

Age Level: First Grade

Subject(s) Area: Language Arts

Materials Needed: Jenga Game Set

Standard:

Code and description: K.RF.3c-Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does, he) Students will be able to complete with 80%-90% accuracy.

Objectives:

What will the students know or be able to do?: What will the students know or be able to do?: The student will demonstrate understanding of the sight words that are shown to them by naming them and putting them in a sentence or spelling out the word given.

Cognitive Level of Lesson (Bloom's Taxonomy): Students should be able to show that they are able to read different sight words fluently.

Learning Activities:

Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.) Put some sight words up on the board and briefly explain what a sight word is (words that we use that are really common). I will explain the game to them and do an example with the class. Pick some students in the class to pick a word, say the word, spell the word, and put it in a sentence (if ready to take more of a challenge).

Reflective Questions: (Questions asked to help students process or reflect upon content) Put three sight words from the Jenga game on the board and have the students pick one word, turn to their knee partner and use that word in a sentence.

Technology: none

Required Vocabulary: none

Instructional Methods:

1. Depends how many Jenga games the teacher has and how many students in the class, have groups of about four or five. (Each Jenga piece should have a sight word on it)
2. In the group of four or five, have the students set up the Jenga game just like a normal game.

3. Once the students pick out a Jenga piece, that person should say then say the sight word out loud, spell out the word, and lastly use the word in a sentence. Then continue playing the normal game of Jenga.

Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.

Independent Concrete Practice/Application: (practice of skills in practical ways) More independent practice on sight words would be done the next day. (This may include a worksheet or having them come and review with the teacher to see if every student understands it.)

Differentiation: When the students are in their groups, have the higher students and lower students in a group so he or she can help them out.

Wrap-Up: Pass out slips at the end of class and have the students write down some of the sight words that they remember.

Assessment:

Formative: Thumbs up or thumbs down if the students understand it.

Individual Measurability: Having a meeting with the students to see if they are getting the concept of recognizing sight words.

Summative: Have a worksheet for working on sight words that the student will hand into the teacher.

Reflection: