



Special Education Virtual Learning

**Life Skills/CBSS/Functional Skills**

**Basic Reading/Fluency**

April 21, 2020



# LS/CBSS/FS Basic Reading Lesson

## Lesson: April 21, 2020

### **Learning Target:**

**Students will increase basic reading skills to read a text that is instructionally appropriate (at his/her reading level)**

# Background: This is a review lesson in Basic Reading Skills- Fluency and Sight Word **IT**

- Students will increase phonemic awareness by reading high frequency words (reviewing the word **IT**).
- Students will increase phonemic awareness by demonstrating decoding skills when reading.
- Students will increase the ability to read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing).

## Let's Get Started:


1. Let's review the word **IT** with our Word of the Day song
2. Practice words on the WORD WALL ( This activity could also be completed in a Notebook)

# Word of the Day Song

(Sing to the tune of B-I-N-G-O)

Our focus word of the day: **it**

There was a sight word of  
the day and it was our  
sight word i-t, i-t, i-t  
and it was our Sight Word!



# Make a word wall

Materials- 3 x 5 cards or Post It Notes  
Marker, Crayon or Pencil

**Directions-** Write the following words on the Note Cards or Post-Its and then find a prominent place in your home to post them to create a word wall. This will be a place that you can refer back to for practice. Students should practice the words daily, until they are familiar by sight.

AND

THE

IT

TO

I

YOU

IN

# Make a word wall

After posting your words on your word wall have your student point to the word 'IT' and then also reviewing the word 'THE' as well as the word 'AND'. (you can also do this in a Notebook or by viewing this slide).

AND

THE

IT

TO

I

YOU

IN

Word Wall Example



yellow	my	go	book	like
where	do	so	see	ball
green	at	by	blue	they
night	am	we	had	four
house	to	red	five	eight
seven	on	one	six	nine

# Practice #1

**Directions-** Parent, read the passage below to your student, or have them read the passage independently. Make a verbal emphasis on the word 'it' each time you come to it. Have your student follow along in the reading by following your words with their finger. If they are reading independently, you may prompt them with sounding out unknown words. After reading the passage, have your student go back and point out the word 'it' and see if they can identify all the times that the word is used.

I see an owl. Can you see it? I see it. It is up in the tree. It is little and brown. It is looking at me.

# Practice #2

Print and complete this [page](#).

Parents- for independent readers, try timing each read thru. Students should be able to read more quickly and smoothly with each practice.

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Name \_\_\_\_\_

## I Can Read!

Read the passage 3 times for fluency.  
Highlight the word **it**.  
Circle the word **an**.  
Underline the word **at**

**it**                      **it**                      **it**

I see an owl.  
Can you see it?  
I see it!  
It is up in the tree.  
It is little and brown.  
It is looking at me.



1st Read	
2nd Read	
3rd Read	

→ Be sure to check mark each read through :)




# Practice #3

Print and complete this [page](#).



Practice writing the word, first reading it, then tracing it and then writing it. Say the word as you write it.

Name \_\_\_\_\_

Read it.  
it



Trace it



Write it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Spell it.


\_\_\_\_\_

Write the sentence.

It is so big!

\_\_\_\_\_

Color it.



Mrs. Kerle's Sight and Sound Reading <http://www.sightandsoundreading.com>

Write the sentence with the word **IT** and then make your own on the back of the worksheet. Parents- you may need to help your student compose a simple sentence- write one and have them copy it, or if they are not yet writing, let them compose a sentence verbally.

# MORE Practice on your own: Sight Word Smash

Go to this website:

<https://www.roomrecess.com/mobile/SightWordSmash/play.html>

1. Choose Mouse or Touch Screen



# MORE Practice on your own: Sight Word Smash

2. Choose “Kinders” button

3. Use your mouse to click and smash the word brick with the word that has been spoken aloud

4. When all are correct, play again or try the next level



# MORE Practice on your own: Sight Word Clouds

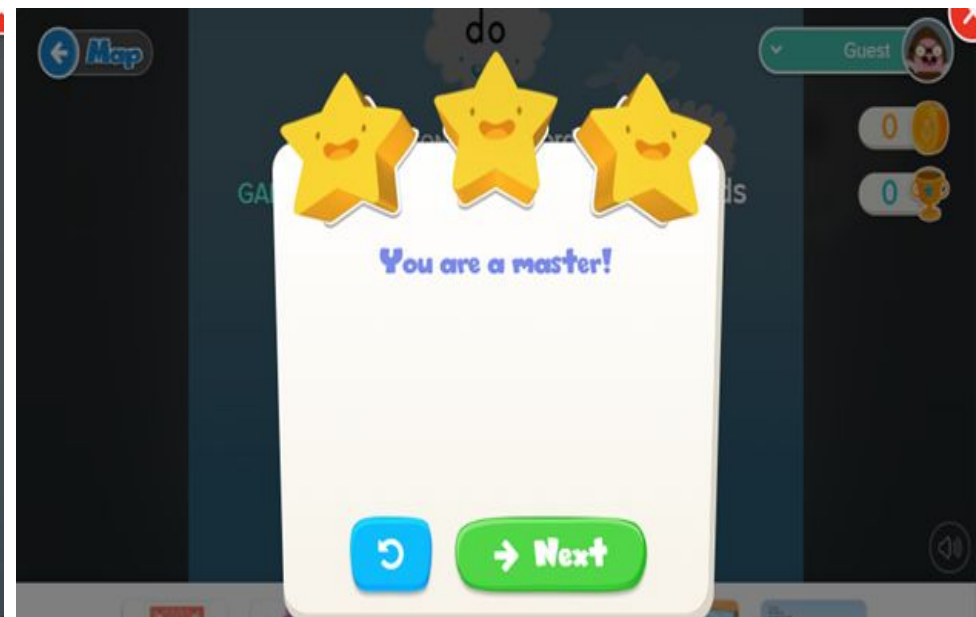
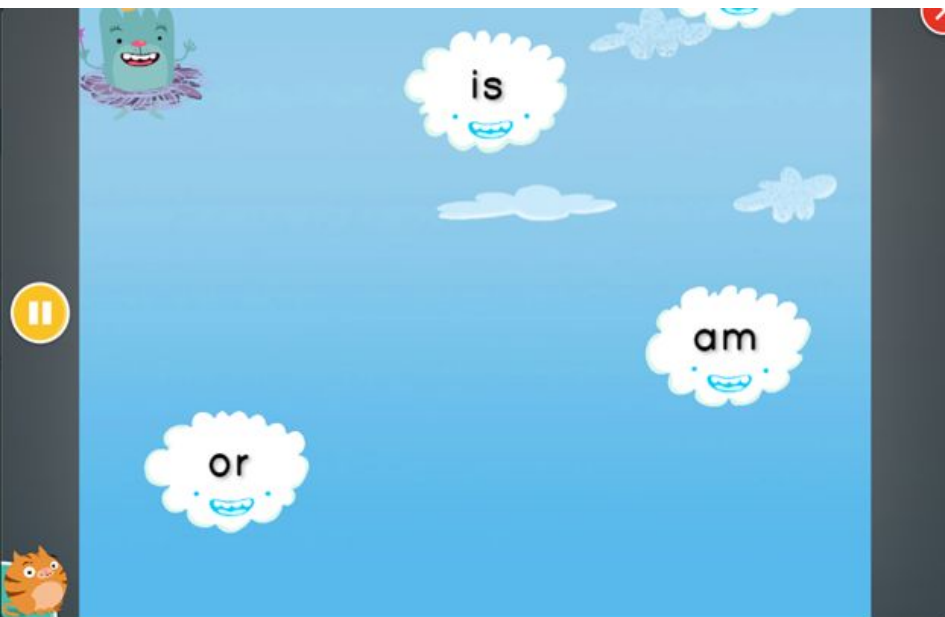
Go to this website: <https://www.education.com/game/sight-words-cloud-catcher-3/>

1. Select the Green arrow to start the game.



# MORE Practice on your own: Sight Word Clouds

2. Click on the word that the game asks you to find to turn the clouds into a rainbow.
3. When you have matched all the words you can move to the next level.



## Self Check:

Go tell someone in your home your answers.



1. Was this lesson?

easy

just right

hard

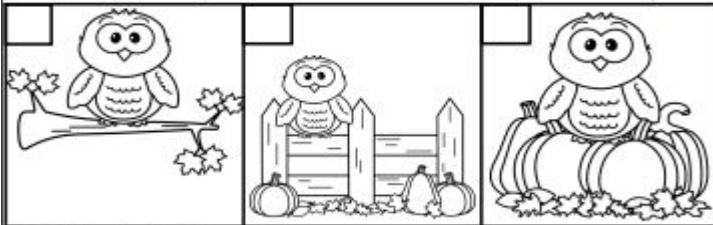
2. Look at our reading passage again and see if you can find the word **IT**. (A parent or sibling can read the passage to the student if needed). Tell your parent what the story was about. See if you can answer the questions on the following page.

# Can you answer these questions?

it

\_\_\_\_\_ Name

**1. Check the picture that matches the story.**



**2. What do I see?**

- a. an octopus
- b. an eagle
- c. an owl

**3. Where is the owl?**

- a. on the pumpkin
- b. up in the tree
- c. on the fence

**4. The owl is**

\_\_\_\_\_

-----

\_\_\_\_\_

**and**

\_\_\_\_\_

-----

\_\_\_\_\_