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PRACTICE - ASSESS - DIAGNOSE

Level K

180 Days of HIGH-FREQUENCY WORDS for Kindergarten

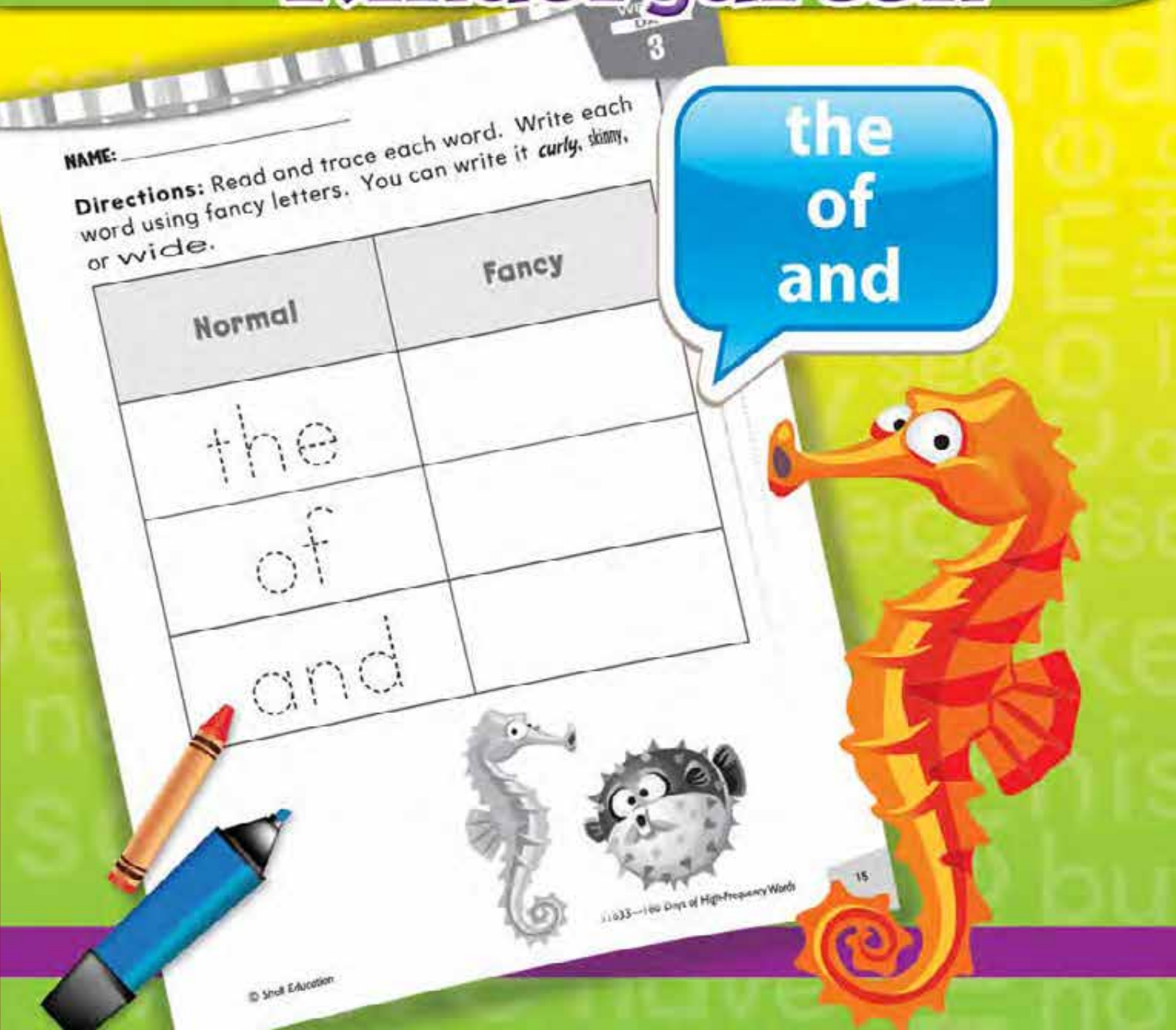


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INTRODUCTION AND RESEARCH

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).

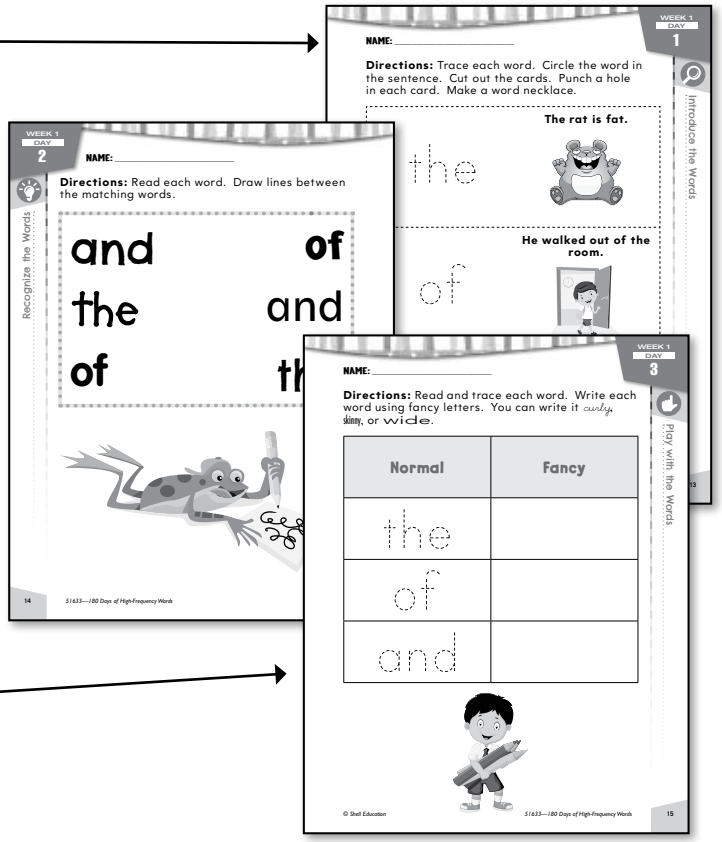
HOW TO USE THIS BOOK *(cont.)*

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 and word recognition skills.

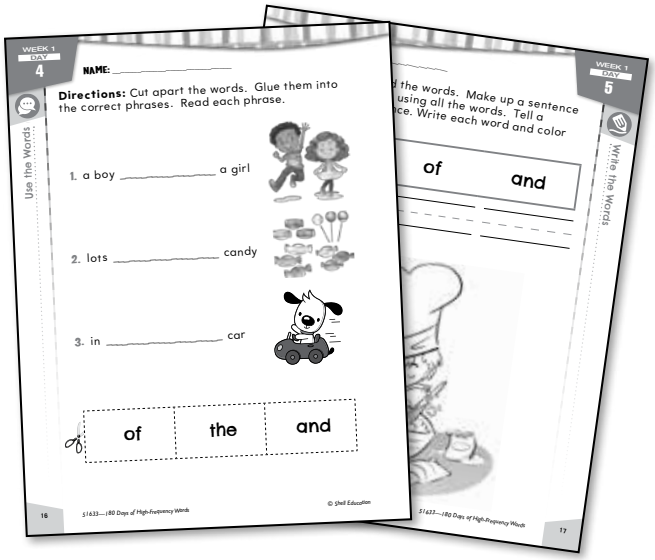
The week starts with introductory activities. The focus for the first half of the week is to familiarize students with the words of the week.

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.

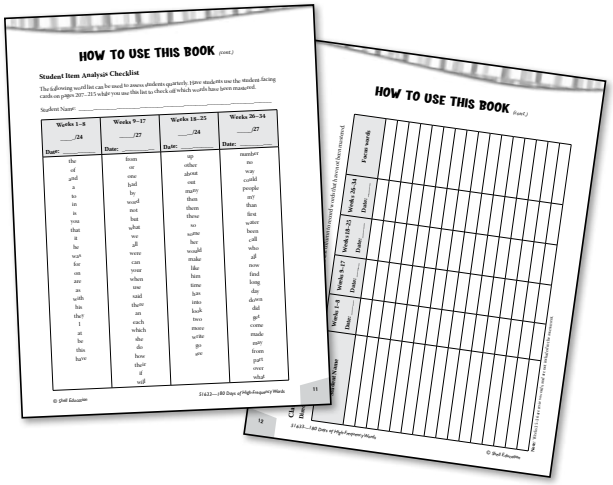


HOW TO USE THIS BOOK *(cont.)*

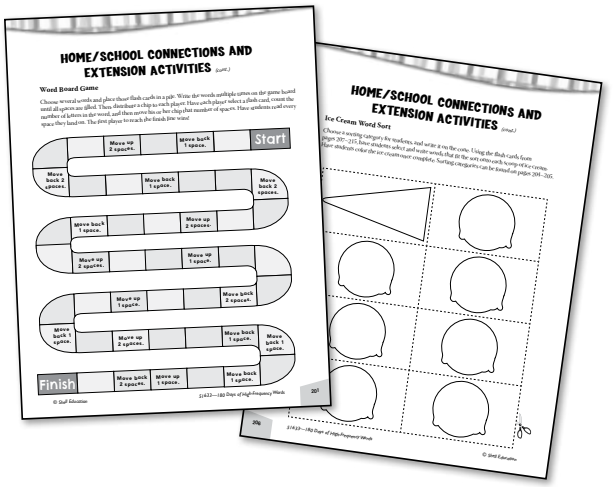
Using the Resources

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: 90507248. Follow the on-screen directions.

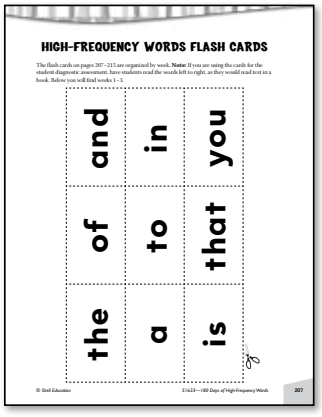
The quarterly assessment tools will aid the classroom teacher in tracking the high-frequency words your class recognizes throughout the year. The checklist on page 11 should be reproduced for each student in the class. Use it to record the words students recognize each quarter. Use page 12 to log students' 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 207–215, 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 be used with the home/school connection and extension activities.



HOW TO USE THIS BOOK *(cont.)*

For 180 days, teachers 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 will 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.	Letter Order Picture Words Word Books Word Find Word Necklace
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.	Hidden Words Letter Order Word 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.	Color by Word Fancy Words Missing Letter Race to the Finish Scrambled Words Yarn Words
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.	Finish the Sentence Missing Letter Tell a Story Word Detective Word Locator
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.	Sneaky Words Word Pictures Write and Draw

NAME: _____

Directions: Trace each word. Circle the word in the sentence. Cut out the cards. Punch a hole in each card. Make a word necklace.

the

The rat is fat.



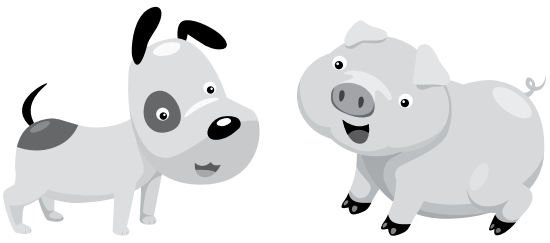
of

He walked out of the room.



and

I see a dog and a pig.



NAME: _____

Directions: Read each word. Draw lines between the matching words.

and	of
the	and
of	the



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NAME: _____

Directions: Read and trace each word. Write each word using fancy letters. You can write it curly, skinny, or wide.

Normal	Fancy
the	
of	
and	



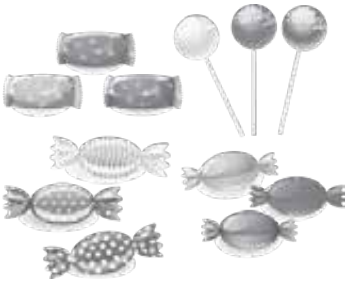
NAME: _____

Directions: Cut apart the words. Glue them into the correct phrases. Read each phrase.

1. a boy _____ a girl



2. lots _____ candy



3. in _____ car



of	the	and

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NAME: _____

Directions: Read the words. Make up a sentence about the picture using all the words. Tell a friend your sentence. Write each word and color the picture.

the	of	and



HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES

Pages 199–206 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 207–215 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!"

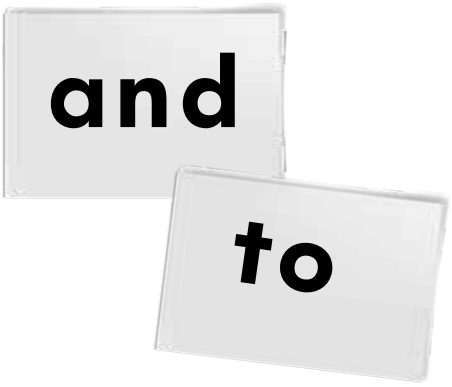
		FREE SPACE		

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

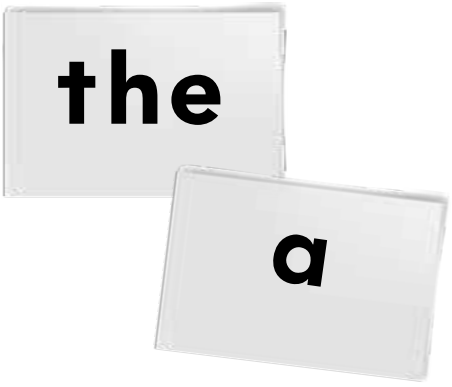
Race to 10! Race to 20!

Give each student a whiteboard or notepad to serve as a scoreboard. Use the flash cards from pages 207–215 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 10 tally marks wins! As a challenge, Race to 20!







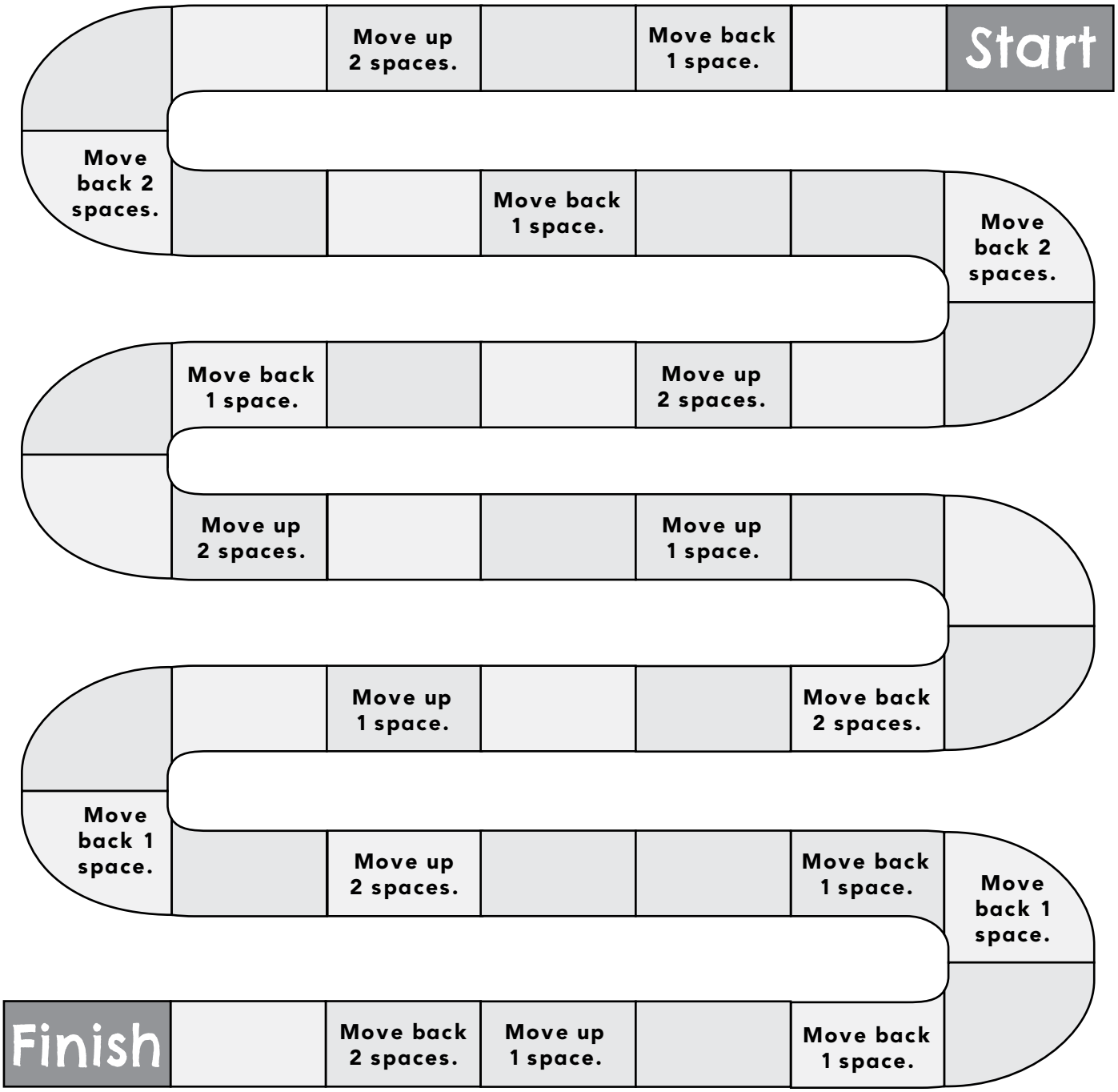


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HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

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!



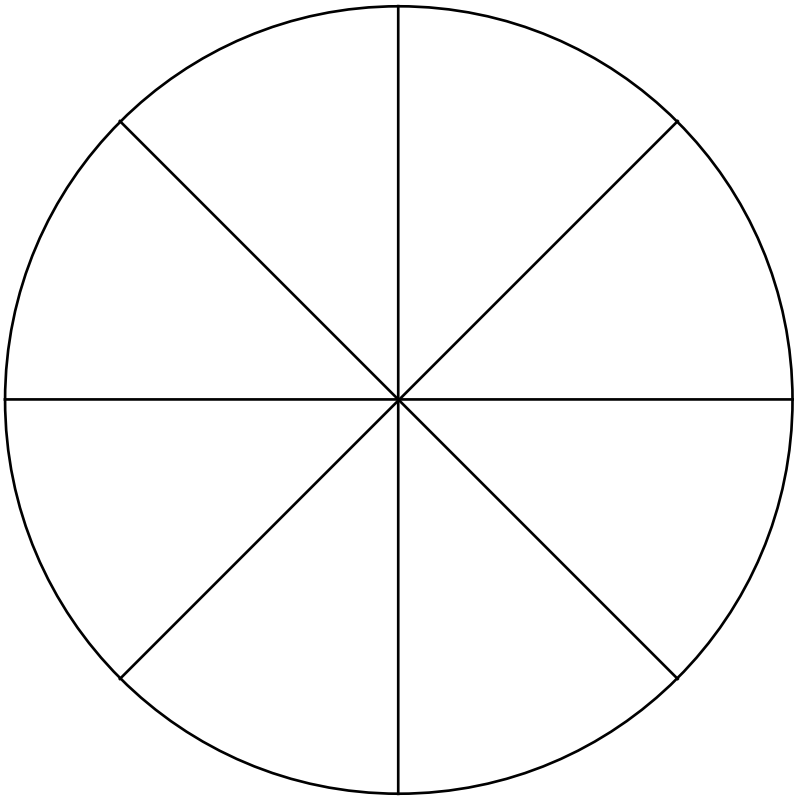
HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

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.

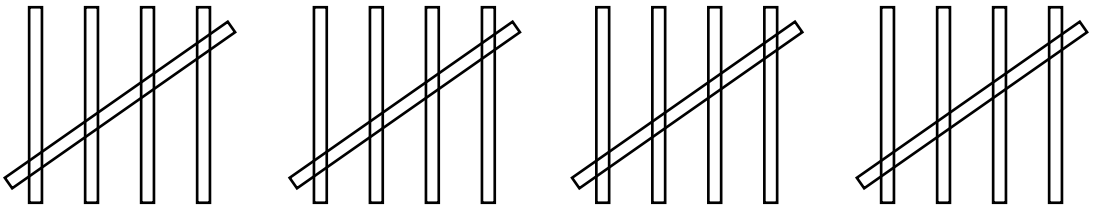


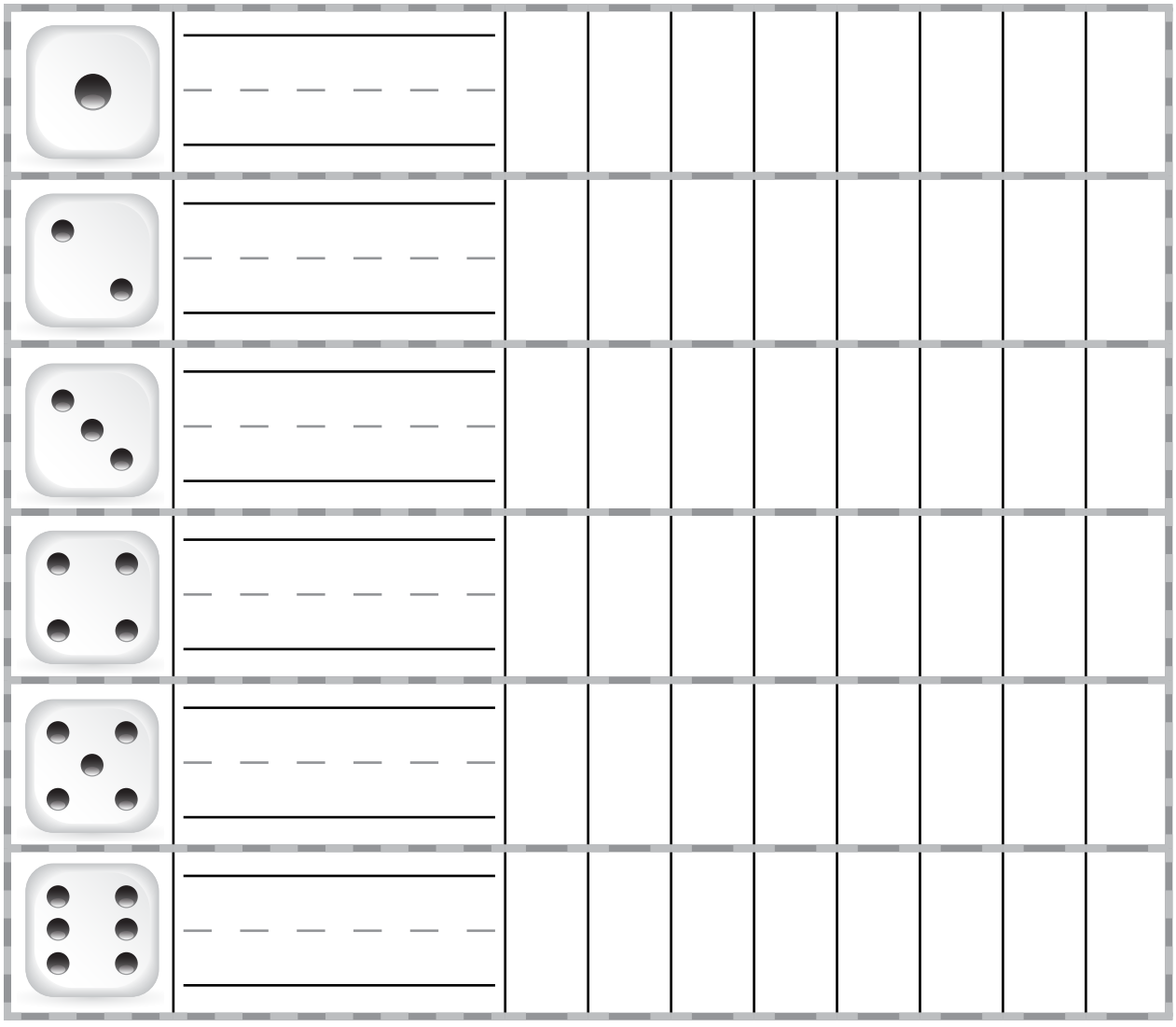
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HOME/SCHOOL CONNECTIONS AND EXTENSION ACTIVITIES *(cont.)*

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.





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!

the	than	my	had	all	said	she	by	if	of	word	could	their	were	not
there	may	come	but	and	what	will	them	her	a	we	did	time	out	an
to	the	and	how	other	him	in	look	people	no	is	over	call	look	like
that	you	about	two	write	down	you	first	day	long	go	was	it	been	see
about	that	first	he	find	some	could	now	was	this	part	would	made	have	and
for	were	water	number	which	use	what	there	were	the	to	I	that	get	in
on	day	his	water	from	of	a	is	come	you	be	number	they	I	have
make	there	of	all	a	was	are	be	said	that	one	these	with	as	water
has	but	how	made	did	with	she	these	use	been	people	so	his	make	may
many	over	what	that	look	get	I	cover	so	other	would	who	at	my	each
two	from	no	be	than	when	who	this	find	about	more	with	have	write	then
from	up	or	or	do	would	your	one	way	who	up	have	also	into	can
to	said	way	you	it	he	for	on	his	they	at	one	an	for	on
are	has	part	as	had	by	word	not	can	your	when	long	each	which	do
their	day	down	if	up	out	then	some	like	him	her	first	many	will	how
them	call	now	these	time	has	into	more	go	no	way	other	number	see	so



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

Guess My Word

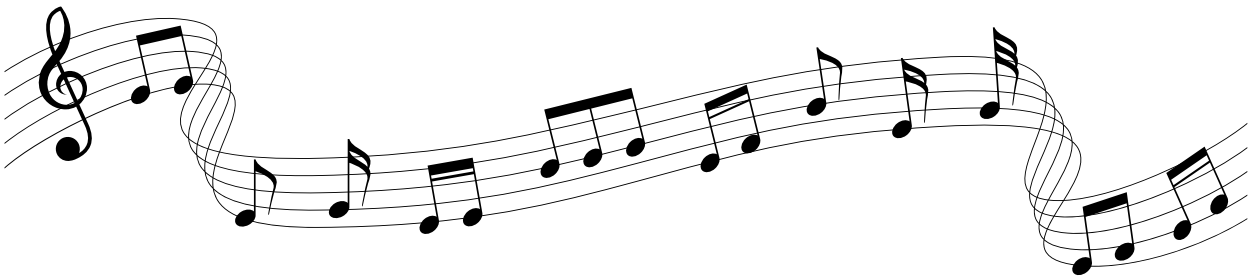
Print the flash cards on pages 207–215. Have students work in pairs. One partner should hold a flash card to his or her forehead while the other partner gives the clues. Once the partner guesses the word correctly, the other student takes a turn. Students can use any of the prompts below as clues:

- "The word has _____ syllables."
- "The word rhymes with _____."
- "The word has _____ vowels."
- "The word has _____ consonants."
- "The word has _____ letters."
- Use the word in a sentence. For example: "_____ is coming to your party?"



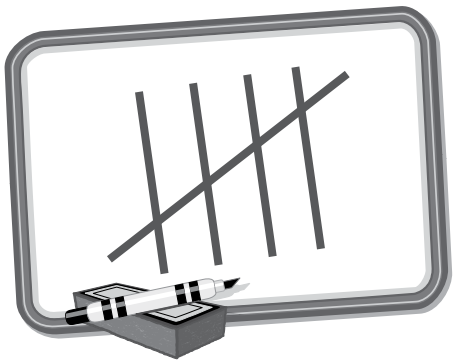
Dance and Write

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

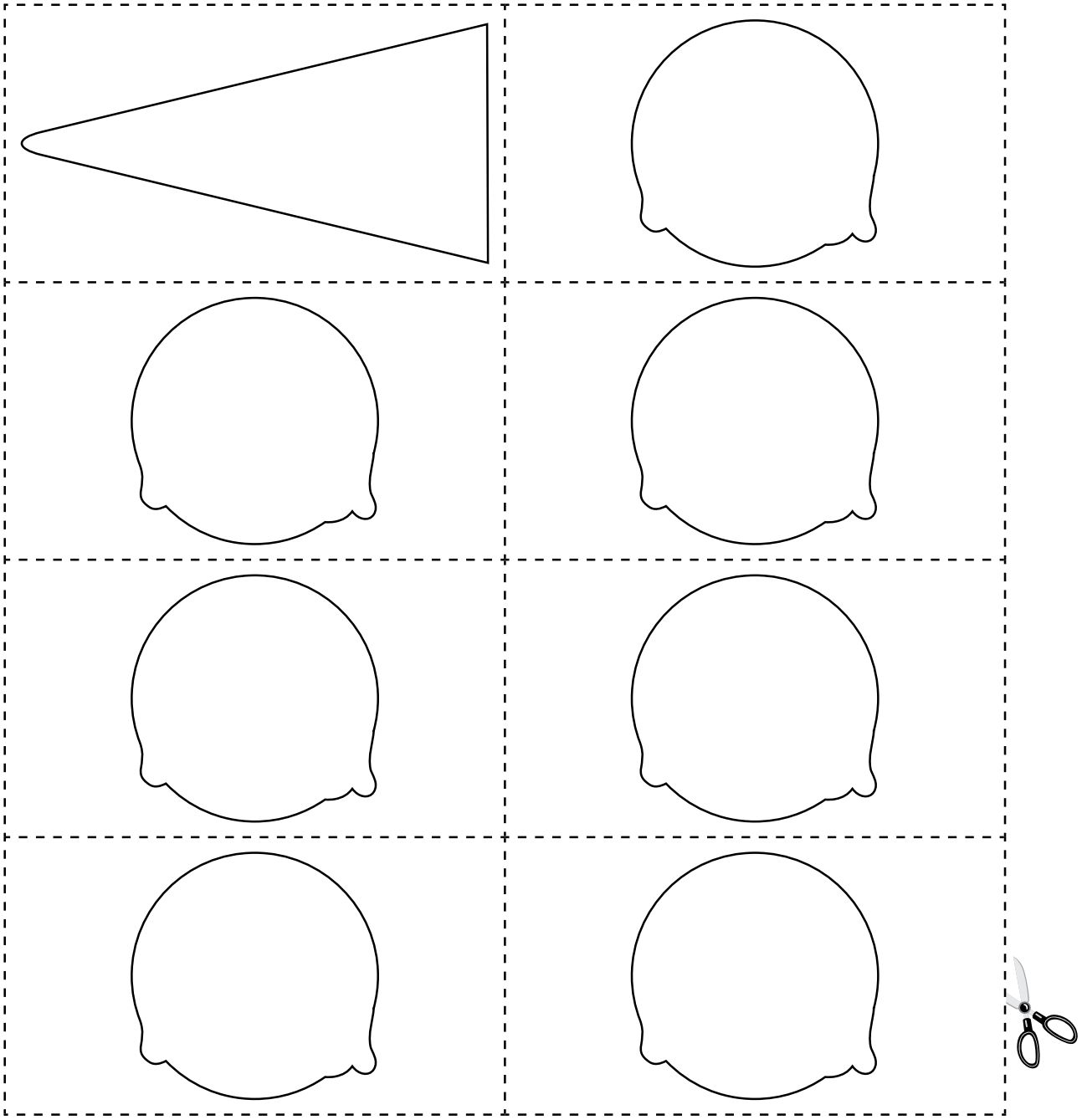
As an alternative to Dance and Write, remove the competitive aspect. Give every student a clipboard and a sheet of paper. Have students write the words of the week on their paper. Play music, and when the music stops call out a word. Have students write a tally mark next to every word called. When students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



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 207–215, 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 204–205.



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