



# High-Frequency Words

## Minilesson

**FOCUS** Tell students that today they are going to learn more high-frequency words. Say: *You will need to remember these words by sight.* Have students read the words at the top of p. 173 in the *Student Interactive* with you: *me*, *for*, and *with*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 173. Tell them to identify and point to the word when you say it. Say *me*. Pause to let students find and point to the word. Say *for*. Say *with*. Repeat the activity until students are familiar with each word. Encourage students to use the words in sentences.

**APPLY MyTURN** Have students read the sentences on p. 173 with you. Ask them to identify the words *me*, *for*, and *with* in the sentences. Have them underline the high-frequency words in the sentences. Have them read the words with a partner.

**ELL Targeted Support High-Frequency Words** Write the words *me*, *for*, and *with* on the board. Say the words aloud with students. Use the words in sentences to describe the illustrations on p. 173 in the *Student Interactive*.

Review the three high-frequency words you wrote on the board. Say them aloud with students. Provide sentence frames for students to describe the picture: *Clap for \_\_\_\_.*

### BEGINNING/INTERMEDIATE

Review the three words with students. Have partners tell each other sentences using each of the words. Remind them that when they use the word *me*, they are talking about themselves.

### ADVANCED


**ELPS 3.B.i** Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects.

## STUDENT INTERACTIVE, p. 171

FOUNDATIONAL SKILLS

### Initial Sounds

**SEE and SAY** Circle



Tell students that images represent rock, balloon, ring, moon.

Tell students that images represent sock, rake, rope, soap.

**TEKS K.2.A** Demonstrate phonological awareness. **ELPS 2.L.1** Listening

**Directions** Have students say each picture word and circle the items whose names begin with *it*. Model: Listen to this word: rock. I hear the sound *it* at the beginning of rock.

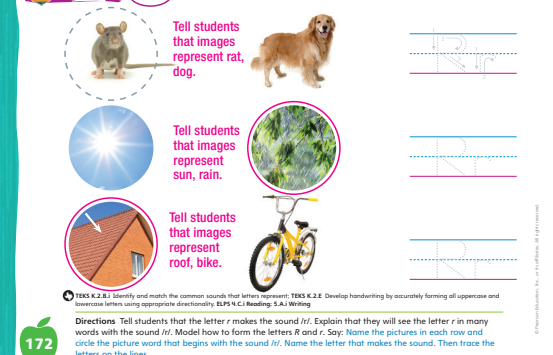
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## STUDENT INTERACTIVE, p. 172

PHONICS | HIGH-FREQUENCY WORDS

### Consonant Rr

**MYTURN** Circle



Tell students that images represent rat, dog.

Tell students that images represent sun, rain.

Tell students that images represent roof, bike.

**TEKS K.2.B.1** Identify and match the common sounds that letters represent. **TEKS K.2.B.2** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality. **ELPS 4.C.1** Reading. **5.A.1** Writing

**Directions** Tell students that the letter *r* makes the sound *rr*. Explain that they will see the letter *r* in many words with the sound *rr*. Model how to form the letters *R* and *r*. Say: Name the pictures in each row and circle the picture word that begins with the sound *rr*. Name the letter that makes the sound. Then trace the letters on the lines.

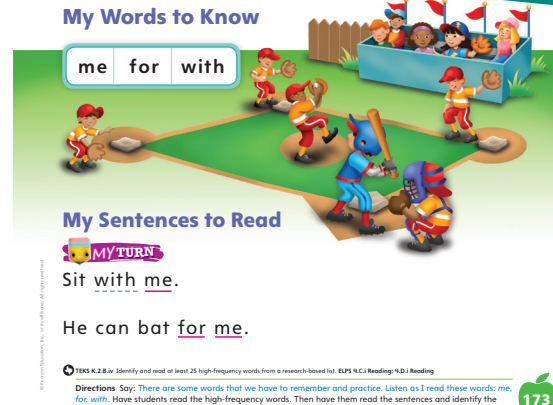
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## STUDENT INTERACTIVE, p. 173

FOUNDATIONAL SKILLS

### My Words to Know

me for with



### My Sentences to Read

**MYTURN**

Sit with me.

He can bat for me.

**TEKS K.2.B.iv** Identify and read at least 25 high-frequency words from a research-based list. **ELPS 4.C.1** Reading. **4.D.1** Reading

**Directions** Say: There are some words that we have to remember and practice. Listen as I read these words: *me*, *for*, *with*. Have students read the high-frequency words. Then have them read the sentences and identify the high-frequency words by underlining them.

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