



FOUNDATIONAL SKILLS

High-Frequency Words 🔞

Minilesson

FOCUS Tell students that some words are not spelled the way they sound. These words need to be learned by remembering the letters. Say: When you remember the letters in these words, you will be able to identify and read them. Have students read the words at the top of p. 21 in the *Student Interactive* with you: *I, am, the*.

MODEL AND PRACTICE Have students look at the words at the top of p. 21. Tell them to identify, or point to, the words when you say them. Say *the*. Pause to let students find and point to the word. Say *am*. Say *I*. Repeat the activity until students are familiar with each word.

APPLY My TURN Have students read the sentences on p. 21 with you. Ask them to identify the words *I*, *am*, and *the* in the sentences. Then have them read the sentences with a partner.

ELL Targeted Support High-Frequency Words Tell students that they will learn basic vocabulary that is used often. Write *I*, *am*, and *the* on the board. Say the words with students.

Say simple sentences about everyday classroom activities, using these words. Point to each word as you say it. I am the teacher. I am in the classroom. Ask volunteers to use one of the words *I*, *am*, or *the* in a sentence. **BEGINNING**

Give sample sentences using these words, and then have students work with a partner to create their own sentences. Ask them to use each of the words *I*, *am*, and *the* in at least three different sentences. **INTERMEDIATE**

Ask students to write the words *I*, *am*, and *the* on paper. Then have them create sentences with a partner, using these words as many times as they can. Ask them to put a tally mark next to each word to count how many times they use it. **ADVANCED**

Have students write as many sentences as they can using the vocabulary words *I*, *am*, and *the*. **ADVANCED HIGH**

ELPS 2.C.iii Learn basic vocabulary heard during classroom instruction and interactions.

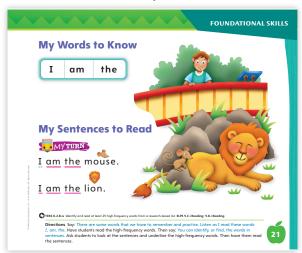
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Mission Accomplished!