

Fly Swatter Words

Overview: Students will practice reading sight words in an activity that is fun and engaging.

Procedure: The teacher will project a list of sight words (between 10-20 words) onto a white screen. Each student will be provided with a plastic fly swatter to “catch” the words. The teacher will state one of the words aloud and the student will be asked to touch the word with the swatter on the white screen. Each time that the student “catches” the correct word, they earn a point.

ASOL Covered in this Activity:

3E-RW 5a: The student will recognize 10 or more written words.

Extension Ideas:

- The teacher can control the complexity of the words based on student ability.
- Teachers may wish to use the activity to focus on functional life skills by using sight words that are part of daily and functional routines, and/or including community sight words.

3E-RW 5c: The student will recognize 40 or more written words.

5E-RW 1c: The student will read more than 20 high-frequency words.

Extension Ideas:

- Select a student to take on the role of the teacher and lead the game for another student. The leader will read individual words to the student that is “catching” the words. This ensures that the student is *reading* the words rather than *recognizing* what is verbally read aloud.

8E-RW 1d: The student will demonstrate an understanding of word relationships by using multiple meaning words.

Extension Ideas:

- The teacher can change the game by displaying multiple meaning words on the projector screen and giving an oral definition while the student selects the appropriate multiple meaning word.

HSE-RW 3a: The student will determine how words or phrases with multiple meanings have an impact on meaning or tone of a text.

- Using pictures or a projection screen, students will be shown visual representation of a multiple meaning word (such as “bat”). The teacher will read aloud a sentence with the word in it and students will use their fly swatters to select which picture represents the meaning of the word in the sentence (such as a baseball bat vs a flying night creature).

HSE-RW 3c The student will demonstrate knowledge of the meaning of words and phrases from reading and other content areas by using context.

Extension Ideas:

- Using the cloze principle, the teacher will display or read a portion of content text with a missing word. Students will use fly swatters to select the appropriate word to complete the sentence.

Materials Needed:

1. Projector
2. Projector screen or white area
3. Dry erase marker
4. Fly swatter

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

This activity can readily be implemented as a class game where students can take turns being both the teacher and “swatters.” The game could also be played in teams, so that whichever student “catches” the word first would earn the point for the team.

Functional Activity/Routine:

Increasing sight words can enhance independence in daily and functional routines, as students can use visual lists and directions to complete tasks. Increasing sight words can also expand recreation/leisure skills for word games, such as bingo, the fly swatter game, go fish, concentration, etc.

Strategies to Collect Evidence:

The teacher might want to collect data both on the number of words recognized or read independently, as well as the types of supports/prompts used for each student as words are learned. If considering including a student's game performance in a collection of evidence, a complete detailed anecdotal record that describes the activity, the process by which the student completed the activity and/or a recording of the activity might be included.

Specific Options for Differentiating this Activity:

Some students might benefit from pictures or symbols being paired with the sight words; others might benefit from phonetic support, such as colored coded phonemes, learning words in families etc. The activity could also be differentiated by using more or less words with individual students.