



FOUNDATIONAL SKILLS

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 My TURN 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 /a/, 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.

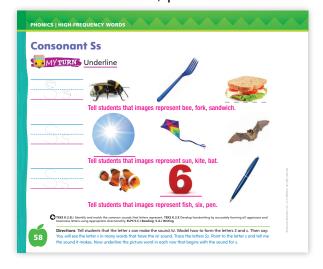
INTERMEDIATE/ADVANCED

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



STUDENT INTERACTIVE, p. 58



STUDENT INTERACTIVE, p. 59



Too Many Places to Hide