Intervention Guide: Sight Word Bingo

**Purpose**

**Objective:** Students will build automaticity and retention of 50 sight words in Kindergarten, 150 sight words in first grade, or 300 words in 2nd-3rd grade.

**Skill Area/Need:** Automaticity and retention of the sight words.

**Preparation**

**Pre-assessment**
- Determine what sight words to practice by reviewing each student’s sight word inventory list (FAST earlyReading assessments, SIGHT WORDS) to identify all of the unknown words and known words for the group in general or individual student.
  - Consider using the Group Skills Report for Sight Words
  - If the inventory option was not used during screening, complete the inventory with students needing intervention.

**Progress Monitoring**
- earlyReading Sight Words assessment

**Time**
- 1-3 times per week for 10-20 minutes until sight words are automatic and maintained over time (approximately 4-16 weeks).
  - Note. This intervention can be used alongside the Sight Word Flashcard Intervention for additional practice opportunities. For example, complete flashcard intervention 3 times and then bingo 1-2 times at end of week.

**Materials**
- 10-25 sight word cards (small size) for every student and teacher cards (large size)
- Bingo card template for each student (decide on 3x3, 4x4 or 5x5 size)
- Bingo chips/counters for each student
- Prepared sentences/phrases for each sight word
- Sight Word Lesson Log

**Format**
- Flexible groupings: Classwide, large group, small group, or one-on-one

**Daily Lesson Plan**
- Review sight words and provide a high level of opportunity to practice them. Make sure to include words that all students know (or are familiar with but slow at recognizing) and limit the number of words that are unknown (only include 1-2 unknowns across the class).
- Keep same words and switch out a few words each day or lesson based on gains in automaticity.
  - Recommendation: practice a set of words 2-3 days in a row and switch out a few words each day after as students build automaticity with those words (e.g., all students in class can identify word in less than 3 seconds).
Intervention Procedures

Prepare Materials
1. Determine what sight words (10-25) to include for the session.
2. Gather all materials before beginning activity.
   - Hand out materials, including the bingo card, markers, and flashcards to students after reviewing the sight words (step 4).
   - Write sentences/phrases for the sight words on a board or have them prepared on a smartboard presentation. Underline or highlight the sight words.

Explain the Activity
3. Explain the activity by providing the objective and what the activity includes (this step can be shortened when students become familiar with the intervention activity).
   - “Today you will be practicing some sight words so we can say each sight word within 3 seconds. These words are important to learn because they are in many sentences in books. We will be practicing these sight words by reviewing them on our flashcards, reading sentences, and playing bingo together.”

Review Sight Words
4. Read through all of the words in the chosen session cards with the students repeating after you to make sure the students can say all of the words correctly.
   - “First we will go through the words (teacher can have large flashcard list for students to follow). I will say the word and then you will repeat the word after me.”
   - “This word is ____. What’s this word? (Students respond chorally) Good.”
5. Then, after reading through the words, read each word in a phrase or sentence and then have the students read the sentence chorally with you.
   - “Now, I will read a sentence/phrase with the word in it and then we will read it together out loud (point to each word as it is read).”

Model the Activity and Provide Guided Practice
6. Hand out flashcard sets, bingo cards, and markers to all students and then provide directions for how to set up the bingo card.
   - “You get to build your own bingo card. Take the sight word cards that you want from your flashcard set and place one in each box on your bingo sheet (demonstrate on a bingo card in front of the class if needed). You may have extra sight words. If so, place them to the side of your desk for later. If you need help, please raise your hand.”
     - Option: Have an adult listen to students who need additional support.
7. Give students 1-2 min to read all of the words on their cards to make sure all students know the words.
   - “I want you to turn to your partner and read the words on your bingo card quickly and take turns.”
     - Option: Have an adult listen to students who need additional support.
8. Provide directions for how to play bingo, tell students how a winner is determined (e.g., vertical, horizontal, diagonal, black out), and describe rewards for winning if any (e.g., make incentive a class-wide or group-wide incentive that students can pick out for one another such as 1 minute extra free time).

- “We will be playing a version of bingo now. I will call out a word and read a sentence with the word in it. Then, you will check your bingo card for the word and put a marker on the word if you have the word on your card.”
- “When you see that you have three words (or four or five) covered in a row, call out ‘bingo.’ Then, you will read your words to me and I will check to see if all of the words were called. If all words are correct, you will be declared the winner for that round.”

9. From the determined word set, the teacher picks a word at random from the list. The teacher reads the word aloud, uses it in one of the sentences, then reads out the word again.

- For example, if the word was school, you would call out: “School. I was on time for school. School.”
  - If needed, model how the activity will go using one of the words; remind students that the middle space is a free space.
- For additional support, write all words on the board and check them off as they are called so students can remember which words have been called already.

10. Check to make sure students are on track with the activity after each word is said.

11. When a student wins, another round is started (play as many rounds as desired). Have students clear their boards and place words on card in different order each round.

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**Additional Ideas**

**Procedure Modifications or Accommodations**

- To make the game more challenging when students know the words, add time pressure by increasing the pace of reading the sight words.
- Make the game more challenging by going from a smaller bingo card size (3x3) to larger bingo card sizes (4x4 or 5x5).
- Teachers can present flashcards on smartboard or write on the board versus presenting them with the flashcards.
- Use sentences/phrases from core instruction book rather than prepared phrases.