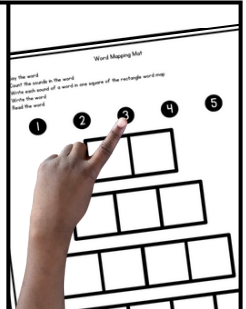


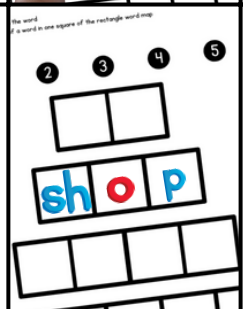
## High Frequency Words

High frequency words are commonly used words in text, such as "it", "the", and "I". Most words are able to be read using taught phonics patterns but some require more effort to learn with parts that must be learned by heart. When working on words, start by introducing them in sets based on phonics patterns; for example, teach words that have short "o" sounds together. One of the most effective ways to learn high frequency words is using them in context through writing, reading, or identifying when they are used. Here are more explicit practice ideas to support your student with high frequency words in addition to those previously listed:

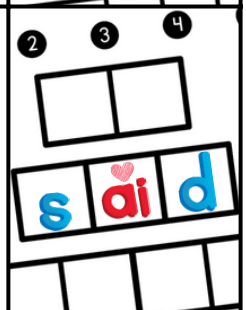
Activity 1: Count the Sounds Say the target word and have your student count how many sounds are in the word; "cut" and "white" both have three sounds. The goal is not to count letters but sounds in the words. Have your student touch an object, such as a pop-it, balls of rolled PlayDoh, or pennies for each sound then state how many sounds were heard.



Activity 2: Map the Word After counting the sounds of a word, have your child write the letter or letters that make each sound in one box. If words have digraphs or phonics patterns that require more than one letter but make one sound, they will still be written into one box; "like" and "had" will each use 3 boxes. If you do not have a word mapping mat, draw a rectangle on paper and divide it into 5 boxes.



Activity 3: Heart It While focusing on a word, have your student write the word, taking note of each letter used. After the word is written, ask your student if there are parts of the word that can't be sounded out or decoded with the phonics patterns they know; such as the "ai" in "said". Have your student draw a heart over each part of the word that is not decodable to remind them they must learn this part by heart.



Activity 4: Write It Once your student has counted the sounds in a word and mapped it, have them rewrite the word while spelling it aloud. If your student is ready for writing sentences, challenge your student to write the word in a sentence to practice using the word in context.



Activity 5: Manipulate It After your student has built with magnetic letters or written their target word, have them switch out parts of the word to create new words, even nonsense or non-words. For example, switch the /h/ in "had" to /b/ to make "bad", then switch the /d/ in "bad" to /p/ to make the nonsense word "bap".

