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SHELL EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level 1

180 Days of HIGH-FREQUENCY WORDS for First Grade



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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

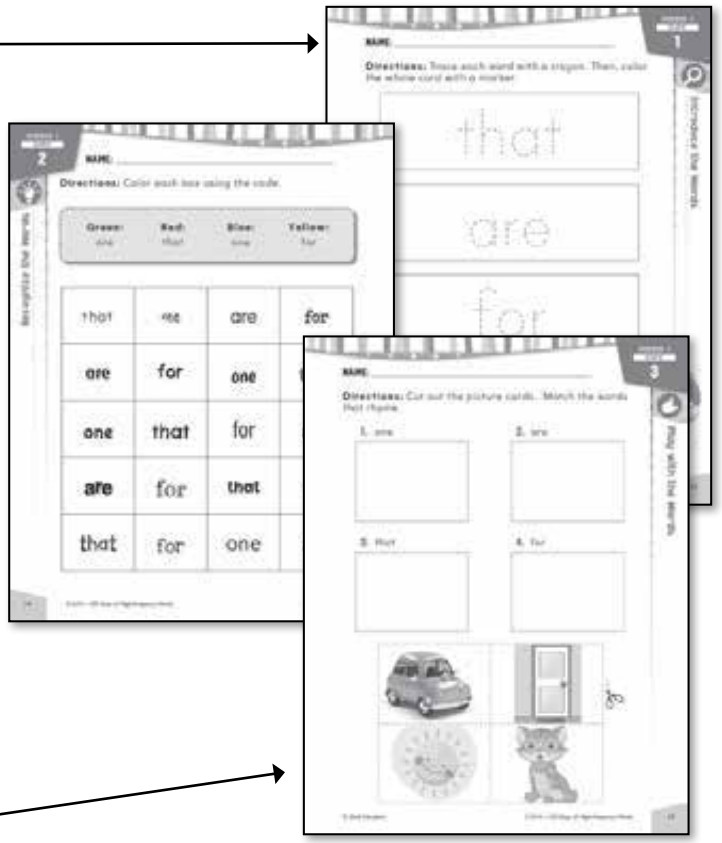
In addition to providing opportunities for frequent practice, teachers must be able to assess students' acquisition of high-frequency words. This is important for teachers to adequately support students' progress in fluency and comprehension. Assessment is a long-term process that often involves careful 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.



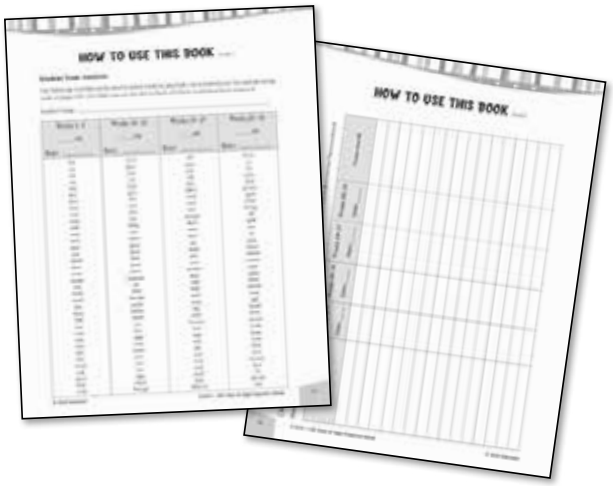
At the end of the week, students read and write using the high-frequency words of the week. For a detailed explanation of each activity, see pages 8–9.

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: 89107477. 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 198–205 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 206–215, 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.	Crayon Relief Flash Cards Making Flash Cards Snap and Spell Flash Cards
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 written in multiple fonts and styles.	Color by Word Font Match 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.	Rhyming Words Telephone Math Game Word Clues Word Sort
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.	Create Sentences Fill in the Sentence Finish Sentences Read and Color Use and Color
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.	Word Story Mixed-up Sentences Fill in the Sentences

NAME: _____

Directions: Trace each word with a crayon. Then, color the whole card with a marker.

that

are

for

one



NAME: _____

Directions: Color each box using the code.

Green:	**Red:**	**Blue:**	**Yellow:**
are	that	one	for

that	one	are	for
are	for	one	that
one	that	for	are
are	for	that	one
that	for	one	are

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NAME: _____

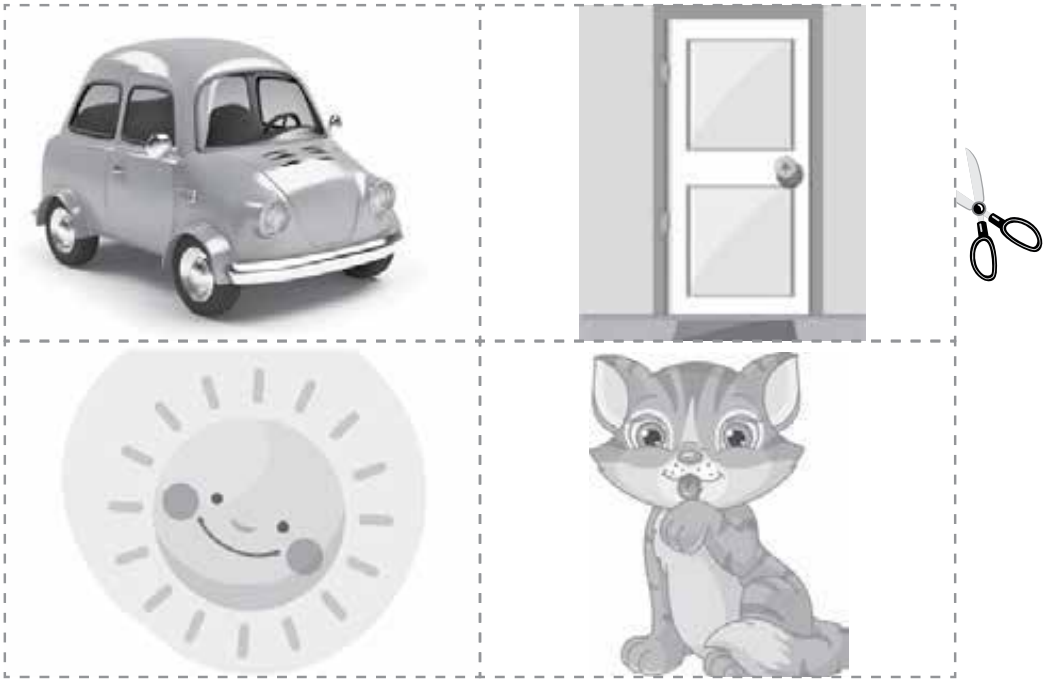
Directions: Cut out the picture cards. Match the words that rhyme.

1. one

2. are

3. that

4. for



NAME: _____

Directions: Read each sentence. Circle the word of the week found in each sentence. Color the pictures.

that one for are

1. We are happy.



2. He has one dog.



3. That is my cat.



4. This is for you.



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NAME: _____

Directions: Finish the story using the words. Draw a picture to match.

that one for are

_____
_ _ _ _ _ _ _ _
Sam and Tom _____ friends.

_____
_ _ _ _ _ _ _ _
Sam has _____ apple.

_____
_ _ _ _ _ _ _ _
The apple is _____ Tom.

_____
_ _ _ _ _ _ _ _
_____ made Tom happy.

HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES

Pages 198–205 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 206–215 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		

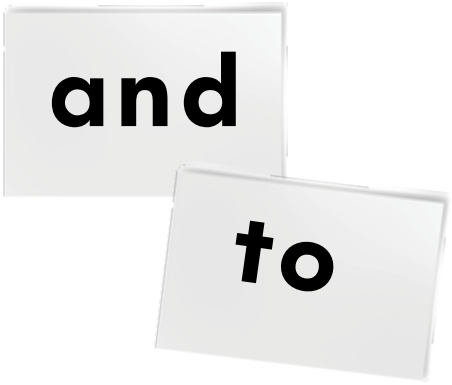
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HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

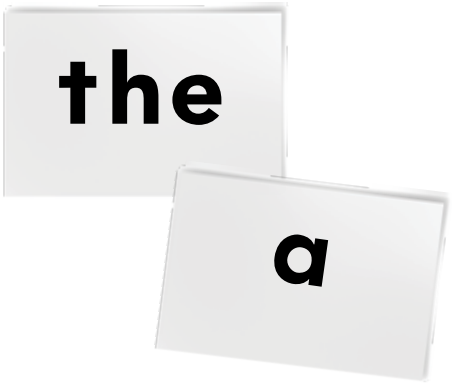
Race to 20! Race to 30!

Give each student a whiteboard or note pad to serve as a scoreboard. Use the flash cards from pages 206–215 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!





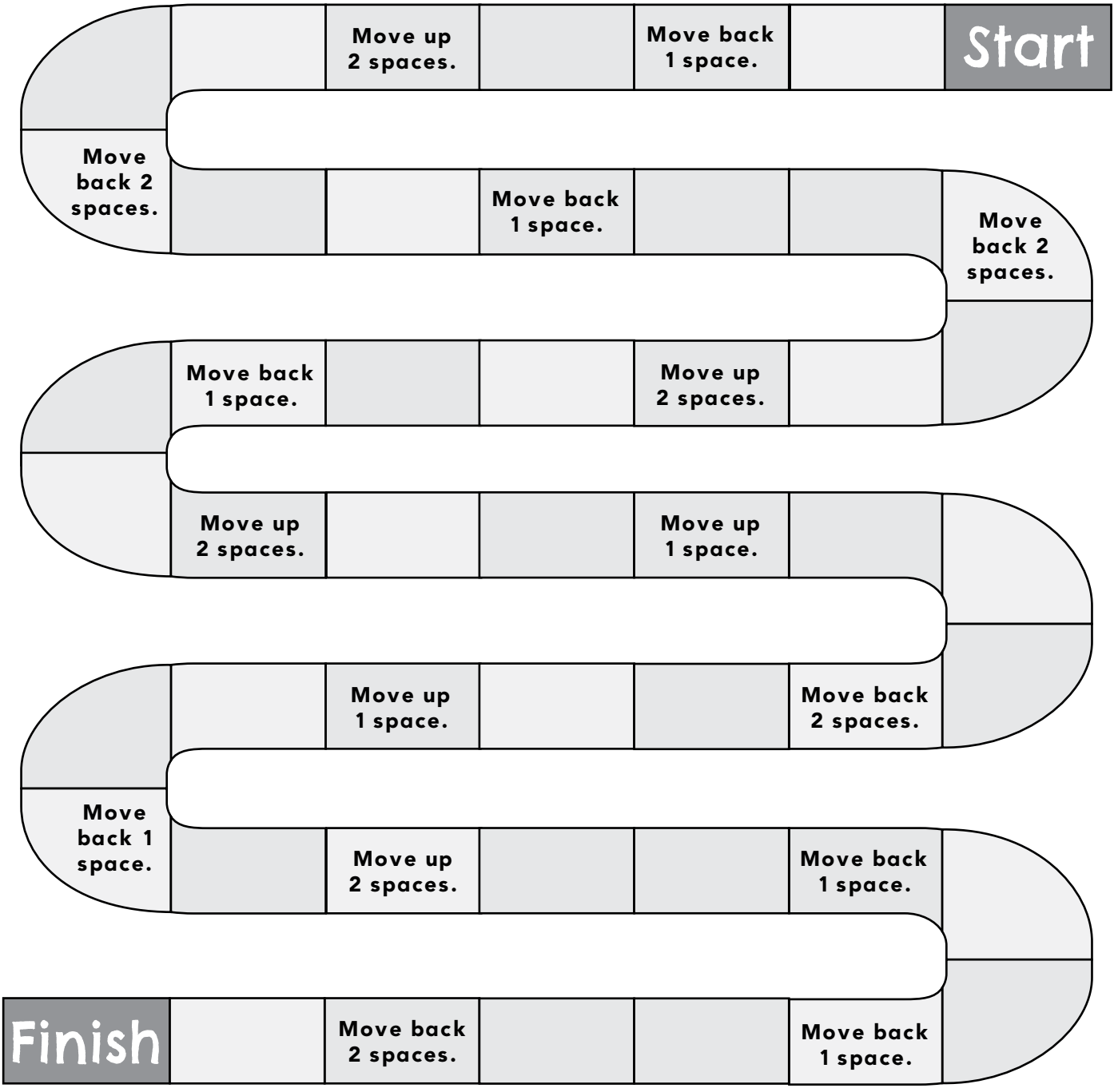




HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

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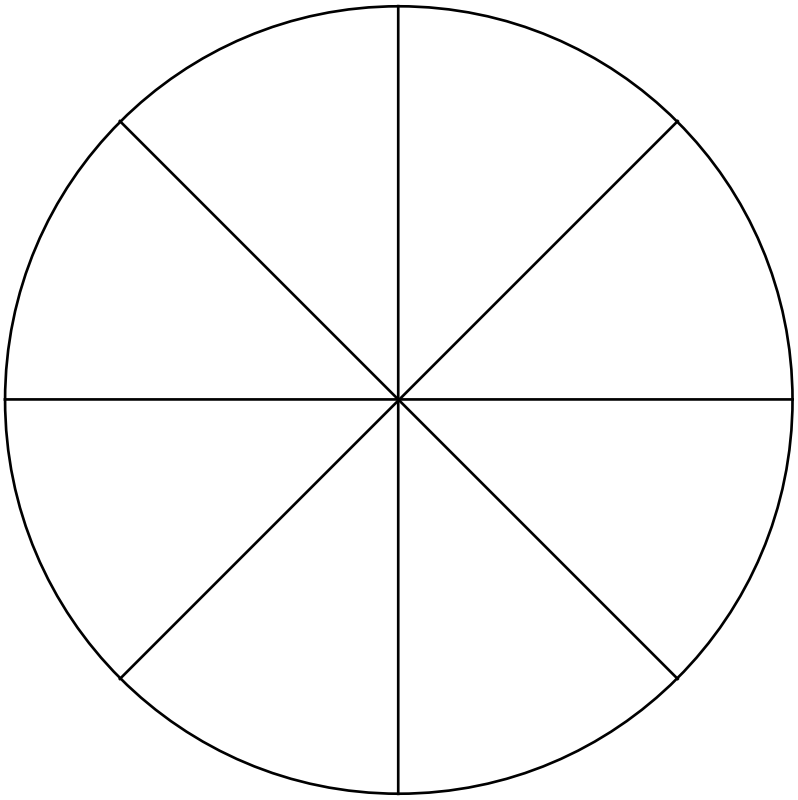
HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

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.

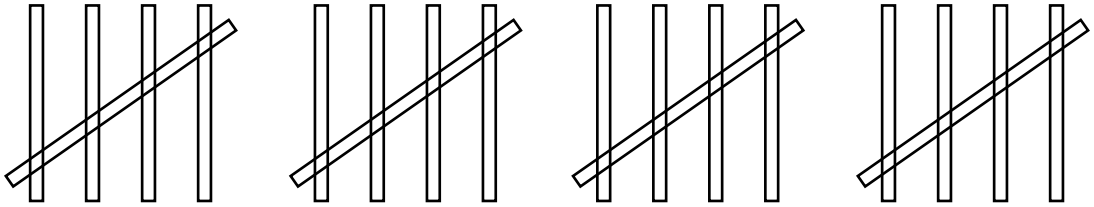
Have each student will spin the pointer and read the word that the paper clip lands on. Starting from the box above the word, fill in one box each time the pointer lands on that word. Play until one column reaches the top.

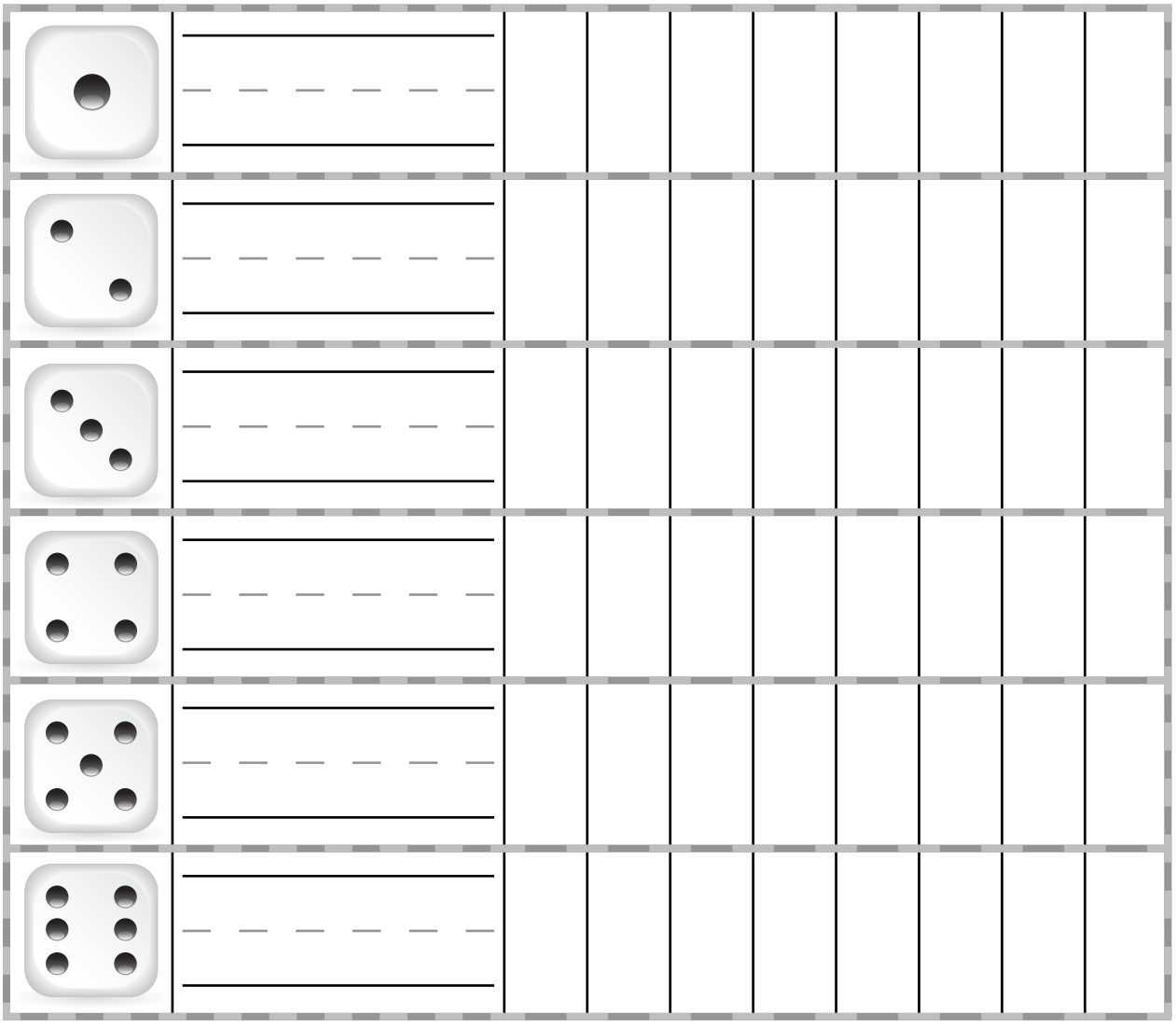


HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

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 of the week. 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 about 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!

that	may	from	could	are	there	want	name	year	they	was	very	for	try	spell	use
new	was	know	around	very	new	came	with	know	about	turn	boy	too	why	play	after
some	over	thing	over	went	such	little	much	big	again	think	first	put	move	three	men
where	use	small	their	place	some	picture	read	they	must	change	set	give	should	every	old
first	take	after	tell	for	us	were	may	same	could	every	mother	does	kind	air	off
home	kind	from	work	try	page	study	show	hand	follow	because	what	even	here	found	here
with	come	our	what	our	same	line	very	one	want	their	another	big	picture	away	write
say	back	try	ask	where	have	our	take	work	who	farm	learn	follow	because	letter	why
also	need	would	great	line	through	would	end	any	came	animal	right	such	again	house	point
most	little	even	been	move	know	should	why	great	land	are	does	spell	show	answer	ask
because	were	thing	good	another	much	why	been	sound	three	that	said	because	hand	animal	men
said	air	found	one	sentence	find	right	our	there	also	how	well	three	three	study	here
place	sound	who	world	well	help	just	me	any	letter	set	over	here	change	mother	went
have	give	live	about	sentence	before	come	right	play	around	through	large	home	want	still	read
away	how	just	man	want	mean	over	where	tell	back	small	only	new	off	page	need
year	live	only	good	say	too	man	where	want	two	put	find	turn	want	found	that
two	most	name	should	write	house	know	right	boy	different	still	before	us	learn	point	land
me	very	answer	think	help	farm	new	old	large	show	end	must	turn	world	every	different



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

Guess my Word

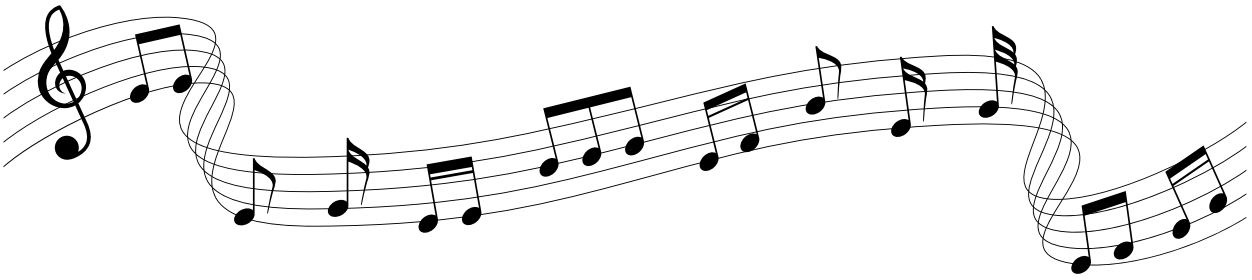
Print the flash cards on pages 206–215. Have students work in pairs. One partner should hold a flash card to his or her forehead while the other partner gives the clues. Once the partner guesses the word correctly, the other student takes a turn. Students can use any of the prompts below as clues:

- 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 206–215, 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 203–204.

