

## **Reading Functional Weather Sight Words**

**Objective:** To teach students to read functional weather sight words.

### **Setting and Materials:**

Settings: Self-contained special education classroom

Materials: Index cards, black felt tip marker, newspaper weather report, timer, photocopy of weather report

### **Content Taught**

The student is taught to recognize weather words written on index cards and in newspaper weather reports using an interspersal drill and 5-step error correction.

### **Teaching Procedures**

1. Prior to the lesson:
  - a) Select words from newspaper weather reports (e.g., cloudy, sunny, chance, of, showers, winds, at).
  - b) Print each word using a black felt tip marker 2 cm in size on index cards.
  - c) Pre-assess student knowledge of words by asking student to read each word.
  - d) Present each card for 3 seconds and record if the response is correct or incorrect.
  - e) From the pre-assessment identify 10 known and 10 unknown words for each student.
2. Conduct reading lesson on a one-to-one basis.
3. During each daily lesson, conduct the sight word test to identify which words taught the prior day had become known.
4. Unknown words are considered to be known when the student reads word correctly for five consecutive times.
5. The following sequence should be used to intersperse known words and unknown words:
  - a) First new word/ one known word
  - b) First new word/ two known words
  - c) First new word/ three known words

- d) First new word/ four known words
  - e) First new word/ five known words
  - f) Second new word/ first new word/ one known word
  - g) Second new word/ first new word/ two known words
  - h) End with: first new word/ second new word/ third new word/ five known words
6. Implement interspersal procedure by adding a new flash card behind target unknown word before each presentation of unknown word.
  7. When second new word is introduced, begin adding again from remainder of known words.
  8. Introduce only three new words each session until all 10 words have become known.
  9. Use a 5-step error correction procedure if student provides incorrect or no response after about 3 seconds:
    - a) Say the word correctly for student
    - b) Ask student to repeat the word while looking at the card.
    - c) Praise a correct response or ignore a refusal to say word
    - d) Ask student to trace each letter while spelling word aloud.
    - e) Prompt any unknown letters and praise correct spelling.
    - f) Use word in a sentence and state word
    - g) Have student read word while looking at it.
  10. Following interspersal drill:
    - a) Use a story starter (a brief teacher made passage that incorporated know words and new words introduced in daily drill. For example: “It is sunny. Sunny, sunny. No rain. No snow. Sunny”) to give student practice reading passages in preparation for reading newspaper weather report.
    - b) If errors are made, model correct word, and have student repeat word.

## Evaluation

Data should be collected on the number of correct and incorrect responses for the interspersal drill. To assess skill generalization, give student newspaper weather report, set timer for 1 minute, and ask student to read the newspaper weather report. As student reads, score a photocopy of newspaper weather report by marking errors with a slash.

### Lesson Plan Based on:

Browder, D. M., & Shear, S. M. (1996). Interspersal of known items in a treatment package to teach sight words to students with behavior disorders. *The Journal of Special Education, 29*, 400-413.