

Materials:**Fishing For Sight Words:**

Kids can't resist a fishing game...and with ours, they improve sight-word recognition as they play! Each colorful fish is printed with a high-frequency word. As children use the magnetic fishing pole to "catch" the fish, they learn to recognize sight-words more easily! You get 75 fish, a magnetic fishing pole, a mat and an activity guide. Mat measures 12" x 12 ½." - LakeShore Learning

Develops skills in reading and identifying sight-words.

item# TT507

Can Do! Phonics Game:

Our easy-to-play game provides fun, skill-building practice with blends, digraphs & more—with every spin! The phonics game canister comes with a handy lid that doubles as a spinner, plus 44 game tokens and 60 question cards designed to build foundational skills. Players simply spin to select a question in one of 3 categories, then collect tokens as they decode two-syllable words, identify the correct word ending and more! The first player to collect 10 tokens wins! Game comes with answer cards for easy self-checking. Develops skills in language and reading foundational skills.

item# HH439

4-letter Word Building Puzzles:

Puzzle your way to reading success! Children simply fit the picture pieces together—and instantly spell corresponding 4-letter words. Plus, each puzzle is self-correcting...for no-fail spelling practice every time! Includes 16 durable chipboard puzzles; each measures 5" x 5".

item# JJ465

Jenga:

Jenga is a game of physical and mental skill. Built on the simple premise of stacking blocks, Jenga engages players of all ages, across all cultures. Jenga's success rests on its solid play value. Players take turns to remove a block from a tower and balance it on top, creating a taller and increasingly unstable structure as the game progresses.

Sight words Kit: Lesson 1

K.RF.3c.

Age Level: Kindergarten

Subject(s) Area: Language Arts

Materials Needed: Fishing for Sight words game

Standards:

Code and description:

K.RF.3c. Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

Objectives:

What will the students know or be able to do?:

The student will apply his/her knowledge of sight words to read common high-frequency words by sight with 90% accuracy.

Learning Activities:

Opening Element: We are going to use a new game today to help us learn out sight words!

Reflective Questions:

1. Who likes to go fishing?
2. Does anyone remember what sight words are? (Sight words are words that appear frequently in most in the books you read. But sometimes that are hard to sound out. We learn to recognize these words by sight so we can be good readers.)
3. What are some sight words that you know? (Write some of their responses on the board.) Through this type of questioning you will be able to gage what kind of sight words your first graders are familiar with.

Technology: none

Required Vocabulary:

- **Sight words:** Words that appear frequently in most books you read. But sometimes that are hard to sound out. We learn to recognize these words by sight so we can be good readers.

Instructional Methods:

1. After deducing what kind of sight words your students know, introduce more sight words to them.



2. Throughout the rest of the week you can introduce more and more sight words. Introduce 5 new sight words daily. Keep these words on the board for the remainder of your Daily 5 activities.
3. Attached are a list of sight words that first graders should be able to read. Use this information to choose the words that you want written on the board.
4. "Today we will be learning about these 5 Sight Words (list them on the board). You are going to practice these sight words with a fun game."
5. Introduce the game to the kids "Class we will be playing Fishing for Sight Words today."
6. Explain that this will be an activity available during the Daily 5.
7. Show the class how to play the game to the students
 - a. Start the sand timer.
 - b. Start to fish for words, if you catch a word, read it and place it in a pile. Pretend to catch a fish and not know what the word is, place that in a separate pile.
 - c. Continue this process for the remaining time.
 - d. After the 30 seconds is over write down the words you know and don't know.
 - e. Next, count the words on the known list and the unknown list.

Rules of the game

- a. Use a sand timer - you will have 30 seconds to pick up and read as many sight words as possible.
 - b. After the 30 seconds write down the sight words you know and had trouble with.
 - c. Count the words you got right and the ones you had trouble with
 - d. The next time you play see if you know more words!
8. Specifically pick out words that you will be focusing on for that day/week. Choosing between the different words will increase the repetition of the students seeing the words while fishing for them.
9. Use the game as just a Daily 5 activity for the first day, choosing the words that you want to expose the students to.
10. After the first day, put the activity out as a free choice in addition to it being an activity for Daily 5. During free choice have all of the fishes available.

Guided Practice Strategies

I do - Show the students the rules to the game. Explaining to them how to do it.

We do - during the first daily 5, you will be able to walk around and watch to see if they are understanding and playing the game correctly.

You do - Independent practice after the first day of Daily 5. Also the students will have the opportunity to play this game for free choice.

Independent Concrete Practice/Application: Students will be playing this game independently during the Daily 5 or during free choice.

Differentiation: Choose the set of words for each group. This way you can choose words that will challenge each group of students.

Wrap-Up:

- Ask the class if they enjoyed playing this game. What they liked and didn't like.
- "Fishing for Sight Words will be available for 1 week. I will be switching the words out so you have a chance to practice all the sight words."

Assessment:

Formative: Use the sheets that the students wrote the known and unknown words on. You can look at what words each student is struggling with.

- **Individual Measurability:** Measure how the kids are doing with sight words based on the sheets with known and unknown words.

Summative:

Reflection:

Words for 1st Graders to be Able to Read, Write, and Spell by the End of 1st Grade

a	came	had	make	people	ten	walk
all	can	has	many	play	than	want
am	come	have	me	please	thank	was
an	day	he	more	pretty	that	we
and	did	her	much	purple	the	were
any	do	here	must	put	them	what
are	down	hers	my	ran	then	when
as	eat	him	new	red	there	where
ask	eight	his	nice	run	these	which
at	find	how	nine	said	they	white
ate	five	if	no	saw	thing	who
away	for	in	not	say	this	why
be	four	into	now	see	three	with
because	from	is	of	seven	to	went
been	get	it	on	she	too	work
before	girl	jump	one	six	two	yellow
big	go	like	only	small	up	yes
black	going	little	or	so	very	you
blue	good	look	orange	some		your
boy	great		other	soon		
brown	green		our			
but			out			
by			over			

Instructional Methods:

1. After reading the book and asking some questions, write the prepositions they know on the board.
2. Throughout the rest of the week you can introduce more and more prepositions. Introduce 5 new prepositions daily. Keep these words on the board for the remainder of your Daily 5 activities.
3. Attached are a list of prepositions that first graders should be able to recognize. Use this information to choose the words that you want written on the board.
4. "Today we will be learning about these 5 Prepositions (list them on the board). You are going to practice these sight words with a fun game.
5. Introduce the game to the kids "Class we will be playing Fishing for Prepositions today.
6. Explain that this will be an activity available during the Daily 5.
7. Introduce the game to the kids
8. Show how to play the game to the students
 - a. Start the sand timer.
 - b. Start to fish for prepositions, if you catch a preposition, read it and place it in a pile. Pretend to catch a fish and not know what the preposition is, place that in a separate pile.
 - c. Continue this process for the remaining time.
 - d. After the 30 seconds is over write down the prepositions you know and don't know.
 - e. Next, count the prepositions on the known list and the unknow list.
10. Rules of the game
 - a. Use a sand timer - you will have 30 seconds to pick up and read as many prepositions as possible.
 - b. After the 30 seconds write down the prepositions you know and had trouble with
 - c. Count the prepositions you got right and the ones you had trouble with
 - d. The next time you play see if you know more prepositions!
11. Specifically pick out the prepositions that you will be focusing on for that day/week. Choosing between the different words will increase the repetition of the students seeing the words while fishing for them.
12. During Daily 5 you can use the Fishing for Prepositions in conjunction with the writing station.
 - Using the list of known and unknown prepositions, have the students write sentences using the prepositions they found.
13. Use the game as just a Daily 5 activity for the first day, choosing the words that you want to expose the students to.
14. After the first day, put the activity out as a free choice with all of the fishes available.

Guided Practice Strategies:

I do - Show the students the rules to the game. Explaining to them how to do it.

We do - during the first daily 5, you will be able to walk around and watch to see if they are understanding and playing the game correctly.

You do - Independent practice after the first day of Daily 5. Also the students will have the opportunity to play this game for free choice.

Independent Concrete Practice/Application: Independent practice can occur during Daily 5 and during free choice.

Differentiation: Choose the set of prepositions for each group. This way you can choose prepositions that will challenge each group of students.

Wrap-Up: "Fishing for Prepositions will be available for 1 week. I will be switching the words out so you have a chance to practice all the prepositions."

Assessment:

Formative: Use the sheets that the students wrote the known and unknown prepositions on. You can look at what words each student is struggling with.

- **Individual Measurability: Measure how the kids are doing with prepositions based on the sheets with known and unknown words.**

Summative:

Reflection:

Sight Words Kit Lesson 3

K.RF.2b

Age Level: First Grade

Subject(s) Area: Language Arts

Materials Needed:

Standards:

Code and description: K.RF.2b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken words.

Objectives:

What will the students know or be able to do?: The student will demonstrate understanding of syllables by reading, pronouncing, blending, and segmenting the syllables into spoken words with 90% accuracy.

Cognitive Level of Lesson (Bloom's Taxonomy):

Learning Activities:

Opening Element: After today's lesson you will learn a new game and get to practice with syllables!

Reflective Questions:

What can we do to sound out words? (sound out each individual sound.)

What sort of actions can we use to count syllables? (clapping)

Technology: none

Required Vocabulary: Syllables: Sounds we hear in each and every word.

Instructional Methods:

1. Introduce the
2. syllable song to the class...

(*attached is a larger copy.)

3. Continue to practice this song with different words, having the kids count the syllables with each word.
 - a. Words to fill in the blank...
 - i. Elephant, candy, fish, zebra, calendar, snowflake, purple, flower, gate, shampoo, dinosaur, yellow, alligator, potato, scarecrow, shadow, dolphin, people, printer, strawberry, paper, cracker, carrot, carpet, season, peanut, catfish, celebration, summer, lemonade, letter, icicle, Idaho, hamburger, hammer, Halloween, grouchy, frozen, desert, dandelion, cupcake, coconut, bike, bedroom



4. We are going to use what we just learned in a new game. It's called, Can Do! Phonics Game.”
5. Today's activity will be used in Daily 5 and free choice tomorrow for anyone who wants more fun.
6. Give an example of how to play the game.
 - a. Pick up a card from the Beginning Sounds stack. Follow the directions.
 - b. Pick up a card from the Two-Syllables Words stack. Follow the directions.
 - c. Pick up a card from the Word Building stack. Follow the directions.
7. Pick three students and have them practice for the class. This way there will be two visual examples for the students who need to see it more than once.
8. Rules of the game:
 - d. Pick a card and follow the directions.
 - e. Use syllables to help sound out the word. Clap out the two syllable words if you need to.
 - f. If word is correctly pronounced take the amount of tokens indicated on the card.

Guided Practice Strategies:

I do - Show the students the rules to the game. Explaining to them how to do it.

We do - Help the three volunteers as you show the second visual example. During the first daily 5, you will be able to walk around and watch to see if they are understanding and playing the game correctly.

You do - Independent practice after the first day of Daily 5. Also the students will have the opportunity to play this game for free choice.

Independent Concrete Practice/Application: Independent practice can occur during Daily 5 and during free choice.

Differentiation: Choose the cards that you want the students to work with. Picking out cards will allow you to know what the students are working with and the extent of them being challenged.

Wrap-Up:

Assessment:

Formative: Look at the amount of tokens the students have. The more tokens the more successful they have been with the game.

Individual Measurability: working with students during the Daily 5 and taking notes on how they are doing.

Summative:
Reflection:

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 work, 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.

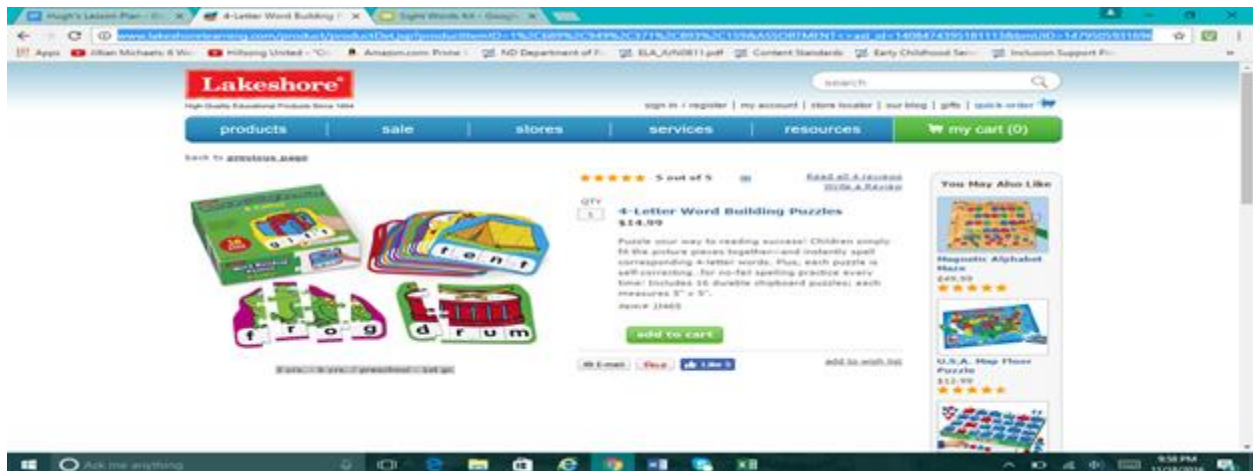
Summative: Have a worksheet for working on sight words that the student will hand into the teacher.

Reflection:

Age Level: First Grade

Subject(s) Area: Language Arts

Materials Needed:



Standard:

Code and description: K.RF.3a: Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant. 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 students should know the letters of the alphabet and are familiar with the letter sounds.

Cognitive Level of Lesson (Bloom's Taxonomy): Students should be able to understand the concept of sight words.

Learning Activities:

Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.) Go over the alphabet and sounds by showing the students a YouTube video.

Reflective Questions: (Questions asked to help students process or reflect upon content) Does everyone understand the concept behind the game and understand it?

Technology: <https://www.youtube.com/watch?v=hq3yfQnlfQ>

Required Vocabulary: none

Instructional Methods:

1. Students can play either in small groups or play individually.
2. Have them scramble the puzzle pieces (either all 16 words or divide it up into groups).
3. Have the students put the puzzle pieces together.
4. The teacher can then have the students put the word together, spell the word, and then say the word to their other group members or to her.
5. This can even be a competitive game, if one wishes. The students would get into two groups and see who can put the most words together correctly in a certain amount of time (if the teacher wanted it to be timed).

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

Independent Concrete Practice/Application: (practice of skills in practical ways) The students will get a worksheet similar to the game. This worksheet may consist of the students matching the picture with the word.

Differentiation: Put the students in groups and have the higher students with some of the lower students.

Wrap-Up: Hand out a word search for the students to complete.

Assessment:

Formative: Thumbs up or thumbs down if they enjoyed playing with the puzzle.

Individual Measurability: Give them a worksheet just like the puzzle, but they have to hand this one in to the teacher.

Summative: This will be done with the worksheet.

Reflection:

Age Level: First Grade

Subject(s) Area: Language Arts

Materials Needed: Jenga Game Set

Standard:

Code and description: K.L.1b: Use frequently occurring nouns and verbs. 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?: Students should be familiar with different nouns and verbs.

Cognitive Level of Lesson (Bloom's Taxonomy): Students should be able to differentiate the difference between a noun and a verb.

Learning Activities:

Opening Element: (Anticipatory set, setting a purpose for learning, assessment of background knowledge, Review, Etc.) Read book, "*Nouns and Verbs have a Field Day*" by Robert Pulver

Reflective Questions: (Questions asked to help students process or reflect upon content) What is an example of a verb? What is an example of a noun?

Technology: none

Required Vocabulary: Noun: person, place, or thing

Verb: an action

Instructional Methods:

1. Set up the Jenga game like one normally would.
2. Students can get into groups or they can play individually.
3. Once they pick a piece, they have to either act out the word, or describe it to their group.
4. If their groups guesses it, they get a point. If not then they don't get the point. Whoever gets the most right wins.

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

Independent Concrete Practice/Application: (practice of skills in practical ways) Will get a worksheet about noticing the difference between a verb and a noun.

Differentiation: For the shyer students, have them with other students that help them step out of their comfort zone.

Wrap-Up: Hand out a piece of paper with a noun and a verb on it, the students will then have to either circle the noun or the verb.

Assessment:

Formative: Thumbs up or thumbs down if they understand what a noun and a verb are.

Individual Measurability: The students meet with the teacher and review or talk about nouns and verbs.

Summative: A worksheet if that has them circle the nouns and put a square around the verbs.

Reflection:

List 1

1. the
2. of
3. and
4. a
5. to
6. in
7. is
8. you
9. that
10. it
11. he
12. was
13. for
14. on
15. are
16. as
17. with
18. his
19. they
20. I

List 2

1. at
2. be
3. this
4. have
5. from
6. or
7. one
8. had
9. by
10. words
11. but
12. not
13. what
14. all
15. were
16. we
17. when
18. your
19. can
20. said

List 3

1. there
2. use
3. an
4. each
5. which
6. she
7. do
8. how
9. their
10. if
11. will
12. up
13. other
14. about
15. out
16. many
17. then
18. them
19. these
20. so

List 4

1. some
2. her
3. would
4. make
5. like
6. him
7. into
8. time
9. has
10. look
11. two
12. more
13. write
14. go
15. see
16. number
17. no
18. way
19. could
20. people

List 5

1. my
2. than
3. first
4. water
5. been
6. called
7. who
8. am
9. its
10. now
11. find
12. long
13. down
14. day
15. did
16. get
17. come
18. made
19. may
20. part

Name: _____



Help the students catch the school bus on time! Identify whether each word is a noun or a verb. Then color all verbs yellow and all nouns red to show them the path to the school bus.



	crawl	scream	cook	actor
	towel	spoon	run	mirror
dog	crackers	bottle	carry	store
teacher	kick	see	talk	desk
write	sleep	girl	paper	crayon
cry	cookie	plate	cat	lamp
sit	pencil	read	look	walk
type	shirt	hear	table	eat
swim	boy	throw	singer	shout
stand	whisper	touch	flower	
bus	ball	car	book	

Noun and Verb Word Sort I

bear	sleep	hand
find	bed	work
crawl	grass	mother
baby	school	kick
draw	dig	box
build	home	dive
rabbit	paper	hop
phone	hear	eat

! Noun and Verb Word Sort I !

bear	sleep	hand
find	bed	work
crawl	grass	mother
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