

Reading Functional Recreation Sight Words

Objective: To teach students to read functional recreation sight words in community settings.

Setting and Materials:

Settings: Group home and various community settings (swimming pool, arcade, biking trail, movie theater, bowling alley, hiking trail, shopping mall, tennis court)

Materials: Forty-eight 4 x 7 index cards, arcade tokens

Content Taught

The student is taught recreation sight words in community settings.

Recreational sight words:

1. Swimming pool:
 - a) Accompanied
 - b) Excessive
 - c) Precautions
 - d) Dismissal
 - e) Facility
 - f) Concessions

2. Arcade:
 - a) Continuation
 - b) Elimination
 - c) Temporarily
 - d) Operation
 - e) Attendant
 - f) Deposit

3. Biking trail:
 - a) Caution
 - b) Impassable
 - c) Obstacles
 - d) Private
 - e) Donation
 - f) Bluffs

4. Movie theater:
 - a) Feature
 - b) Matinee
 - c) Purchasing
 - d) Presentation

- e) Sr. Cit.
 - f) Mini
5. Bowling alley:
- a) League
 - b) Concourse
 - c) Designated
 - d) Ordinance
 - e) Prep
 - f) Bantam
6. Hiking trail:
- a) Pardon
 - b) Prohibited
 - c) Inconvenience
 - d) Motorized
 - e) Vehicles
 - f) Interpretive
7. Shopping mall:
- a) Operated
 - b) Entertainment
 - c) Accessories
 - d) Alternative
 - e) Registered
 - f) Specialist
8. Tennis court:
- a) Courtesy
 - b) Instructions
 - c) Operating
 - d) Available
 - e) Intensity
 - f) Scheduler

Teaching Procedures

Prior to the lesson:

1. Type each sight word on a separate 4 x 7 index card.
2. Schedule 2 recreational trips daily for 2 hours a day, 5 days a week.
 - a) Begin lesson by telling student:
“Today we are going [name of recreational activity]. Before we go we are going to learn some words we will see at the [site of activity]. It is important to be able to read

these words at the [site of activity], so that you can know what to do, can find what you need, and know the rules.”

3. Teacher will use modeling and guided practice to teach student the six recreational sight words.
4. Show student a word.
5. Read the word to student.
6. Tell student what the word means.
7. Ask student to read the word.
8. Give student 5 seconds to respond, if the student does not respond, tell student the word, instruct student to look at the word and read it.
9. Ask student to define the word.
10. Give student 5 seconds to respond, if student does not respond, define the word for student, and ask student to repeat the definition.
11. Repeat this procedure for the remaining five words.
12. Conduct three teaching sessions for the six words.
13. Then tell student:
“Now we are going to [site of activity]. You are going to go on a scavenger hunt for these words while you are at [site of activity]. You will get one arcade token for each of these words you find and read correctly. After you find the words and read them, you will get an arcade token for telling me what the word means. You will tell us what the word tells us to do while we are at [site of activity].”
14. Take student to recreation site.
15. At the recreation site, repeat sight words to student one time.
16. Instruct student to locate designated words.
17. Give student a token for each word located.
18. Give student an additional token for each word defined.
19. If after 15 minutes, student has not earned maximum amount of tokens possible, verbally reinforce student’s efforts.

20. Then, instruct student to engage in recreational activity.

Evaluation

1. Place “deck” of index cards face down in front of student
2. Tell student each card will be turned over for 3 seconds and to read each word out loud.
3. Turn top card over to reveal word.
4. If student correctly reads word within 3 seconds, record it as a correct response. Record any other response as incorrect.
5. Place card on bottom of deck and reveal next card.
6. Continue process for each card.
7. Mastery criterion should be set at 100%.

Lesson Plan Based on:

Schloss, P. J., Alper, S., Young, H., Arnold-Reid, G., Aylward, M., & Dudenhoefter, S. (1995). Acquisition of functional sight words in community-based recreation settings. *The Journal of Special Education, 29*, 84-96.