

Sight Word Lesson Plan for Young Multilingual Learners

Myriam Edith Barros

Westcliff University

CAP 670 Practicum

Professor Thomas Tischler

April 6, 2025

Lesson Plan Template (Title)

Location: Breakthrough Montessori Public Charter School, Washington, DC

Course/Level: Primary/Kinder literacy lesson for multilingual learners in a mixed-age Montessori classroom (target group: ages five to six)

Texts/Materials: Sight word cards (the, I, see, like, can), small objects or picture cards, pocket chart, movable alphabet, mini-book or sentence strips, paper, pencils, and rug mats/table space

Previous classwork/what do students know that prepares them for this lesson: Students have practiced phonological awareness, letter-sound correspondence, oral vocabulary routines, three-period lessons, and early decoding with Consonant-Vowel-Consonant (CVC) words. They are familiar with Montessori work expectations for small-group lessons on a rug, matching pictures to spoken language, and using concrete materials to build language. Many students can already recognize familiar words in patterned text and respond to simple oral prompts in English with gestures, single words, or short phrases.

Context

Students have practiced phonological awareness, letter-sound correspondence, oral vocabulary routines, three-period lessons, and early decoding with CVC words. They are familiar with Montessori work expectations for small-group lessons on a rug, matching pictures to spoken language, and using concrete materials to build language. Many students can already recognize familiar words in patterned text and respond to simple oral prompts in English with gestures, single words, or short phrases.

Objectives General and Specific

- Students will be able to demonstrate early reading and oral language growth by recognizing, reading, matching, and using five target sight words in spoken and written language.

Students will accurately identify and read at least four out of five target sight words: “I,” “see,” “like,” “can,” and “the.”

- Students will match at least four out of five target sight words to corresponding pictures, actions, or oral language prompts.
- Students will use at least two target sight words to complete or generate an oral sentence with visual or teacher-provided support.
- Students who are ready for extension will independently build and read a new patterned sentence using at least two target sight words.

Procedure

Activity/Timing	Step-by-Step Details	Interaction/Seating
Welcome and connection to prior knowledge 3 minutes	The teacher gathers four to six students on a rug and introduces the lesson goal in simple language. Students look at one or two familiar picture cards and briefly turn and talk about words they already know from books, labels, or classroom materials.	Small group on rug; teacher and students in a semicircle.

	The teacher asks, “What do you notice about this word?” and “Where have you seen this before?” to encourage student-led noticing from the start.	
Interactive presentation of sight words 5 minutes	The teacher presents the five target words one at a time using large cards: I, see, like, can, and the. Students are invited to notice features, compare words, say where they have seen the word before, and read the words aloud individually or with a partner. The teacher uses visuals, gestures, and concise modeling while keeping the discussion interactive and student responsive.	Small group on rug; interactive and teacher-guided.
Guided practice with movement and visuals 10 minutes	Using picture cards and simple actions, students help generate sentences such as “I see the bird” and “I can jump.” Students first turn and talk with a partner, then share ideas with the group. They match word cards to pictures, reorder sentence strips, and act	Small group on rug, then brief standing movement near rug.

	out selected verbs. The teacher provides support through gestures, visuals, modeling, and sentence frames when needed.	
Montessori-style hands-on word building 8 minutes	Students work in pairs or independently with sight word cards, the movable alphabet, and prepared sentence strips to build short patterned sentences. Students read back what they build to a partner or to the teacher. Support includes visual cues, picture matching, pointing, and sentence frames such as “I see ____” or “I like ____.” Extension includes independently substituting a new noun or verb and creating a new sentence with at least two target sight words.	Pairs or independent work at rug trays or nearby tables.
Independent/follow-up work 7 minutes	Students choose one follow-up task: matching sight words to pictures, tracing and reading the target words, assembling a mini-book with repeated sentence frames, or building one original	

	sentence. Students then read at least one sentence or identify at least three target words for the teacher.	Independent or partner work at tables/shelves.
Closure and oral reflection 5 minutes	The group reconvenes briefly. Students read selected words or sentences aloud and reflect on the learning. The teacher asks,	Small group on rug.
<u>Homework / Follow-up</u> : Students will take home a simple sight-word mini-book or word ring with the target words and one optional family practice routine: point to the word, say it, use it in a sentence, and find it in a familiar book. In the classroom, the words will remain available in a literacy basket or on a shelf for independent review during the work cycle.		

Rationale

This lesson was designed to support young multilingual learners' early literacy development in ways that are consistent with both TESOL and Montessori principles. Sight words are taught in meaningful oral, visual, and hands-on contexts so that students do more than memorize isolated forms; they connect frequently occurring words to speech, print, movement, and purposeful use. Literacy development for multilingual learners is strengthened when instruction connects oral language, vocabulary, and reading in explicit and supportive ways (August & Shanahan, 2006). In the same way, comprehensible input, visual support, repeated language exposure, and structured interaction make academic content more accessible for English learners (Echevarría et al., 2017).

This lesson reflects those principles by combining picture cards, gestures, sentence frames, oral rehearsal, and repeated opportunities to notice and use target sight words in context. Rather than relying only on teacher explanation, the lesson gradually shifts responsibility to students through turn-and-talk, sentence generation, word building, and independent follow-up tasks. These structures support both language production and comprehension, which is especially important for young multilingual learners who are still building confidence in English.

The lesson also reflects Montessori principles because it uses concrete materials, purposeful movement, observation-based teaching, and differentiated follow-up work that supports increasing independence. Montessori (1967) emphasized that children learn through active engagement with materials in carefully prepared environments. In this lesson, students manipulate word cards and movable letters, make choices in follow-up work, and build language through purposeful activity. The differentiated supports and extensions allow the teacher to respond to developmental readiness while preserving student agency. Altogether, the lesson is

appropriate for a mixed-age public Montessori setting because it integrates language development, foundational literacy, and student independence in a structured but responsive way.

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References

- August, D., & Shanahan, T. (Eds.). (2006). Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth. Lawrence Erlbaum Associates.
- Echevarría, J., Vogt, M. E., & Short, D. J. (2017). Making content comprehensible for English learners: The SIOP model (5th ed.). Pearson.
- Montessori, M. (1967). The discovery of the child. Ballantine Books.

Appendix