

Soaring into Sight Words

WebQuest Description: Today we are going to explore a WebQuest that will help us identify, learn, pronounce and spell some of the most important words that we need to know here on Earth. These are called sight words or high frequency words, and once we can continuously recognize these words, we will be on our way to becoming better, stronger, more fluent readers with our feet firmly planted here on Earth. Our creativity will flow while we work with interactive sites and games that will help us. The further we fly through this mission, the easier the words will become for us to remember. Are you ready to have some fun? Let

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Curriculum: English / Language Arts

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Introduction

SIGHT WORDS! SIGHT WORDS! We love exploring sight words! Hello Fellow Sight Word Explorers! – For many of you, I know reading sight words seems “way out there.” Today we are going to explore a WebQuest that will help us identify, learn, pronounce and spell some of the most important words that we need to know here on Earth. These are called sight words or high frequency words, and once we can continuously recognize these words, we will be on our way to becoming better, stronger, more fluent readers with our feet firmly planted on Earth. Our creativity will flow while we work with interactive sites and games that will help us. The further we fly through this mission, the easier the words will become for us to remember and use. Today’s quest will be online and begins with several different games, YES-GAMES that will help us learn and remember these words. Are you ready to have some fun? Let’s BLAST into our WebQuest!

Tasks

The final activity of your space adventure will be to write and illustrate a story using the words you have just learned. You will use “Kidspiration” for this task. You will draw a picture of yourself and create a web around your drawing using pictures from the gallery that represent you or things you like. You will then write 3 or more sentences about the picture and web you drew. Each sentence must be at least 4 words in length and include at least 2 sight words. Each sentence must be a complete sentence and each word needs to be spelled correctly. Sentences must include a capital letter at the beginning and proper punctuation at the end.

Process

Learn to Read allows you to become familiar with letter sounds and basic words. You will be given the chance to create basic words and word families using 3 or 4 letters and changing the beginning letter to create new words. Click on the second option, Learn to Read, and listen to the directions as they are read to you. Press start when you are ready. <http://www.starfall.com/n/level-a/learn-to-read/load.htm?fChickenStacker> is a game where you will stack chickens based on select sounds for words. You choose which type of words you want to try, and then as the words crawl across the bottom of the screen and it is spoken to you, you will click on a word that is in the sound group you are looking for. If you click on the right word based on the sounds, the chicken will stack on the ladder to the right. If you make a mistake and click on the wrong word, it will tell you and then you may try again. After you have stacked 5 chickens, you get a new list of words. <http://pbskids.org/lions/games/stacker.html> Kitten Hop is a timed race you try to win by finishing first with your kitten. You will type your name, choose a kitten and press play. You will use your kitten to hop from word to word through a timed course. A word will be spoken to you and you will be given a row of 4 words to hop onto. If you hop onto the correct word, you move to the next row and continue through the race. You will get a better time the faster you go. Once the race is finished, you may play again to try and beat your time! www.abcya.com/sight_words_recognition.htm Now you will play a memory game using the words you have just learned. You will start with “pre-primer” words and move on as you learn them. You will be matching words with their partners. These will be words that are spelled the same, but are also spoken to you so that you can hear what it sounds like. The top row of words is spelled for you, the bottom row of matching words is spelled for you, but the words are also spoken to you so that you can hear what it sounds like and see what it’s spelled like. Go to the middle of the screen where it says “dolch word 1,” click on the orange start button to begin. <http://www.dolchword.net/dolch-primer-memory-game-1.html> Let’s play bingo! Scroll down and click on Sight Word Bingo, press the Green GO button on the bottom and you are given a choice of word lists. Click on the pre-primer list and your bingo card will appear. After each word is read to you, click on that word in your card. When you get bingo, the animals in your row will dance. Play another game. http://www.abcya.com/dolch_sight_word_bingo.htm Next, you are going to try reading some sight word stories. Click on Sight Word Stories, and click on The Big Day or The Bike Ride. Click on the red button at the top that says “how to play.” The title will be read to you as you move over the words. Start with numbers 1-10, and click on it. This will take you to a list of sight words that will be in the story. Click on one of the words to highlight it. Once you click on the word, it will take you to the story and the word you chose will be highlighted throughout the story. Listen to the story as each word is read to you as you move over the word with your mouse. When you finish with one screen, click the next button to move through the story. Each screen has a separate highlighted word. <http://www.mrcpl.org/literacy/lessons/sight/index.html> Hang Mouse is a game like Hang Man, but you will only use sight words that you have been learning. Your goal is to help the mouse

get his cheese before the cat gets you (the mouse). I will give you a printed word list to help you choose your words and show you how to spell them. You are given 7 guesses for each word to choose the correct letters. As you click on letters to spell your words, those letters will move to the correct line under the mouse. If you don't get the correct word in the given number of guesses, the cat snatches the mouse and the round is over. <http://www.spellingcity.com/hangmouse-kids-hangman-online.html?listId=3818034> Continuing on, you are going to build some simple sentences. Go to [Sentence Building](#). Click on "how to play," and the directions will be spoken for you. You are given a sentence, some blank lines below that sentence, and all of the words to make the sentence in a mixed up order underneath the lines. As you move over each word in the sentence, it is read to you. Your job is to use the words below the lines (which will also be read to you) and create the same sentence. When you match a correct word in the sentence, it will remain on the line. If it's not a correct word, it will not stay in the sentence. Once all words have been moved to the lines, move over them and read the sentence as it's read to you. <http://www.mrcpl.org/literacy/lessons/sight/index.html> Click on a category to begin this [Picture Word Game](#). You will be given 5 or 6 pictures in that category. The word that matches each picture is on the right hand side of the page. When you click on the picture or the word, it will be said for you. Drag the correct word to the line that matches the picture. www.mrcpl.org/literacy/lessons/sight/index.html Final Task of your mission: As a culminating task to this WebQuest, students will use the "kidspiration" app on our iPads. PowerPoint can be used if Kidspiration isn't available. First, in the drawing mode, students will draw a picture of themselves. Once drawings are complete, students will surround themselves in a "web like" fashion with pictures from the gallery that represent themselves or things they like. Students must include at least 4 pictures from the gallery. Once the drawings/webs are complete, students will switch to writing mode. Using writing mode, they will write at least 3 complete sentences to describe their webs. Students may write more than 3 sentences if they desire. Each sentence must relate to their web and drawing, contain 2 or more sight words, and be at least 4 words long. When stories are completed, students will print and present (read - orally) to class. There is a separate rubric for presentation grading.

Evaluation

Activity rubric

Student Name	Emerging	Developing	Satisfactory	Accomplished	Score	Number of words read correctly.	Student pronounces 0-10 words correctly on first attempt.	Student pronounces 11-20 words correctly on first attempt.	Student pronounces 21-40 words correctly on first attempt.	Student pronounces 40-100+ words correctly on first attempt.
	1	2	3	4						
	Sight words are used to form written sentences.									
	Each sentence is at least 4 words (with at least 2 sight words used).									
	Each sentence is at least 5 words (with at least 2 sight words used).									
	Each sentence is at least 6 words (with at least 2 sight words used).									
	Each sentence is at least 6 words (with at least 3 sight words used).									
	Story relates to student created web.									
	No sentences relate to student web.									
	1 sentence relates to student web.									
	2 sentences relate to student web.									
	All sentences relate to student web.									
	"Web" includes at least 4 gallery pictures.									
	1 picture is used.									
	2 pictures are used.									
	3 pictures are used.									
	4 or more pictures are used.									
	Story is proper length.									
	Student doesn't use complete sentences in story.									
	Student writes 1 sentence story.									
	Student writes 2 sentence story.									
	Student writes 3 or more sentence story.									
	Spelling and punctuation are correct.									
	Sentences are written and punctuated with maximum 3 errors.									
	Sentences are written and punctuated with maximum 2 errors.									
	Sentences are written and punctuated with maximum 1 error.									
	Sentences are written and punctuated correctly with no spelling or punctuation errors.									
	Total Score: /24									
	Presentation rubric									
	Student Name									
	Emerging									
	Developing									
	Satisfactory									
	Accomplished									
	Score									
	Oral presentation - reading.									
	Student reads with a maximum of 3 errors during oral presentation.									
	Student reads with a maximum of 2 errors during oral presentation.									
	Student reads with a maximum of 1 error during oral presentation.									
	Student reads sentences correctly with no errors during oral presentation.									
	Posture during presentation.									
	Student presents with poor posture (slouching).									
	Student slouches during most of presentation.									
	Student presents standing tall during most of presentation.									
	Student presents standing tall during whole presentation.									
	Movement during presentation.									
	Too much movement during presentation causing distraction.									
	Student exhibits some movement during presentation (still somewhat of a distraction).									
	Student exhibits minimal movement during presentation (very little distraction).									
	Student stands still during presentation (NO distraction).									
	Volume during presentation.									
	Student reads with low voice (whispering -- can't easily be heard).									
	Student reads with low voice, and can only be heard by a few students.									
	Student reads with loud voice, but is shouting (too loud).									
	Student reads with voice loud enough to be heard by others, but not shouting.									
	Clarity during presentation.									
	Student mumbles during presentation and is not clearly understood.									
	Student stumbles on 3 or more words during presentation.									
	Student stumbles on 1 or 2 words during presentation.									
	Student makes no errors during presentation.									
	Total Score: /20									

Category and Score					Score
				Total Score	

Conclusion

Congratulations! You have completed your Sight Word Mission and are now an official Sight Word Explorer. You've worked hard for this and should be very proud of your accomplishment! Completing this mission means that you are on your way to becoming a better, stronger, more fluent reader because not only can you read and recognize sight words, but you are able to spell them, write them and use them correctly. I hope you've had fun on this mission. Continue reviewing the words you have learned, and your next mission will be to discover harder words.

Teacher Page

Currently I have first and second graders who are struggling to learn basic sight words. I thought creating a web quest would be a good way to get them interested and keep them interested in learning these oh so important words. Soaring into Sight Words includes several activities that all have to do with sight words. You can spend anywhere from 20 minutes to an hour on any activity... it just depends on how well the students are enjoying a particular one. They will obviously like some better than others, and will want to spend more time on those that they really like. (My students love Kitten Hop, because they constantly try to beat their times). My students go back to these activities two or three times a week (but continuously ask for more time).

Standards

Common Core & Technology Standards:

KINDERGARTEN

CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words.

CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-Literacy.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)

CCSS.ELA-Literacy.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

CCSS.ELA-Literacy.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

FIRST GRADE

CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.

CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Fluency

CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

SECOND GRADE

CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

CCSS.ELA-Literacy.RF.2.3b Know spelling-sound correspondences for additional common vowel teams.
CCSS.ELA-Literacy.RF.2.3c Decode regularly spelled two-syllable words with long vowels.
CCSS.ELA-Literacy.RF.2.3f Recognize and read grade-appropriate irregularly spelled words.

Fluency

CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
CCSS.ELA-Literacy.RF.2.4a Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings

TECHNOLOGY STANDARDS (from iste.org/nets.S)

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

1. Apply existing knowledge to generate new ideas, products, or processes
2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

1. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

1. Plan strategies to guide inquiry
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

1. Identify and define authentic problems and significant questions for investigation

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

1. Advocate and practice safe, legal, and responsible use of information and technology
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
3. Demonstrate personal responsibility for lifelong learning

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

1. Transfer current knowledge to learning of new technologies

Credits

Soaring into Sight Words was created using zunal.com. The idea for the overall quest came from my current students who are struggling with basic sight words. I did some searching and found several webquests relating to sight words. These gave me possibilities for what I could do, but most of the sites & activities I've used are sites that I am familiar with from previous classroom use.

Other

I hope your students have as much fun with this Soaring into Sight Words WebQuest as mine did!