



High-Frequency Words

Minilesson

FOCUS Tell students that today they are going to continue working with this week's high-frequency words. Explain these are words they will need to remember and practice. Have students read the words at the top of p. 181 in the *Student Interactive* with you: *were, some, funny*.

MODEL AND PRACTICE Have students look at the words at the top of p. 181. Tell them to point to each word when you say it. Say *some*. Pause to let students find and point to the word. Say *were*. Say *funny*. Repeat the activity until students are familiar with each word. 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 sight vocabulary for this week: *were, some, funny*. Write the words on the board and read them aloud with students.

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

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

Review the three sight vocabulary 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 sight words and share them with a partner. Have the partner read the sentences and underline the sight 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. **2.1.11** 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.

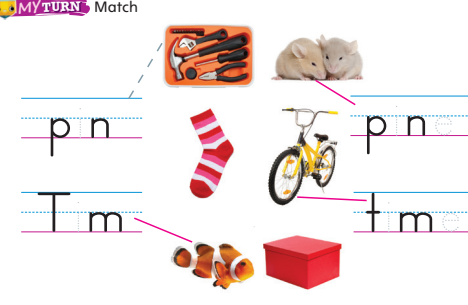
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PHONICS | HIGH-FREQUENCY WORDS

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 *ie* 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 pups.

They were funny!

TEKS K.2.1iv Identify and read at least 25 high-frequency words from a research-based list. **ELPS 2.1.11** Listening

Directions: Say: There are some words that we have to remember and practice. 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.

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