

First Ten Sight Words: See It, Say It, Find It

a 30 minute reading lesson for a group of 4

SUBJECT

Reading

AGES

5-9

GROUP

4 students

DATE

80%

TARGET

The goal, from the IEP. Given a set of ten high frequency words on cards, the student will read each word aloud within three seconds with 80% accuracy in 4 of 5 sessions.

Today's objective. Students will read the first ten high frequency words on sight and find each one inside a short sentence.

You will know it worked when. The student reads at least 8 of the 10 word cards within three seconds each, with no sounding out.

1 WARM-UP

4 MIN

Fast flash yesterday's words, chorus read, no corrections

Each student finds their own name on the wall to start with a win.

ENGAGEMENT

○○○○

2 DIRECT INSTRUCTION & MODELING

6 MIN

Introduce two new words only: show, say, spell aloud, say again

Put each new word in a sentence the group can see in the pocket chart. Model that sight words are read whole rather than sounded out, with the word the as the example.

CHECKS

○○○○

3 GUIDED PRACTICE

10 MIN

Chorus read the full ten with the teacher pointing, then without

Errorless round first: teacher says the word half a beat ahead, then fades. Students highlight the target word each time it appears in a sentence strip.

TRIALS

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4 INDEPENDENT PRACTICE

7 MIN

Each student reads the ten cards to a partner against the three second timer

Teacher records read, hesitated, or missed per word on the data sheet.

CORRECT / TOTAL

○○○○○○○○○○
○○

5 CLOSURE

3 MIN

Each student picks their strongest word and reads it to the group

Add the two new words to the wall together.

NOTES

IF THE PLAN NEEDS A RESET

.....
.....

REINFORCEMENT

Token per word read on sight. Reading the finished sentence to the class. Choosing the word that goes on the wall first tomorrow.

SENSORY

One student needs to stand while reading; the word wall is hung at standing height.

PREP & MATERIALS

stage this before the students arrive

MATERIALS

- ☐ Word cards for the first ten: the, and, a, to, in, is, it, you, that, he
- ☐ Pocket chart sentence strips using only those words plus one picture noun
- ☐ Highlighter tape for finding words in text
- ☐ Token boards and a three second sand timer
- ☐ Word wall at standing height

VOCABULARY

The · And · A · To · In

SUPPORTS STAGED

Errorless Learning · Token Board ·
Timers · Positive Reinforcement ·
Prompt Hierarchy

DIFFERENTIATION

the same lesson at three levels

MORE SUPPORT

Four words instead of ten, matching card to card before reading aloud, and the errorless model kept on every trial.

ON LEVEL

Read all ten words on sight within three seconds each.

MORE CHALLENGE

Read the words inside a new sentence never practiced, then write two of them from memory.

ACCOMMODATIONS

- ☒ Standing option at the word wall
- ☒ Cards printed large in a plain typeface
- ☒ Three second wait honored before any prompt
- ☒ Chorus reading first so nobody is heard alone until they are ready

MODIFICATIONS

How will the task or materials be changed?

A student working on matching pairs card to card instead of reading aloud, building the visual match the reading rests on.

ASSESSMENT & DATA

the data window is independent practice

ASSESSMENT TYPE

- ☐ Observation
- ☒ Checklist
- ☒ Work Sample
- ☒ Data Collection
- ☐ Other

WHAT SUCCESS LOOKS LIKE

The student sees the word and says it whole inside three seconds, with no letter by letter sounding out.

Accuracy goal: 80%

QUICK TALLY ○○○○○○○○○○

STUDENT	TRIAL 1	TRIAL 2	TRIAL 3	ACCURACY	PROMPT LEVEL
A.L. Read four target words on...					
R.M. Match card to card for all te...					
D.N. Locate a target word insi...					

GENERALIZATION

How will we practice this skill in other settings?

Point out the same ten words in the daily schedule, in library books, and on the lunch menu.

HOME CONNECTION

How can families support this skill at home?

Send the ten cards home on a ring and ask the family for two minutes a night, reading not drilling.

EXTENSION

Ideas to extend learning further.

Students build their own sentence in the pocket chart using three sight words and one picture card.

AFTER THE LESSON

What worked and what should change?

Two new words a session is the ceiling; more and yesterday's words slip. Do not let sounding out start on these, they are irregular by design.

1 SET UP THE ROWS

2 RUN THE ACTIVITY ONCE

3 SCORE EACH ROW AGAINST ITS OWN TARGET

4 CLOSE THE LOOP

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