



# High-Frequency Words

## Minilesson

**FOCUS** Display the high-frequency words *I*, *am*, and *the*. Say: Today we will practice identifying and reading some words that you will see often in texts. To read these words, we can look for letter-sounds we know. Point out sound-spelling patterns students have learned, such as /m/ spelled *m*. Also point out the sound-spelling patterns that do not follow patterns that students have learned.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 21. Say: *Let's read the words together. Slide your finger under each word as we read it.* Have students read each word with you, tracking the print.

**APPLY MyTURN** 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.

## STUDENT INTERACTIVE, p. 19

FOUNDATIONAL SKILLS

### Initial and Final Sounds

**SEE and SAY Circle**



Tell students that images represent tire, top, rock, tail.

Tell students that images represent pot, cat, boot, dog.

**TEKS K.2.A** Demonstrate phonological awareness. **ELPS 1.C.i** Listening. **2.2.ii** Listening

**Directions** Say: Listen to the sound at the beginning of this word: /t/ -in-. The beginning sound is /t/. Have students demonstrate phonological awareness by circling the picture words in the first row that begin with the same sound as tire and the picture words in the second row that end with the same sound as pot.

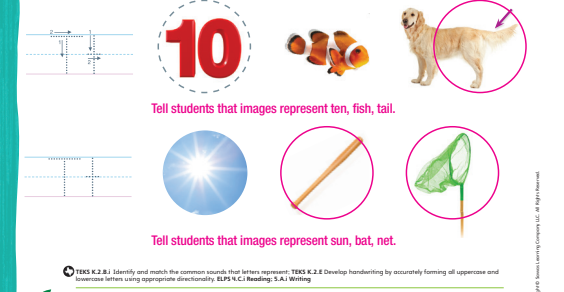
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## STUDENT INTERACTIVE, p. 20

PHONICS | HIGH-FREQUENCY WORDS

### Consonant Tt

**MYTURN Circle**



Tell students that images represent ten, fish, tail.

Tell students that images represent sun, bat, net.

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

**Directions** Tell students that the letter *t* can make the sound /t/. Say: You will see the letter *t* in many words that have the sound /t/. Model how to form the letters *T* and *t*. Have students trace the letters *T* and identify the sound that *t* makes. Then have them match the letters and sound by circling the picture words in the first row that begin with the sound for *t* and the picture words in the second row that end with the sound for *t*.


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## STUDENT INTERACTIVE, p. 21

FOUNDATIONAL SKILLS

### My Words to Know

I am the



### My Sentences to Read

**MYTURN**

I am the .

I am the .

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

**Directions** Say: There are some words we will see a lot when we read. Listen as I read these words: *I*, *am*, *the*. Have students read the high-frequency words. Then say: You can identify, or find, the words in sentences. Ask students to look at the sentences and underline the high-frequency words. Then have them read the sentences, using the words mouse and lion to name the images.

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