Christine Ammirati
Student Learning Plan
CRIN E22/ CRIN E10
February 16, 2011

Topic: Sight word recognition (Reading)
Grade Level: 3rd
School: Matoaka

Virginia State Standards:
SOL 3.3 The student will apply word-analysis skills when reading.
> a) Use knowledge of all vowel patterns.
> b) Use knowledge of homophones.
> c) Decode regular multisyllabic words.

Objectives:
> **Class Objective:** By the end of the week, the student will accurately read to the teacher 27 of 30 sight words listed on the class' weekly worksheet.
> **Student Objective**: By the end of the week, the student will accurately read to the teacher 27 of 30 sight words from an individualized, reading level appropriate worksheet.

Lesson Rationale:
The student's poor sight word recognition adversely impacts her reading comprehension and overall academic achievement. A case study by Bliss, Skinner, & Adams (2006) found that a fifth grade ELL student exhibited immediate and significant improvement in sight word reading when using self-generated recordings of words. During word study, my third grader can use this method to self-check her "real-time" pronunciation against her own correct recorded pronunciation, can practice as many times as necessary to achieve mastery, and can refer back to earlier recorded lists to review and reinforce her learning.

Given classroom options and the student's familiarity with potential technology programs, I have chosen to use Photo Story 3 for this intervention and created a template with thirty images of numerals 1 to 30. For each list, the student will match the sight word from a numbered list to the numbered image on the slide. Under adult supervision, the student will read each word with the correct pronunciation and save the complete narrated list.

Materials Needed: Photo Story 3 template (see separate email), computer with microphone, headphones, list of 30 sight words.

Time Needed / Context of Lesson: This sight-word lesson is conducted over the course of a week and may be used on a weekly basis to expand a student's inventory of sight words. Each Photo Story pronunciation file of 30 words may be saved for student review and reinforcement during independent reading time.

Lesson

To implement this approach in the classroom, the student reads a list of thirty teacher-selected high-frequency sight words into a computer microphone using Photo Story 3 as an organization tool to save these weekly lists. On the first day, the teacher (or other adult volunteer) assists the student with the correct pronunciation of each word before the student records his/her own voice on the computer. Using Photo Story 3 ensures that the student waits for a predetermined number of seconds between words because each word will be pronounced on a separate slide. When recording, the student should pause a few seconds before saying the word. Later when studying the word list, the student will attempt to read each word before hearing her own voice pronouncing these words on the computer program. The student will self-check her "real-time" pronunciation against her own correct recorded pronunciation. She may repeat each slide as often as needed until she pronounces the word correctly.

Assessment:

By the end of the week, in an individual conference with the teacher, the student will read these 30 sight words from an individualized, reading level appropriate worksheet. Note: In order to ensure that the words have not been memorized in a set order, the assessment worksheet should not present these words in the order in which they were first listed and practiced on the Photo Story 3 file. As an alternative, the words can be presented to the student as flashcards.

Expansion and Differentiation:

The content of this lesson can be differentiated by constructing individualized word lists for students based on their ability levels. In addition, the recorded Photo Story 3 word lists can be used not only as a recognition check and pronunciation guide but also as a spelling dictation practice and / or assessment. That is, the students will scroll through the thirty numbered slides and spell each word as they hear themselves pronounce each word correctly. Students can also develop their own word lists as they encounter unknown words in their independent reading. They can share these options with the teacher who can eliminate uncommon or less significant words before the students create a new recorded word file.

Evaluation of the lesson:

In addition to the weekly summative assessment, the teacher will evaluate the effectiveness of the intervention by observing the student's accurate recognition and pronunciation of high-frequency sight words during small group guided reading sessions and individual reading conferences. The teacher can also use these sessions to gather more target words for future individualized word lists. Overall, this method will increase the student's sight word inventory and thereby improving both oral fluency and reading comprehension.