

# Classroom Example: Direct Instruction Lesson for Teaching Sight Words

Teacher: Ms. Perier

School: Palm Gardens Elementary

Grade(s): 1–3

Instructional Range: K–1

ESE Class Type: LLD inclusion (co-taught by SLP, general educator, and special educator)

Student(s): Edwina, Jason, Richard, Eric

Date: 11/14/07

Time Allowance: 50 minutes

Time Start: 11:00

Time Stop: 11:50

## Direct Instruction Lesson Plan

*Present Level of Performance:* On a sight word pretest, the students all missed the word *in*. This word has been mastered as a target word in their oral language time with the SLP.

*Instructional Objective:* TSW recognize the word *in* (printed in lowercase letters).

*Evaluation Criteria/Methods:* When asked, the student will select the sticks with the word *in* and put them in the can.

## Instructional Procedures

*Review:* SIMON SAYS game: Put your hands in your pocket. Put your pencil in your book. (Each direction involves putting something in something.)

“In the game, I kept telling you to put something in. What does *in* mean?” (Elicit responses)

“Watch me. Did I put the book in my backpack? (Unison response: “No, you took it out.”)

*Advanced Organizer:* Today you will learn how to read the word *in*.

*Rationale:* The word *in* is on signs in stores, movie theaters, and restaurants. The sign with the word *in* tells you what door to use to go into a room or a building. It is an important word. If you use the door that says *out*, you might get hurt—a bump on the head, a broken toe. How could that happen? The word *in* is on signs in stores, movie theatres, and restaurants. The sign with the word *in* tells you what door to use to go into a room or building. It is an important word. If you use the door that says *out* you might get hurt—a bump on the head or a broken toe. How could that happen? Where else might you see the word *in*?

*Presentation:* Look at the chalkboard. I am writing *in*.

This word is *in*. (Point to *in*.) Say it with me—*in*. Carefully look at the word *in*. Say the word *in*.

I am giving you a word card to add to your envelope.

Look at the word. The word is *in*. Say the word *in*.

## Modeling and Guided Practice

### Mystery Box

Watch and listen. I am looking in the box. An onion is in the box.

I will write this sentence on a card.

I will “look and ask” to find the word *in*. (They have already learned the “look and ask” strategy.)

I look at the first word. I ask, Is this the word *in*? . . .

Jason, look in the box. What is in the box? (Provide prompts as needed, i.e., A \_\_\_ is in the box.)

(Write the sentence) Now, Jason, “Look and ask” to find the word *in*. (Each student will have a few turns).

(Change objects in box while students close their eyes: odd objects used, e.g., screwdriver, ketchup, magnifying glass).

### Pick Up Sticks

I will say a word. You will pick up the stick with that word and put the stick in the can (the word *in* is called very often).

The word *in* is on the board. What word is in your can?

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**Independent Practice****Put the Word "In" in the Can**

(Place several sticks in front of each child.) Find all the sticks with the word *in* and put them in the can. Remember to "look and ask" to find the word *in*. What are you going to do?

*Follow Up:* Listen to the language master.

*Post Organizer:* Take the card with the word *in* out of your envelope. Put the card *in* back in the envelope.

What word did we learn today?

*Source:* Provided by Chris Perier, student teacher, Palm Beach County, Florida schools.