



High-Frequency Words

Minilesson

FOCUS Write or display the high-frequency words: *blue, from, think, this, use*. Tell students these words need to be learned not by decoding them, but by remembering the letters. Say: *When you remember the letters in these words, you can identify and read them.*

MODEL AND PRACTICE Write the word *blue* on the board. Point to each letter as you spell it. Say: *Now say and spell the word with me.* Repeat with the remaining high-frequency words.



APPLY My TURN Have students identify, read, and print the high-frequency words on p. 94 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 93

FOUNDATIONAL SKILLS
Read Together

Add Sounds

Say the verb that describes the action in each picture. Then add the *s* sound to the end of each verb. Say the new verbs.

Students should say *jump, sit* and then *jumps, sits*.

Inflectional Ending -s

Adding *-s* to a verb changes its meaning. It shows that one person, animal, or thing does the action now.

Read the sentences. Underline the verbs with the ending *-s*. Tell their meanings.

Jim helps his mom.
He packs up his bag.
Jim grabs the sack.

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STUDENT INTERACTIVE, p. 94

HIGH-FREQUENCY WORDS | PHONICS
Read Together

My Words to Know

Some words you must remember and practice.

MY TURN Read the words.

use	blue	from	this	think
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Use words from the box to complete the sentences.

Handwriting Print the words legibly, or clearly.

- We look for a blue pond.
- I think we can use a map.
- We can go from here.
- Look! This is the pond!

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