



# Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Sight Word Bingo Lesson # 2 Date: Nov.17/2021  
 English  
 Language  
 Name: Carly Sutherland Subject: Arts Grade(s): 2/3

## Rationale:

In this lesson, we will be playing Bingo as a class with sight words instead of numbers. This lesson is important because it gives students the opportunity to learn and practice sight words in a fun and engaging way. Learning sight words creates accuracy, speed, and fluency in reading which increases reading comprehension.

## Core Competencies:

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>Connecting and engaging with others: Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.</li> <li>Acquiring and presenting information: Learning sight words help students communicate effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Designing and developing: Students think critically to read the sight word</li> <li>Generating and incubating: Students may generate creative ideas through free play such as the game sight word bingo</li> </ul>	<ul style="list-style-type: none"> <li>Building relationships: Students build and maintain diverse, positive peer and intergenerational relationships.</li> <li>Building relationships: Students are aware and respectful of others' feelings and share their own in appropriate ways.</li> </ul>

## Big Ideas (Understand)

- Using language in creative and playful ways helps us understand how language works.

## Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> <li>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to read fluently at grade level (learning sight words creates fluency) and engage actively as listeners.</li> </ul>	<ul style="list-style-type: none"> <li>Students are expected to know reading strategies such as identifying high frequency sight words.</li> </ul>

## Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> <li>Students will be able to read high frequency sight words which will help</li> </ul>	<ul style="list-style-type: none"> <li>Observational assessment-I will review ten grade two sight words with the class prior</li> </ul>

students read fluently at grade level.	<p>to the bingo game and if the students are struggling to read it, I will write it down so I remember which words the students are struggling with.</p> <ul style="list-style-type: none"> <li>• Observational assessment- If the students are struggling to read a word on their bingo card, I will write it down so I remember which words the students are struggling with.</li> <li>• Exit slip- the exit slip will show me what the students learned from this lesson.</li> </ul>
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#### Prerequisite Concepts and Skills:

- Students need to be able to listen quietly to the sight word I am saying out loud.
- Students need to be able to play Bingo.

#### Indigenous Connections/ First Peoples Principles of Learning:

- Learning involves patience and time because learning sight words is challenging for students since these words are hard to sound out.
- Learning is embedded in memory because learning sight words involves memorizing how to pronounce sight words since sight words are not spelled the way they sound.
- One sight word on the Bingo card will be written in the Secwepemc language which I will go over with the class before we begin the Bingo game. The sight word will be “walk” which is “kwetem” in the Secwepemc language.

#### Universal Design for Learning (UDL):

Take your best go at this – You do not formally learn this until later in the term/program

- This lesson is designed to engage auditory learners through listening to the teacher candidate read out the sight word as well as visual learners through seeing the sight word on the flashcard I will be holding up, seeing the sight words on their bingo card, and kinesthetic learners through playing bingo. In addition, I will display all the different ways a student can get Bingo on the white board.

#### Differentiate Instruction (DI):

Take your best go at this – You do not formally learn this until later in the term/program

- This lesson could be adapted for students who have a difficult time reading sight words by pairing each student up with a classmate.

#### Materials and Resources

Sight words on cardstock paper flashcards.

Sight word bingo cards (22+3 extra for the explanation. 1 will show all the ways you can win vertically. 1 will show all the ways you can horizontally. 1 will show all the ways you can win diagonally. These will all be displayed on the white board).

Exit slips (22 copies). The exit slip will ask the students what they learned today and it will ask them to write down at least 1 sight word they learned/practiced today.

#### Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – “HOOK”):</p> <p>Ask the students to sit at their desk if they are not at their desk already.</p> <p>Ask the students to give a “thumbs up” if they know what sight words are.</p> <p>If the students give a “thumbs up”, I will say “would anyone like to tell me what sight words are?”</p> <p>Explain to the students that a sight word is a word that we see often but can be tricky to sound out which is why it is important to practice reading sight words to help us learn and memorize them.</p> <p>Give the students a couple examples of sight words such as “and,” “the,” “it.”</p> <p>Hook: Ask the students to give a “thumbs up” if they know how to play the game Bingo.</p> <p>Tell the students that we will be playing sight word bingo today.</p>	<p>Students will sit at their desk.</p> <p>Students will give a “thumbs up” if they know what sight words are.</p> <p>Students will raise their hand if they would like to explain what sight words are.</p> <p>Students will give a “thumbs up” if they know how to play Bingo.</p>	<p>1 minute</p> <p>3 minutes</p> <p>1 minute</p>
<p>Body:</p> <p>Review the ten grade 2 sight words with the class. I will hold up the flashcards and ask a student to read it out loud.</p> <p>Review the sight word that is written in the Secwepemc language. Explain to the students that the word “kwetem” is the word “walk” in Secwepemc language.</p> <p>Ask the students if anyone would like to help hand out a bingo card to each student.</p> <p>Show the students on the extra bingo cards all the ways they can win and place it on the white board with a magnet.</p> <p>Tell the students to take out their bingo chips from their desk.</p> <p>Play sight word bingo.</p>	<p>Students will raise their hand and read out the sight word.</p> <p>Students will say “kwetem” out loud to practice pronouncing it.</p> <p>Students will raise their hand if they would like to hand out the bingo cards.</p> <p>Students will take out their bingo chips.</p> <p>Students will play sight word bingo.</p>	<p>3 minutes</p> <p>2 minutes</p> <p>2 minutes</p> <p>1 minute</p> <p>22 minutes</p>
<p>Closure:</p> <p>I will collect the bingo cards.</p> <p>Ask the students if anyone would like to help hand out the exit slips.</p> <p>I will collect the student’s finished exit slips.</p>	<p>A few students will hand out the exit slips and the students will complete the exit slip.</p>	<p>1 minute</p> <p>3 minutes</p> <p>1 minute</p>

#### Organizational Strategies:

I will use “1,2,3 eyes on me” to gain students attention.

I will ask if any students would like to help me hand out the bingo cards.

### Proactive, Positive Classroom Learning Environment Strategies:

If necessary, I will separate students who continue to distract each other.

If a student gets off track, I will ask “what is expected?” and then thank them and tell them that is what I want to see now.

I will praise students that I know are doing what is expected.

### Extensions:

This lesson could be extended by having the students write sentences with at least 1 sight word from the Bingo card per sentence.

### Reflections (if necessary, continue on separate sheet):

The entire class was so engaged with this activity which was awesome to see; however, there were times when they got so excited that the volume became very loud. I did ask them to bring the volume level down but looking back on this, I wish I had asked them sooner, I think I waited a couple minutes too long before asking them to bring the noise level down. In addition, this lesson made me realize that I need to work on stating my instructions at least 3 times so that every student understands what the expectations and directions are. This lesson was still very fun and I would recommend this lesson to other teacher candidates, it's an awesome strategy for getting students to practice sight words and I would love to try this lesson again when I am a teacher one day!