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SHELL EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level 2

180 Days of HIGH-FREQUENCY WORDS for Second Grade

NAME: _____

Directions: Read each phrase in the phrase bank. Write three sentences using at least one phrase in each from the phrase bank.

Phrase Bank

can you add
between friends
every cupcake
smell the food
near to the wall

1. _____

2. _____

3. _____

Challenge: Draw a picture for one of your sentences.

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Can you add food to my dish?



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INTRODUCTION AND RESEARCH

If you teach early learners to read, you know how important the mastery of high-frequency words is to reading success. Students who are exposed to and learn high-frequency words during these critical years of academia set the foundation for reading and overall success as scholars. The words in this book make up "65% of written material" that we encounter on a daily basis and are the connective tissues used to craft even the simplest written sentence (Fry 2000, 4).

The Need for Practice

To be successful in today's classroom, students must be able to accurately identify and read high-frequency words. Building accuracy and fluency when reading these words is critical for later reading success mainly because, unlike other words, "some of these often-used words do not follow regular phonics rules" (Fry 2000, 4). Being able to read these words allows students to focus on fluency instead of decoding while reading. The National Reading Panel suggests that repeated exposure to high-frequency words is crucial to reading instruction and sets the building blocks for decoding, fluency, and comprehension (2000). According to Robert Marzano, "practice has always been, and always will be, a necessary ingredient to learning procedural knowledge at a level at which students execute it independently" (2010, 83).

Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' acquisition of high-frequency words. This is important for teachers to adequately support students' progress in fluency and comprehension. Assessment is a long-term process that often involves careful analysis of students' responses from discussions, projects, practice sheets, and tests. In short, the data gathered from assessments should be used to inform instruction: slow down, speed up, or reteach. This type of evaluation is called *formative assessment* (McIntosh 1997).

HOW TO USE THIS BOOK *(cont.)*

Using the Practice Pages

Practice pages provide instruction for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on page 4, every page is aligned to phonics skills and word recognition skills.

The week starts with introductory activities. The focus for the first half of the week is to familiarize students with the words of the week.

Each day of the week focuses on a new skill. There are five overarching skills used in this book: introducing, recognizing, playing, using, and writing with the words. See page 7 for detailed objectives for each day.

Each week students explore new words through kinesthetic activities.

At the end of the week, students read and write using the high-frequency words of the week. For a detailed explanation of each activity, see pages 8–9.





HOW TO USE THIS BOOK *(cont.)*

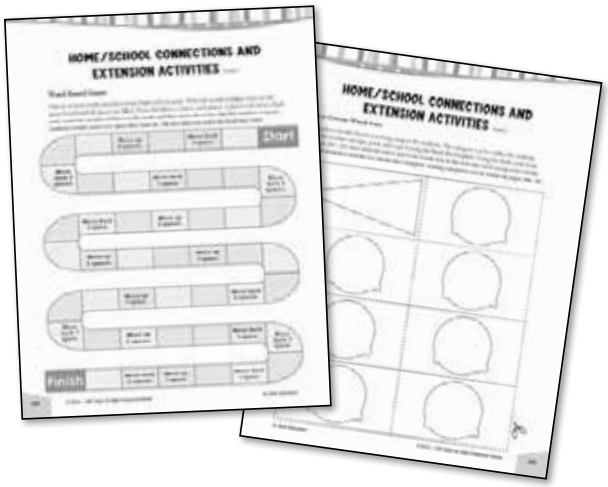
Using the Resources

The student extension activities, assessment materials, and flash cards in this book are available as digital PDFs and Microsoft Word® documents online. A complete list of the available documents is provided on page 216. To access the Digital Resources, go to: www.tcmpub.com/download-files. Enter this code: 86086829. Follow the on-screen directions.

The quarterly assessment tools will aid the classroom teacher in tracking the high-frequency words your class recognizes throughout the year. The checklist on page 11 should be reproduced for each student in the class. Use it to record the words students recognize each quarter. Use page 12 to log students' progress throughout the year. This page can be used to see, at a glance, common high-frequency words that still need additional practice, as well as trends to drive whole-class instruction.



Pages 199–206 can be used for home/school connection extension activities. The games and suggestions are engaging and will help students practice reading and identifying all of the high-frequency words in this book.



Dr. Edward Fry created a list of 1,000 Instant Words to teach children. That list was used in choosing the words for this series. On pages 209–215, the words from Fry's list that are used in this book are provided as flash cards. These cards can be used as a tool for the quarterly assessments. Additionally, these flash cards can used with the home/school connection and extension activities.



HOW TO USE THIS BOOK *(cont.)*

For 180 days, educators can use this book to support students' acquisition and recognition of high-frequency words. The book is divided into 36 weeks, with five days of activities per week. Each week, students are introduced to three high-frequency words. The format of the week is as follows: introduce the words, recognize the words, play with the words, use the words, and write the words.

Below is a list of daily activities. Detailed descriptions for each activity can be found on pages 8–9.

Daily Description	Names of Activities
Day 1—Introduce the Words For the first day of each week, students complete introductory activities. These activities are designed to introduce and familiarize students with the high-frequency words of the week. Students create flash cards with the high-frequency words. These can be stored in a zip-top bag at each student's desk or taken home as a study tool for the week.	Highlight Book Mastery Folder Picture Ring Ringer Word Book Word Write
Day 2—Recognize the Words The second day of each week is devoted to recognition activities. Activities are designed around identifying the high-frequency words of the week.	ABC Hidden Words (First Half of the Year) Hidden Words (Second Half of the Year) Scrambled Words Triplets Word Shapes
Day 3—Play with the Words On day three, students play with the words of the week. These activities are geared toward tactile manipulation of the high-frequency words. These activities infuse play, art, and hands-on activities for the week.	Color by Word Memory Game Roy G. Biv Telephone Words Word Mix Up Word Race Word Tiles
Day 4—Use the Words On the fourth day of the week, students use the words of the week in context. Students tell or write stories using the words, or act as word detectives and read the words.	Best Word Definitions Missing Words Silly Sentences Story Words The Best
Day 5—Write the Words On day five, students engage in writing activities. Using the high-frequency words of the week, students craft stories and illustrations. These activities motivate all students to apply what they have learned during the week.	Building Sentences Captions Picture It Picture Prompt Sentences

NAME: _____

Directions: Color each word, and circle it in the sentence. Cut out the cards. Then, staple or tape the cards together to make a book.

add

Max can add two-digit numbers.

between

The girl sat between her friends.

every

I like to play outside every afternoon.

food

Amy put the food in her lunchbox.

near

The dog is near the door.



NAME: _____

Directions: Find and highlight each of the words.
(Hint: Each word appears five times.)

Word Bank

add between every food near

add	and	never	food
dad	bet	ad	tween
between	near	start	every
food	dear	city	add
be	ear	earth	food
every	bear	eye	near
school	own	teen	between
eve	between	light	every
plant	add	add	food
ever	country	between	near
never	last	every	between
for	father	near	every
mood	keep	add	food
foot	tree	be	near



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NAME: _____

Directions: Work with a friend. Take turns rolling a die 20 times. Match the number you roll to the word, and read the word in a *robot voice*. Place a tally mark in the row next to the word. If you roll a six, say all the words in the robot voice.

add		
between		
every		
food		
near		



Challenge: Which word did you roll the most?

_____

NAME: _____

Directions: Read each set of words. Circle the word from the word bank. Then, use the word in a sentence.

Word Bank				
add	between	every	food	near

1. bear, near, ear

_____

_____

2. wood, could, food

_____

_____

3. bad, add, sad

_____

_____

4. very, hairy, every

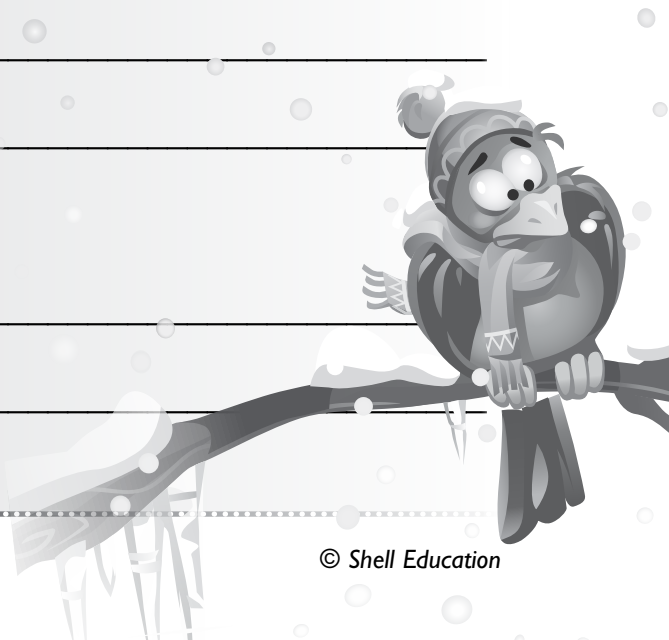
_____

_____

5. clean, seen, between

_____

_____



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NAME: _____

Directions: Read each phrase in the phrase bank. Write three sentences using at least one phrase in each from the phrase bank.

Phrase Bank

can you add | between friends | every cupcake

smell the food | near to the wall

1. _____

_____

2. _____

_____

3. _____

_____

Challenge: Draw a picture for one of your sentences.



HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES

Pages 200–207 can be used as home/school connection activities for additional practice or classroom extension activities. All game sheets have been left blank so the teacher can differentiate for each individual student and/or group in the class. The flash cards on pages 209–215 can be used as game cards, as well as student-facing assessment cards for quarterly assessments.

BINGO

Write the high-frequency words of the week (or ones that need to be practiced) on the BINGO board. Select a word from the deck of flash cards. Any player who has the word can place a chip on it. The first player to make a straight line calls out "Bingo!"

		FREE SPACE		

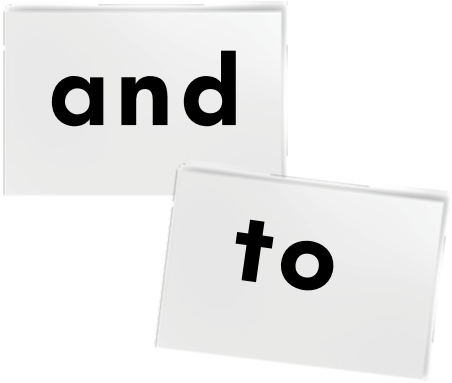
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HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

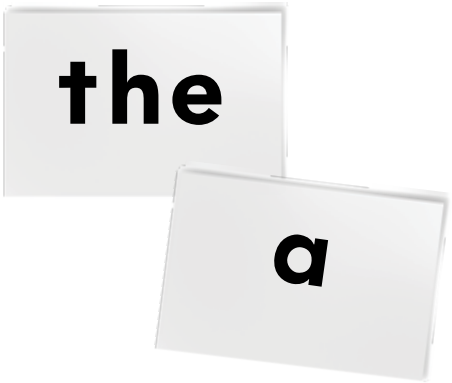
Race to 20! Race to 30!

Give each student a whiteboard or note pad to serve as a scoreboard. Use the flash cards from pages 208–215 to create a card pile for this game. Pick a card from the flash card pile, read the word, and count the letters in the word. Add a tally mark for each letter. Take turns picking cards, reading words, and adding up tally marks. The first player to reach 20 tally marks wins! As a challenge, Race to 30!





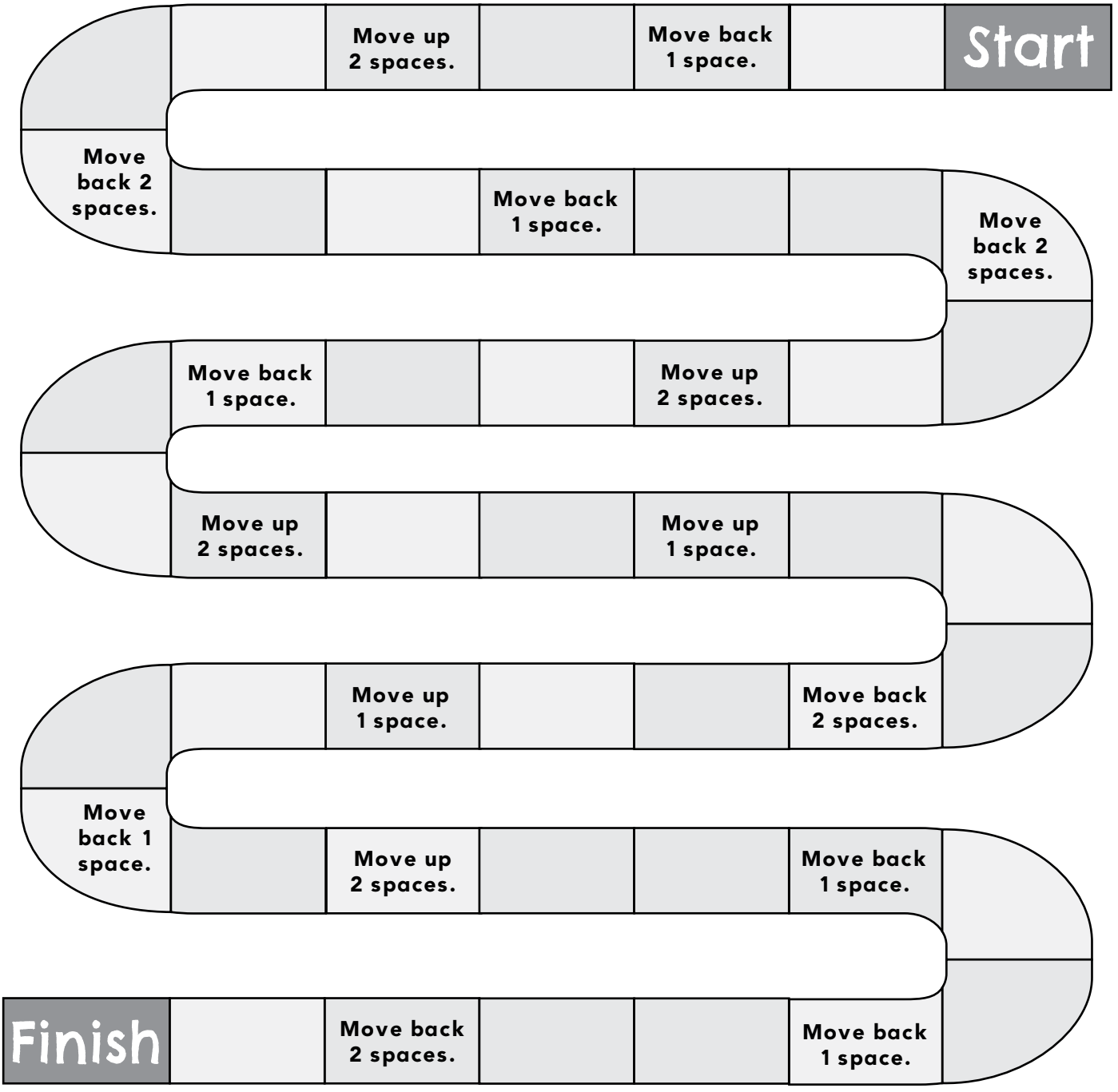




HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

Word Board Game

Choose several words and place those flash cards in a pile. Write the words multiple times on the game board until all spaces are filled. Then, distribute a chip to each player. Have each player select a flash card, count the number of letters in the word, and then move his or her chip that number of spaces. Have students read every space they land on. The first player to reach the finish line wins!



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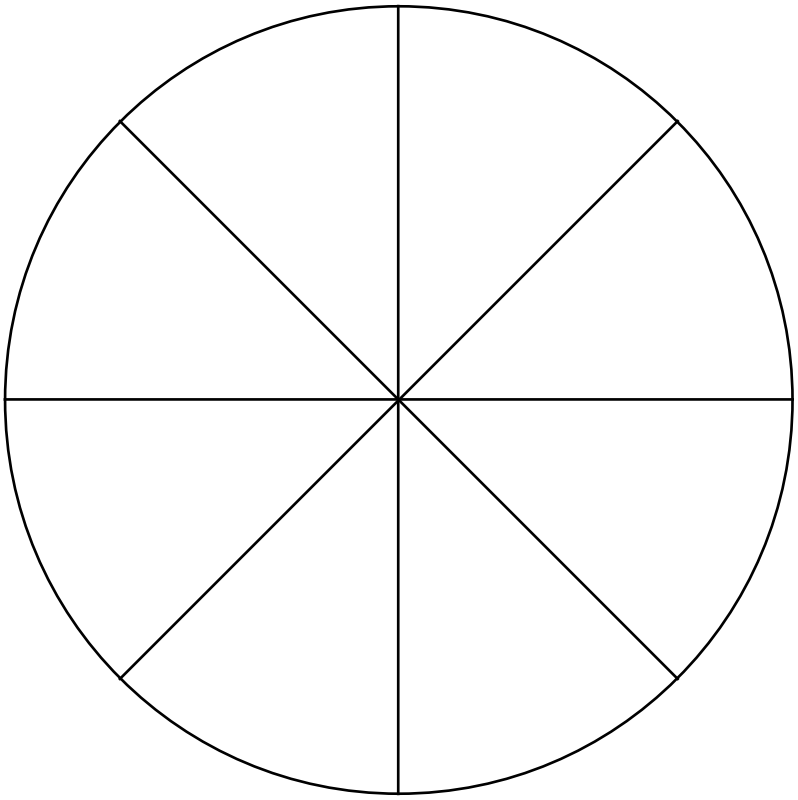
HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

Word Bar Graph

Write the words of the week multiple times in the spinner. Write the words of the week on the lines at the bottom of the graph.

Use a paper clip and pencil to make a pointer. Place the paper clip in the middle of the spinner. Put the pencil inside of the paper clip so when it is spun, the paper clip circles around the pencil.

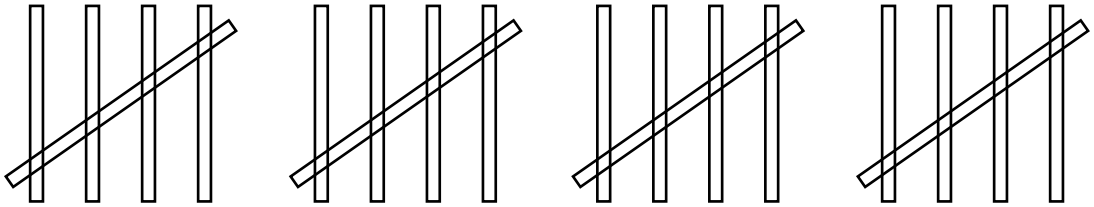
Have each student spin the pointer and read the word that the paper clip lands on. Starting from the box above the word, fill in one box each time the pointer lands on that word. Play until one column reaches the top.

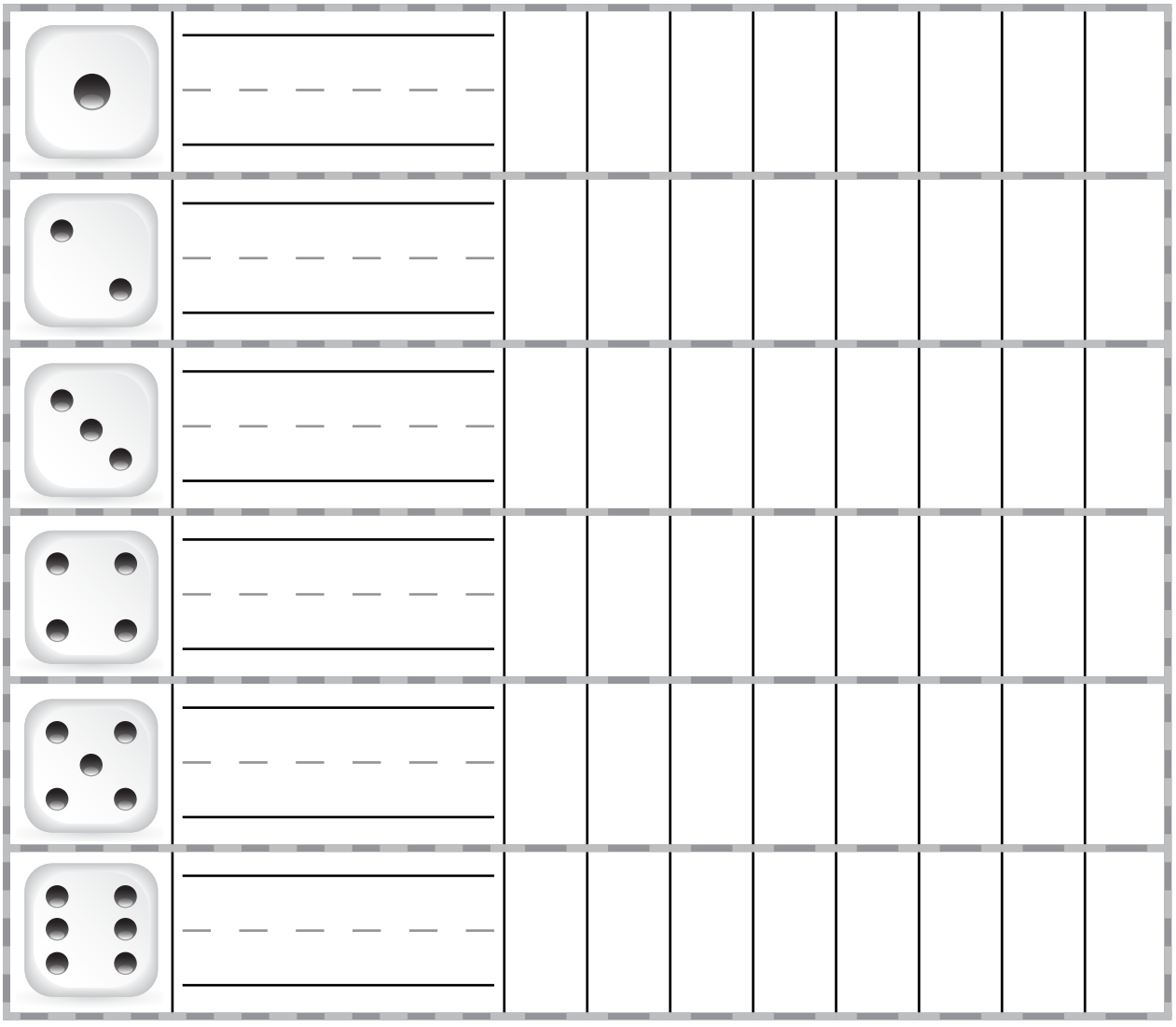


HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

Tally It Up!

Select six words, and write them in the second column. Have each student roll a die 20 times. For each roll, students say the word associated with each number, then color one tally mark. For each roll have students color one box next to the word that matches the number rolled. To liven up the game, instruct students to say each word in a normal voice and a strange one.





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HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

Scavenger Hunt for the Print Rich Classroom

Have students take a classroom walk to find some of the words. When students find a word have them stand next to it. This game can be differentiated to include the following hunts:

- Find a word in the classroom that starts with the same sound as . . .
- Find a word in the classroom that ends with the same sound as . . .
- Find a word in the classroom that starts/ends with the same letter as . . .
- Find a word in the classroom that has the same syllable count as . . .
- Find a word in the classroom that has the same amount of letters as . . .
- Find a word in the classroom that has the same amount of vowels/consonants as . . .

Tiny-Print Word Search

Use the chart below to find the high-frequency words of the week. Give each student a magnifying glass. Use the list on page 11 to call out each high-frequency word. **Note:** All of the words in this book are listed below multiple times!

few	last	story	plant	earth	got	add	important	story	city	start	near	country	between	side
book	few	head	example	river	feet	thought	along	often	start	began	next	took	begin	children
every	own	keep	life	those	walk	left	father	took	next	close	keep	life	state	almost
since	horse	room	birds	problem	knew	mark	knew	told	complete	usually	piece	room	piece	dog
carry	seem	open	paper	last	real	tree	hear	head	something	walk	river	together	hear	without
hard	below	food	car	mile	group	while	light	carry	got	family	miss	own	idea	cold
afternoon	area	sun	body	dog	horse	color	ever	complete	fish	usually	question	ever	told	stand
seen	rock	morning	early	hundred	vowel	pattern	draw	voice	map	toward	seen	space	several	early
city	hard	until	left	saw	above	never	without	paper	eye	until	while	real	cut	sometimes
today	heard	ever	order	didn't	order	short	ship	door	usually	become	ship	across	top	short
watch	school	might	grow	four	family	along	group	almost	night	add	grow	let	eye	white
cold	begin	late	feet	between	face	don't	enough	might	always	mountain	mile	mountain	example	stop
fast	table	pulled	several	hold	passed	north	step	remember	numeral	draw	voice	north	money	pattern
thought	earth	children	together	second	girl	every	never	let	under	soon	tree	being	young	late
list	those	near	state	side	leave	close	idea	sometimes	sea	seem	soon	second	song	young
being	light	began	book	eat	list	saw	always	don't	both	cut	open	something	leave	almost
below	father	run	night	both	once	country	eat	plant	white	talk	song	school	under	girl
talk	often	stop	miss	once	four	car	far	watch	important	face	run	enough	far	sea
mark	stand	question	it's	since	birds	afternoon	fish	color	music	sun	music	problem	area	body
complete	afternoon	fish	music	afternoon	question	stand	music	area	sun	body	color	birds	problem	body
sun	area	mark	question	fish	it's	dog	stand	problem	color	mark	told	complete	birds	dog
easy	since	become	room	piece	heard	horse	usually	knew	easy	since	sure	piece	room	door
top	didn't	during	friends	during	told	friends	sure	ever	red	across	red	horse	today	knew
hours	short	best	however	short	black	better	best	however	better	low	black	low	hours	products
passed	products	whole	covered	hold	measure	remember	space	wind	happened	reached	waves	wind	rock	listen
whole	waves	true	five	happened	covered	morning	against	himself	vowel	numeral	step	true	against	himself
table	slowly	measure	toward	farm	hundred	map	listen	slowly	fast	pulled	money	farm	reached	five



HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

Guess my Word

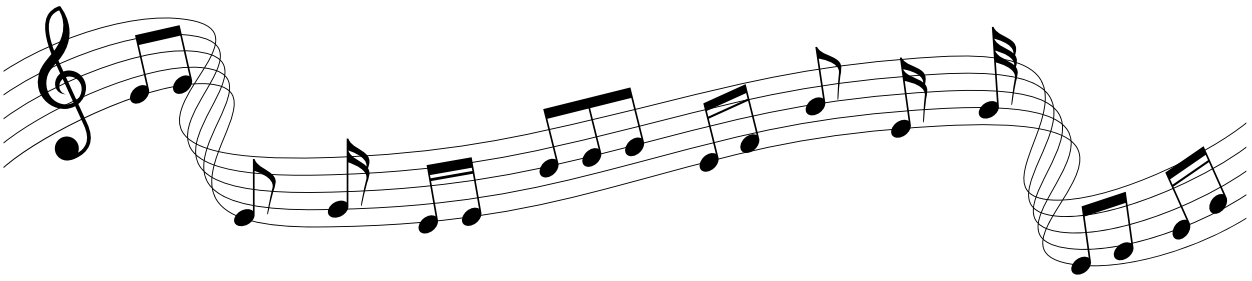
Print the flash cards on pages 208–215. Have students work in pairs. One partner should hold a flash card to his or her forehead while the other partner gives the clues. Once the partner guesses the word correctly, the other student takes a turn. Students can use any of the prompts below as clues:

- Use the word in a sentence, for example "I went to _____ party."
- "The word has _____ syllables."
- "The word rhymes with _____."
- "The word has _____ vowels."
- "The word has ____ consonants."



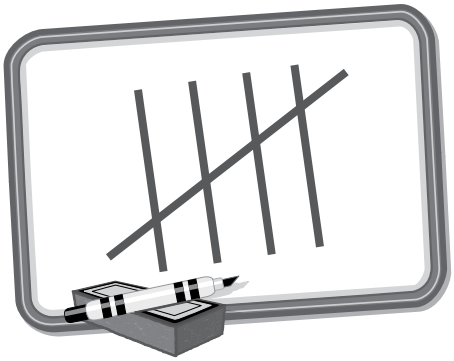
Dance and Write

Give every pair of students a dry-erase board and marker. Play some music. When the music stops, call out a word. The first team to write the word on their board and hold it up gets the point.



Dance, Tally, and Graph

As an alternative to Dance and Write, remove the competitive aspect. Give every student a clipboard and a sheet of paper. Have students write the words of the week on their paper. Play music, and when the music stops call out a word. Have students write a tally mark next to every word called. When students reach five tally marks for every word, repeat the game/song.



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HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

Ice Cream Word Sort

Choose a sorting category for students, and write it on the cone. Using the flash cards from pages 208–215, have students select and write words that fit the sort onto each scoop of ice cream. Have students color the ice cream once complete. Sorting categories can be found on pages 205–206.

