

Making A Match

Purpose

Students will practice reading common sight words.

Materials

For the teacher: index cards, pocket chart, pointer, sentence strips, short poem

For each student: copy of Black Line Master (BLM) *Figure Me Out*

Activity

A. Pre-Activity Preparation

1. Write the poem you choose on sentence strips, one line of the poem per strip, and put the poem strips in the pocket chart.
2. Create “word cards” by writing the individual words from the poem on index cards.

B. Pre-Activity Discussion

1. Explain to students that they will be learning some new words and reviewing some words they might already know.
2. Explain that sometimes we use vowel and consonant sounds to figure out words we do not know. Other times, we use clues from words in the sentence we do know to figure out words we do not know.
3. Tell students that you will be reading a poem to them. Explain to students that afterwards they will help you read the poem again.

C. Read the Poem

1. Ask if anyone can read any of the words on the sentence strips. Let students come up and point to the words they know.
2. Read the poem to the class.
3. Read the poem again. This time, stop after each line, and explain the meaning.
4. Put the word cards on the floor.
5. Have students come up and choose a word card. Have them read the word and then match it to the word in the poem. Continue until all of the words in the pocket chart are matched to words in the poem.

(continued)

EXTENDING THE ACTIVITY

Give each student two words to present to the class. Have them write the word on one side of a poster board and draw a picture of what the word represents on the other side.

MEETING INDIVIDUAL NEEDS

Some students will complete the BLM quickly. Ask them to create large note cards with additional words they can recall. Have them present these to the class.

Standards Link
1.1.1

Activity (continued)


D. Apply What Students Have Learned


1. Review how to figure out unfamiliar words. Tell students that sometimes vowel and consonant sounds help and sometimes other words in the sentence help.
2. Pass out a copy of the BLM *Figure Me Out*.
3. Explain to students that now they will try to figure out some words on their own.


Questions for Review

Basic Concepts and Processes

Have students use the BLM *Figure Me Out* to read common sight words. When they have finished, discuss the following:

 What ways did you learn to figure out unfamiliar words?

 How did you decide what to do?

 Did you try each way every time?



Name: _____

Figure Me Out

Directions: Read each word silently. Then draw a picture of what you read.

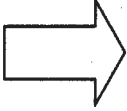




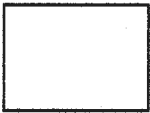
	1	kite	
	2	bug	
	3	cat	
	4	dog	
	5	tree	
	6	door	

Figure Me Out

Teacher Directions

Pass out the BLM *Figure Me Out*, and review with students methods for figuring out unfamiliar words. Read the directions on the BLM *Figure Me Out* to students.

Answer Key

Answers will vary. Students' pictures should match the words they read.