



# High-Frequency Words

## Minilesson

**FOCUS** Tell students that some words are not spelled the way they sound. Students should learn these words by looking at the letters and remembering them. Say: *When you remember the letters in these words, you will be able to identify and read them.* Have students read the words at the top of p. 59 in the *Student Interactive* with you: *a*, *to*, *like*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 59. Tell them to identify and point to each word when you say it. Say *a*. Pause to let students find and point to the word. Say *to*. Say *like*. Repeat the activity until students are familiar with each word.

**APPLY MyTURN** Have students read the sentences on p. 59. Ask them to identify the words *a*, *to*, and *like* in the sentences and underline them. Make sure students pronounce the word *a* /ā/, not /a/.

**ELL Targeted Support High-Frequency Words** Display the words *a*, *to*, and *like*. Read each word aloud, and have students repeat each word after you.

Review the three high-frequency words you wrote on the board. Say them aloud with students. Then display the *cat*, *apple*, and *bed* Picture Cards. Provide simple sentence frames to tell about the pictures, such as: *I pet \_\_\_ cat. I \_\_\_ apples. I go \_\_\_ bed.* Have students use the high-frequency words *a*, *to*, and *like* to complete the sentences about the pictures. **BEGINNING**

Display pictures and illustrations in books from the classroom library. Have students tell about the pictures. Tell them to include the words *a*, *to*, and *like* in their sentences.

### INTERMEDIATE/ADVANCED

**ELPS 3.B.ii** Expand and internalize initial English vocabulary by retelling simple stories and basic information represented or supported by pictures.

## STUDENT INTERACTIVE, p. 57

FOUNDATIONAL SKILLS

### Alliteration

**SEE and SAY** Underline

Tell students that images represent sun, car, soap, sock.

Tell students that images represent sink, soup, seven, home.

**TEKS K.2.A.1** Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound. **ELPS 1.C.1** Listening: 2.3.1

**Directions** Say: Some groups of words, such as *ant*, *ask*, and *apple*, begin with the same sound. Listen to this word: *ant*. Which picture words in the first row begin with the same sound as *ant*? Have students recognize spoken alliteration by underlining the picture words in the first row with the same initial sound. Continue with the second row.

57

## STUDENT INTERACTIVE, p. 58

PHONICS | HIGH-FREQUENCY WORDS

### Consonant Ss

**MY TURN** Underline

Tell students that images represent bee, fork, sandwich.

Tell students that images represent sun, kite, bat.

Tell students that images represent fish, six, pen.

**TEKS K.2.B.1** Identify and match the common sounds that letters represent. **TEKS K.2.E** 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 *s* can make the sound /s/. Model how to form the letters *S* and *s*. Then say: You will see the letter *s* in many words that have the /s/ sound. Trace the letters *Ss*. Point to the letter *s* and tell me the sound it makes. Now underline the picture word in each row that begins with the sound for *s*.

58

## STUDENT INTERACTIVE, p. 59

FOUNDATIONAL SKILLS

### My Words to Know

a to like

### My Sentences to Read

**MY TURN**

I like to bat.

I like a mitt.

**TEKS K.2.B.iv** Identify and read at least 20 high-frequency words from a research-based list. **ELPS 4.C.iv** Reading: 5.D.1 Reading

**Directions** Model: There are some words that we have to remember and practice. Listen as I read these words: *a*, *to*, *like*. Have students read the high-frequency words. Then say: You can identify, or find, the words in sentences. Look at the sentences and underline the words *a*, *to*, and *like*. Have students read the sentences.

59