



High-Frequency Words

Minilesson

FOCUS Display the high-frequency words *a*, *to*, and *like*. 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 /t/ spelled *t*. Also point out the letter-sounds that do not follow patterns that students have learned.

MODEL AND PRACTICE 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.

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.

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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.ii Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound. **ELPS 1.C.1** Listening: 2.3.ii

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.

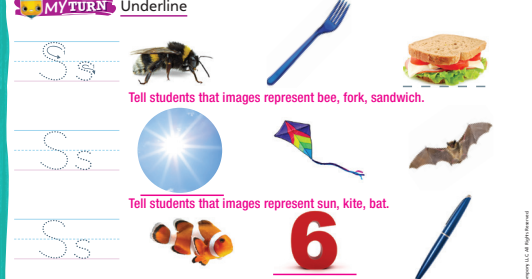
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PHONICS | HIGH-FREQUENCY WORDS

Consonant Ss

MYTURN 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.i 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.i 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*.

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FOUNDATIONAL SKILLS

My Words to Know

a to like



My Sentences to Read

MYTURN

I like to .

I like a .

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.i Reading

Directions Model: There are some words we will see a lot when we read. 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, using the words *bat* and *mitt* to name the images.

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