes) “Today you will be completing a worksheet with our words of the week. You will have to unscramble all the words and put the letters in the correct order. (provide visual demonstration – dan=and) Before we go off on work let’s review our words together. (Holding up the word on a notecard)The first word is _____. Let’s all say the word together. Let’s spell and write it in the air together.” (Repeat this process with all words). “We will be having a practice test after we finish the worksheet, so doing our very best on the worksheet will help us be successful.”

Step 3: Learner participation: (30 minutes) Students will work on their worksheet individually.

They will have to cut out the letters and glue them in the correct order on the worksheet. After they have cut and glued all the words in the correct order they will turn in the worksheet.

Students will then take a practice spelling test and turn it in.

Step 4: Assessment: (10 minutes) Informal assessment will occur during the activity portion of the lesson. Assessment will occur based on the worksheet they turn in. Students will take a I can input the results of the score in an Excel spreadsheet if needed, depending on the need.

Step 5: Follow-Through Activities: Continued use of computers programs like Mr. Nussbaum. And Turtle Diary to continue interest and to reinforce learning. Review of words on the word wall daily, and looking for words during read a-louds, morning message, and worksheets.

Lesson Plan #3 Worksheet (1)

Name: _____

Date: _____

Directions: Unscramble the word, and cut out the letters and glue them in the correct order.

1. lal

6. gto

2. yam

7. rfmo

3. tub

8. wno

4. hhicw

9. ceesuba

5. veah

10. its

Lesson Plan #3 Worksheet (2)

a	a	a	a	e	e
e	u	u	o	o	o
i	i	m	m	g	b
b	f	t	t	t	r
v	n	c	c	w	w

l	l	s	s	h	h

Lesson Plan # 4

Performance Objective 1: When prompted by the teacher, the student will be able to correctly identify/read at least 8 out of 10 sight words in isolation.

Resources or Materials Needed: Computers, overhead projector, journal, and pencil

Time: 60 minutes

Step 1: Pre-Instructional Activities: (10 minutes) Remind students of what sight words are and why these words are important to know and to memorize. Whole class will play Mr. Nussbaum Learning and Fun, <https://mrnussbaum.com/lang-arts/phonics>. Students will select a sight words game to play based on their interest.

Step 2: Content Presentation: (10 minutes) After intro activity, bring student back together and present the new sight words of the week “Today we will be work with our new sight words. Let’s review. (Holding up the word on a notecard) The first word is _____. Let’s all say the word together. Let’s spell it, and write it in the air together.” (Repeat this process with all new words.)

Step 3: Learner Participation: (30 minutes) Students will copy their new sight words in their journal. Students need to write the sight word in a sentence and underline the word. When done writing the sentences students will read their new sight word sentence to their table partner. Students will then go onto Turtle Diary to play phonics games if they finish early.

Step 4: Assessment (10 minutes) Informal assessment will occur while students are working on their journals. Whole class review new sight words, and any other taught words that will be on the auditory spelling test using the district provided ESGI assessment program. Results will also be record into an Excel Spreadsheet.

Step 5: Follow-Through Activities: Look for new sight words during read a-louds, read the room activities looking for the sight words, post the new words on the word wall, review previously taught words.

Lesson Plan # 5

Performance Objective: When given a choice of sight words, students will be able to identify 8 out of 10 sight words spelled correctly on a worksheet.

Resources or Materials Needed: Computer, pencil, worksheet

Time: 60 minutes

Step 1: Pre-Instructional Activities: (10 minutes) Remind students of what sight words are and why these words are important to know and to memorize. Whole class will play Mr. Nussbaum Learning and Fun, <https://mrnussbaum.com/lang-arts/phonics> or Turtle Diary, <https://www.turtlediary.com/game/choose-the-correct-sight-word.html>. Students will select a sight words game to play based on their interest.

Step 2: Content Presentation (10 minutes) “Today you will be completing a worksheet. You will be picking out the correctly spelled sight word, but watch out there will other words that are similar that are trying to trick you. Before we work on our worksheet, let’s review our words.

(Holding up the word on a notecard)The first word is _____. Let’s all say the word together. Let’s spell and write it in the air together.” (Repeat this process with all words).

Step 3: Learner Participation: (30 minutes) Students will get the worksheet and work independently. Students will have decide which of the 3 options is a correctly spelled sight word, and will circle that word. After students complete the worksheet they will turn it in, and will be able to go onto Starfall for the remainder of the time.

Step 4: Assessment: (10 minutes) Informal assessment when the students are completing the worksheet. Information gathered from the worksheet will determine which students need further instruction. Results will be tallied on a on an Excel Spreadsheet.

Step 5: Follow-Through Activities: Look for sight words during read a-louds, read simple sight work books, words will be incorporated into center rotations, review and small group as needed. Students will continue to use programs such as Mr. Nussbaum, Starfall, and Turtle Diary to help reinforce, review, and introduce new sight words.

Lesson Plan #5 Worksheet

Name: _____

Date: _____

Directions: Circle the correct spelling of each sight word.

1. now noww noo
2. goot gott got
3. hav have havee
4. whicch whhich which
5. but buut butt
6. al alll all
7. sits sitt sit
8. from form farm
9. maay my may
10. because because becaause

Now write each word correctly on the lines below.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Lesson Plan # 7

Performance Objective: When given a paper and pencil, students will be able to spell 8 out of 10 sight words correctly in a sentence without help on a spelling test.

Resources or Materials Needed: Computer, overhead projector, index cards, pencil

Time: 60 minutes

Step 1: Pre-Instructional Activities: (10 minutes) Remind students of what sight words are and why these words are important to know and to memorize. Whole class will play Mr. Nussbaum Learning and Fun, <https://mrnussbaum.com/lang-arts/phonics>. Students will select a sight words game to play based on their interest.

Step 2: Content Presentation: (10 minutes) “Today you will be writing your sight words on an index card and play the memory game with your partner. Let’s review all ten sight words before we start. (Holding up the word on a notecard) The first word is _____. Let’s all say the

word together. Let’s spell it, and write it in the air together.” (Repeat this process with all sight words.)

Step 3: Learner Participation: (30 minutes) Student will say and write each sight word on an index card. Students will then play an activity (memory) with their partner using those index cards. After 3 rounds of the game students will get onto Kizphonics

<https://www.kizphonics.com/materials/sight-words/> to continue playing sight words games.

Step 4: Assessment: (10 minutes) Informal assessment will occur while the students are writing, and playing the game with their partner. Students will take pre-test to identify which words they need to continue to study. There will be a formal spelling test given on Friday. Results will be recorded on an Excel Spreadsheet, and additional review will be provided if needed.

Step 5: Follow-Through Activities: Look for sight words during read a-louds, read the room activities looking for the sight words, post the new words on the word wall, review previously taught words, and continue to play Kizphonics sight words games.

Student 11											
Student 12											
Student 13											
Student 14											
Student 15											
Student 16											
Student 17											
Student 18											
Student 19											
Student 20											
Student 21											
Student 22											
Student 23											
Student 24											
Student 25											

Assessment Marks:

- * Print out assessment sheet
- * Tally up observation on each student during the lessons and activities.
- * Put a \surd in the box if mastered
- * Put the score of Friday’s spelling test in the last box

References

Mr. Nussbaum (n.d.). Retrieved December 9, 2019, from <https://mrnussbaum.com/>

Starfall (2002). Retrieved December 9, 2019, from <https://www.starfall.com/h/>.

TurtleDiary (n.d.). Retrieved December 9, 2019, from <https://www.turtlediary.com/>