

Avermedia Avervision Lesson Plan Contest

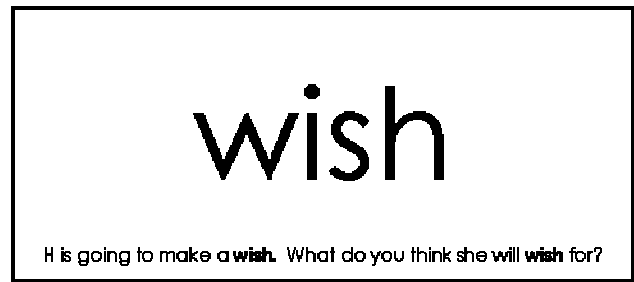
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Subject Area: English/Language Arts

Grade Level: 1st Grade

Topic: Learning Sight Words with Picture Me Reading and the Document Camera

- Picture Me Reading is a flash card program that gives students pictorial cues within the words to help them learn high frequency sight words. One side of the flash card displays the word and pictograph, while the other side displays just the text and a sentence cue.



Background Information:

- We use these flash cards in our first grade reading intervention group to provide support to the 12 students who are struggling the most with reading in the first grade. We have seen positive results and would like to expand the use of this curriculum with the entire first grade. However the biggest problem we deal with is the poor visibility of the flash cards. In the intervention group of 12 students, they are climbing over each other to get a better look at the cards. The situation would be even harder in a whole class format. Having a document camera to present the flash cards would make a tremendous impact in the visibility of the material and the delivery of these lessons.

Lesson Plan:

- **Objectives** – Students will be able to identify both previously taught and new sight words.
Students will read and comprehend a poem containing the sight words.
Students will share their own answers to the poem with the class.
- **Materials** -
 - 20 Picture Me Reading flash cards (previously taught words) - and, be, better, could, did, do, draw, good, have, here, if, pick, tell, this, to, us, what, would, you, your.
 - 8 Picture Me Reading flash cards (new words) – been, best, right, shall, the, well, which, wish
 - 1 poem worksheet per student – “What You Do Best” (see below)
 - Pencils/crayons
 - Document camera/projector

(Poem Worksheet)

If you could pick,

What would be your wish?

To be good? To be better? To be best?

Tell us which.

You have been good!

You shall do well!

And this you did the best, do tell!

Draw what YOU do best, right here.

- **Procedure –**
 - Review the 20 words that have been taught in previous lessons and will be found in today's poem.
 - Place flash cards one at a time under the document camera (text only side facing up.)
 - Have each student read 2-3 words.
 - If the student cannot read the text only side, then the card can be flipped over to the pictograph side for a visual cue.
 - Repeat until all students have had a turn.
 - Introduce the 8 new words that will be in today's poem.
 - Place the first card under the document camera (text only side facing up.)
 - Read the word to students and talk about the word.
 - For example: "This is the word wish. What kinds of things do you wish for?" (Let students respond.) Explain to students sometimes people throw money into a wishing well when they make a wish.
 - Show students the pictograph side of the card under the document camera.
 - State the sentence cue that goes along with the pictograph, "This is the word wish – w, i, s, h. H is going to make a wish. What do you think she will wish for?" (Let students respond.)
 - Repeat the introductions for the remainder of the new words.
 - After all 8 new words have been taught; give a quick review of those words.
 - Display all the words under the document camera and have students read them and give the sentence cue that goes along with each word.
 - Introduce the poem to the students under the document camera.
 - Reveal the poem line by line using the Avervisor.
 - Read the poem aloud with the students. If there are words they have trouble with, flash them the pictograph card under the document camera for a visual cue.
 - After the poem has been decoded, reread it aloud with students for fluency.
 - Encourage the students to think about what the poem is about so that they learn that reading is more than word by word recognition, but reading for meaning.
 - Pick a couple of students to verbally share their answer with the class.
 - Pass out a copy of the poem to all the students and have them draw/color a picture of what they do best on the back of their poem worksheet.
 - While students are drawing their picture, the teacher should go around and ask students to read portions of the poem to assess their reading and note those who need extra follow-up.
 - After students finish their drawings and while waiting for the remainder to finish, place flash cards under the document camera to review words again and/or make sentences with the words.
 - Have the students who are finished, practice reading these words/sentences the teacher (or other students) place under the document camera.
 - Once all the students have finished their drawing, give them each an opportunity to put it under the document camera to share to the class what they drew and explain what they do best.