(Hannah Wilson /Sight Words/March 26th)

Sight Words Fill in the Blank and Matching

I. TOPIC:

 Students in first and second grade will identify the correct sight word that fills a blank or matches a visual from the correlating story read previously in class.

II. OBJECTIVES/STANDARDS:

 Given story 22 and sight words correlating TSWBAT do a boom card activity where they match the visual to a sight word with at least 4 out of 6 correct.

Given story 22 and sight words correlating TSWBAT do a boom card activity where they fill in the blank with the correct sight word with at least 4 out of 6 correct.

1.1.3.F: Understand the meaning of and use correctly new vocabulary learned in various subject areas.

III. TEACHING PROCEDURES:

 1) Introduction (Anticipatory Set) – Students will be reading through the story aligned with the sight words that are set for this week. Students have previously read over the stories for the first and second grade class.

 2) Development – All guided practice (10 minutes)

* Students will now be going through boom cards of different sight words that correlate to the reading
* For the activity, the teacher will ask the student if they are ready to do the boom card activity for sight words.
	+ Allow transition time when pulling up the tab to share your screen
	+ When sharing your screen, have students be as interactive as possible since they can’t click the answer.
	+ If you don’t hear an answer, ask parents or cooperating teacher for clarification
* For each sight word along with story 22, students will be filling in the blanks of the sight word
	+ The teacher will read the sentence aloud leaving out the blank and asking which word goes in the blank
	+ Some students do not need you to read the sentence, but need prompting to tell you which word goes in the blank
	+ If students have trouble selecting the sight word, give a choice by reading it within the sentence for both options
	+ If students do not get the answer, review it with them and have them repeat the sight word to you
* For sight words with a choice of two words:
	+ Students will be provided with a visual to look at and then select the corresponding sight word
		- For example, a picture of a baby will appear and they can choose the word tree or baby.
	+ Allow for some time when students are selecting answers and clear up any misconceptions
	+ When introducing the boom card, ask students which sight word they would choose to go along with the picture
	+ If students do not get the answer, review it with them and have them repeat the sight word to you
* After the student has filled in the blank with the word have them read it aloud to you.
	+ Do not click the answer before the students have read the sentence aloud
* When the student has the correct sentence with the sight word, click submit when you are ready to move onto the next question.
	+ Make sure to motivate students as they go through each problem.
	+ For example, say good job or clap for them

 3) Closure - Draw attention to the end of the lesson by consolidating and reinforcing

 major objectives.

IV. MATERIALS:

* Google meet
* Boom cards
	+ Correlating sight words
* Pointer if needed

V. ADAPTATIONS/PLAN MODIFICATIONS:

* For students who need prompting, keep saying their name to grab their attention. Some of the words are not prevalent in what they read, so be lenient and help out with some of the words. If students need to see where the options are, hover your mouse over the words.

 VI. EVALUATION:

1. Formative – Students will be going through six sight words and will be tested for how many they get correct and how much prompting is needed.
2. Summative – Unknown.

VII. REFLECTION:

1. Were students able to connect visuals to the correct sight word?
2. Were students able to fill in the blank with the correct sight word?
3. As the teacher, did I clear up any misconceptions of different pictures?
4. Was the activity appropriate for the grade level?