



# High-Frequency Words

## Minilesson

**FOCUS** Write or display the high-frequency words: *blue, from, think, this, use*. Show students sound-spelling patterns they know within each word.


**MODEL AND PRACTICE** Write the word *blue* on the board. Point to each letter as you spell it. Say: *Now read and spell the word with me*. Repeat with the remaining high-frequency words.



**APPLY My TURN** Have students identify, read, and print the high-frequency words on p. 94 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 93

Read Together
FOUNDATIONAL SKILLS

## Add Sounds


 Say the verb that describes the action in each picture. Then add the *s* sound to the end of each verb. Say the new verbs.

**Students should say *jump, sit* and then *jumps, sits*.**

## Inflectional Ending -s

Adding *-s* to a verb changes its meaning. It shows that one person, animal, or thing does the action now.

 Read the sentences. Underline the verbs with the ending *-s*. Tell their meanings.

Jim helps his mom.  
He packs up his bag.  
Jim grabs the sack.

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STUDENT INTERACTIVE, p. 94


Read Together
HIGH-FREQUENCY WORDS | PHONICS

## My Words to Know

Some words you will see a lot when you read.

**MY TURN** Read the words.

use	blue	from	this	think
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 Use words from the box to complete the sentences.

**Handwriting** Print the words legibly, or clearly.

- We look for a blue pond.
- I think we can use a map.
- We can go from here.
- Look! This is the pond!

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