



High-Frequency Words

Minilesson

FOCUS Display the high-frequency words *me*, *for*, and *with*. Say: Today we will practice 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, such as /m/ spelled *m*. 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. 173. 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. Encourage students to use the words in sentences.

APPLY My TURN 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.

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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 /r/ at the beginning of rock.

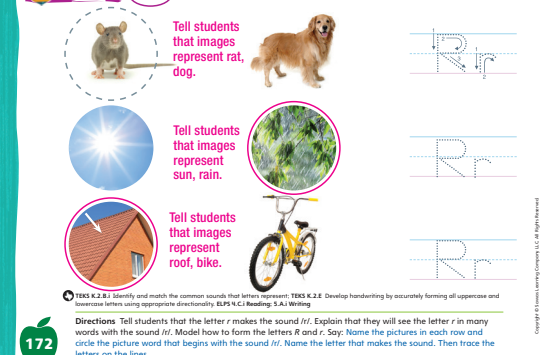
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PHONICS | HIGH-FREQUENCY WORDS

Consonant Rr

MY TURN 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 /r/. Explain that they will see the letter *r* in many words with the sound /r/. 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 /r/. Name the letter that makes the sound. Then trace the letters on the lines.

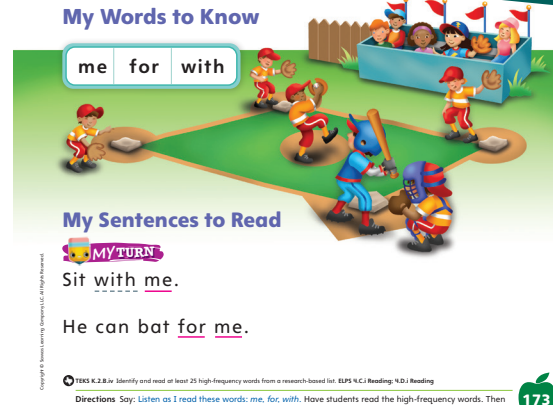
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FOUNDATIONAL SKILLS

My Words to Know

me for with



My Sentences to Read

MY TURN

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: 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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