



High-Frequency Words

Minilesson

FOCUS Display the high-frequency words *were*, *some*, and *funny*. 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 sound-spelling patterns we know. Point out sound-spelling patterns students have learned. Also point out the letter-sounds that do not follow patterns that students have learned.

MODEL AND PRACTICE Have students look at the words at the top of p. 181. 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. Have students use the words in sentences.

APPLY MyTURN Have students read the sentences on p. 181 with you. Ask them to identify the words *were*, *some*, and *funny* in the sentences. Have them underline the high-frequency words in the sentences and then read the sentences with a partner.

ELL Targeted Support High-Frequency Words Tell students that high-frequency words are words they hear, say, or read frequently. Help students develop the vocabulary for this week: *were*, *some*, *funny*. Write the words on the board and read them aloud with students.

As a class, review the high-frequency words with students and write sentences using the words. Have volunteers underline and say the high-frequency words, and then have students read the sentences together. **BEGINNING**

Provide these sentences and have students underline the high-frequency word: *We were telling jokes. Some jokes made us laugh. That joke was very funny.* Then have students practice writing the underlined high-frequency words. **INTERMEDIATE**

Review the three high-frequency words on the board. Provide sentence frames for students to write each word: *We ___ adding numbers. There are ___ apples on the table. I saw a ___ movie.* **ADVANCED**

Have students write sentences using the high-frequency words and share them with a partner. Have the partner read the sentences and underline the high-frequency word in each sentence. **ADVANCED HIGH**

ELPS 4.C.i Develop basic sight vocabulary used routinely in written classroom materials.

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FOUNDATIONAL SKILLS

Middle Sounds

SEE and SAY Circle and underline



Tell students that images represent rice, wig.

Tell students that images represent dig, lime.

Tell students that images represent pin, kite.

Tell students that images represent slide, gift.

TEKS K.2.A Demonstrate phonological awareness. **ELPS 1.C.1** Learning. **2.1.10** Listening

Directions: Have students name the pictures in each pair. Say: Circle the picture word that has the /i/ sound in the middle. Underline the picture word that has the /i/ sound in the middle.

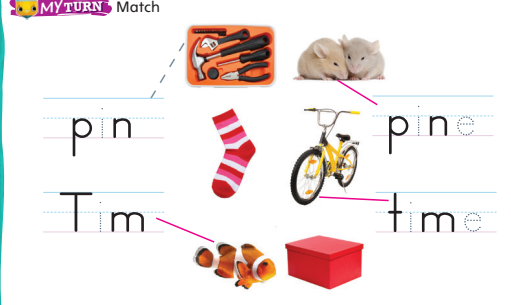
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PHONICS | HIGH-FREQUENCY WORDS

Short i and Long i

MYTURN Match



Tell students that images represent kit, mice, sock, bike, fish, box.

TEKS K.2.B.1 Identify and match the common sounds that letters represent. **ELPS 2.1.8** Listening. **5.A.1** Writing

Directions: Say: The letter i can make the sound /i/. The vowel pattern /e/ can make the sound /i/. Have students trace the letter or letters in each word and say the vowel sound. Then have them draw a line from each word to a picture word that has the same vowel sound.

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FOUNDATIONAL SKILLS

My Words to Know

were some funny



My Sentences to Read

MYTURN

We got some little .

They were funny!

TEKS K.2.1iv Identify and read at least 25 high-frequency words from a research-based list. **ELPS 2.1.8** Listening

Directions: Say: There are some words that we will see a lot when we read. Listen as I read these words: *were*, *some*, *funny*. Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences, using the word pupps to name the image.

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