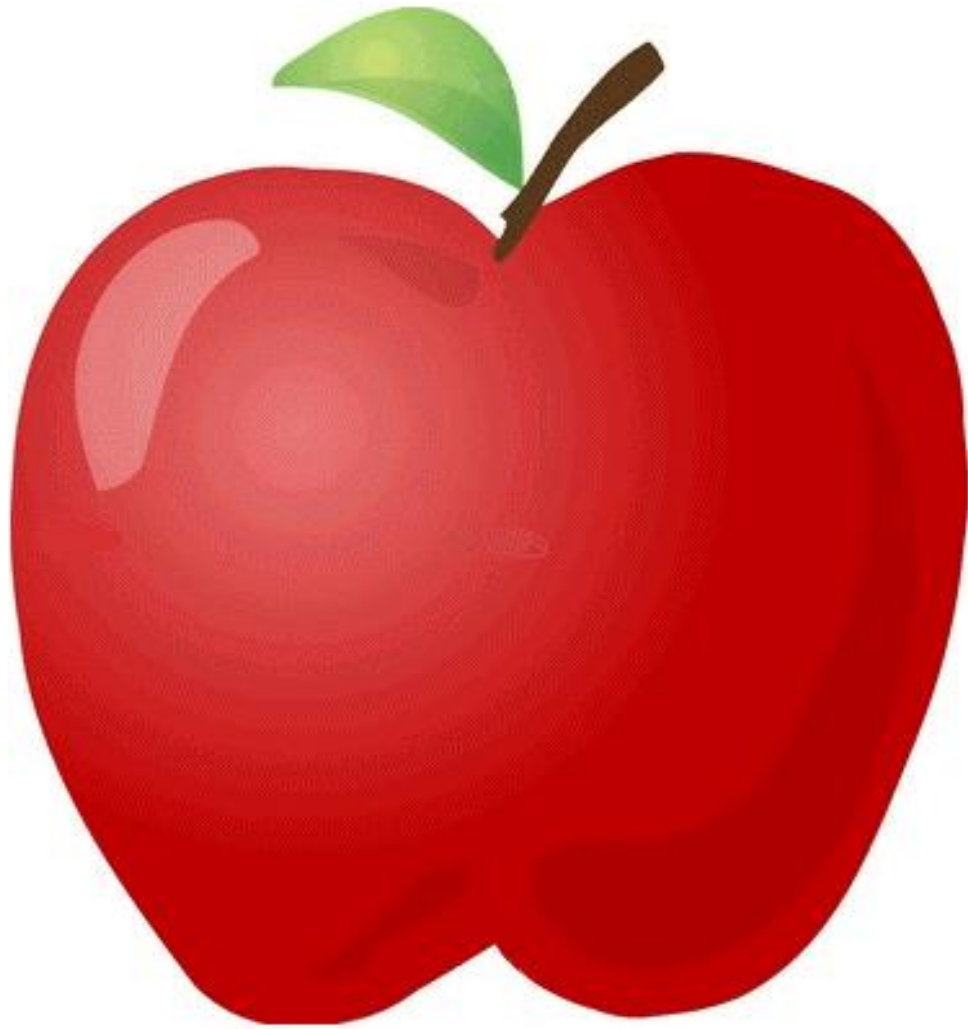


2019-2020

High Frequency Word Evaluation Handbook

Grade 1 and Grade 2



Houston ISD

Elementary Curriculum & Development

Reading/Language Arts

Introduction

High frequency words comprise approximately 50% of all written text. It is critical that students read these words quickly and effortlessly. Fluency practice in Grades 1 and 2 can begin with rapid reading of high frequency words and decodable texts. Decodable texts are included with basal reading programs.

The Texas Essential Knowledge and Skills define student expectations in regard to high frequency words.

ELA.1.2B.vi Demonstrate and apply phonetic knowledge by identifying and reading at least 100 high-frequency words from a research-based list.

ELA.1.2C.iv Demonstrate and apply spelling knowledge by spelling high-frequency words from a research-based list.

ELA.1.11D.x Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

ELA.2.2B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.

ELA.2.2C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

ELA.2.11D.xi Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

SLA.1.2B.i Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters.

SLA.1.2C.i Demonstrate and apply spelling knowledge by spelling common letter and sound correlations.

SLA.2.2A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words.

SLA.2.2B.i Demonstrate and apply spelling knowledge by spelling multisyllabic words.

This High-Frequency Word Handbook is a compilation of activities to assist the teacher with planning instruction so that students build fluency and automaticity in successfully reading high frequency words. The following information is provided in this handbook:

- Word Lists
- Words in Context
- Word Wall Activities
- Word Games
- Words to Wear
- Workstation Activities
- Appendix
- Word Cards

*** The activities found in this handbook can be used to support both English and Spanish instruction. Students receiving instruction in Spanish are formally assessed on the HFWE on the Spanish word list. The English high frequency words practiced should be incorporated into the ESL instruction block to ensure opportunities to master the recommended English high frequency words.

In addition to the activities found in this handbook, additional resources to consider include: TPRI Intervention Activities Guide
Tejas lee-Guía de actividades de Intervención Neuhaus Education Center
Florida Center for Reading Research

High-Frequency Word Evaluation Administration

The High Frequency Word Evaluation serves as one of the three promotion standards for grades 1 and 2.

- The first administration of the HFWE occurs in November. Students meeting 80 percent passing on the first administration will have met the HFWE promotion standard for grades 1 and 2.
- Students who do not meet the 80 percent passing requirement in November will participate in a second administration of the HFWE in February.
- Students who do not meet the 80 percent passing requirement on the second administration will be provided a third opportunity to meet the promotion standard in April.
- Students who do not meet the HFWE promotion standard on the third administration will be required to attend summer school where they will be administered the fourth administration of the HFWE.

Process

The classroom teacher administers the evaluation individually to all students in the classroom.

- Each word is isolated from the other words on the list and the student has 5 seconds to read each word. If the student stutters, the teacher allows 5 more seconds.
- If the student self corrects, the teacher counts the response as correct. Each correct response has a value of 1 point.
- In grade 1, the HFWE list is comprised of 125 words. Of these words, 75 are selected at the district level to be assessed.
- In grade 2, the HFWE is comprised of 300 words. Of these words, 100 are selected at the district level to assess.

Testing Window

The first administration will consist of a two week window for teachers to assess their students. Look at the chart below for an example of an assessment plan to follow.

Monday	Tuesday	Wednesday	Thursday	Friday
Student 1 _____ Student 2 _____ Student 3 _____ Student 4 _____ Student 5 _____	Student 1 _____ Student 2 _____ Student 3 _____ Student 4 _____ Student 5 _____	Input Student Results into the HFWE Application.	Student 1 _____ Student 2 _____ Student 3 _____ Student 4 _____ Student 5 _____	Student 1 _____ Student 2 _____ Student 3 _____ Student 4 _____ Student 5 _____

Monday	Tuesday	Wednesday	Thursday	Friday
Input Student Results into the HFWE Application	Student 1 _____ Student 2 _____ Student 3 _____ Student 4 _____ Student 5 _____	Test Students Who Were Absent	Input Student Results into the HFWE Application	Make sure all students have been tested and their results have been inputted in OnTrack Application.

While the students are being tested individually please make sure to prepare and plan ahead of time what the other students will be doing while you are administering the test. Some activities may include: independent reading practice, work stations, or another type of task that will keep the students working quietly and independently.

Materials Needed:

The teachers can go online to [Houston ISD eLearn](#) and look for the HFWE testing packets. The testing packets include:

- Guidelines/Oath and Teacher Directions –These must be signed before the teachers administer the test. This document provides the teachers with the directions of how to administer the HFWE.
- Record Sheet – This is the document in which you record the student results.
- Word List – This is the list of words that the student will read.

Teacher Instructions:

- Prepare materials.
 - Sign Administration Oath
 - Copy Record Sheet for each student
 - Have Word List ready for students to read
 - Have place marker ready to guide students through the word list (a blank sheet of paper or a window frame)
- Ensure the classroom has adequate lighting and is relatively quiet.
- Be aware of students who lose interest, are easily distracted, or exhibit frustration.
 - These behaviors can invalidate results
 - You may choose to stop the administration and resume at a later time

Scoring:

- Record responses on the Student Record Sheet.
 - Place a check mark for each word the student pronounces correctly.
 - If the student self-corrects the word, count the word as correct.
 - The student must score at least **60 or more words correctly** to meet the promotion standards for grade 1.

- The student must score at least **80 or more words correct** to meet promotion standard for grade 2.

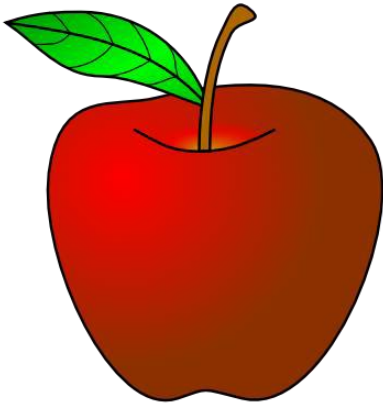
HFWE Coordinator

Each campus shall have a HFWE Coordinator assigned to represent their campus at the beginning of each school year.

As the HFWE Coordinator of a campus, this designated individual will have access to input results for students if the teacher of record is not able to input scores. When having the HFWE Coordinator access you will be able to look up all first and second grade students results and well as teacher reports.

Table of Contents

<u>Words in Context</u>	<u>Page 5</u>
<u>Word Wall Activities</u>	<u>Page 15</u>
<u>Word Games</u>	<u>Page 22</u>
<u>Words to Wear</u>	<u>Page 34</u>
<u>Workstation Activities</u>	<u>Page 48</u>
<u>Appendix</u>	<u>Page 56</u>



Words in Context

This Words in Context section provides teachers with several activities in which students can learn the meaning of the high frequency words and how they are to be used within a sentence.

Words in Context Activities

Activity: Catch the Words

Materials: 2 beach balls; permanent marker or words typed and taped to beach ball (5-7 words per week is recommended)

Procedures: The teacher directs students to get into two circles (size of circles should be adjusted according to class size). Once in a circle, students take turns gently tossing the ball around to their peers. When a student catches the ball, he/she reads the word closest to their left thumb. Then the student will read the word aloud. If the student reads the word correctly, he/she may sit down quietly until the group has finished.

Challenge: To enhance further automaticity, teachers may later set the game as a “speed” challenge and/or add previously learned words to the next week’s beach ball.

Activity: Story Stepping

Materials: enlarged page from a teacher selected story (laminated)

Procedures: Copy passages from a familiar story onto a large piece of butcher paper; laminate and tape to the floor. As the story is read aloud, ask students to step on the high-frequency words.

Words in Context

Activity: Word Architects

Materials: Mentor Text (preferably using a selection that has the high frequency words you decided to focus on for the week repeated multiple times throughout the selection); the graphic of a structure students would like to see built in the classroom; a replica of the graphic to create high frequency word pieces to add to graphic as you build student word automaticity.

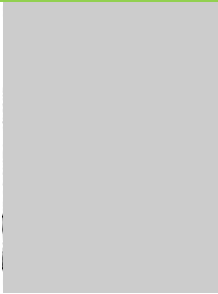
Procedures: With students, decide on a graphic they would like to see built in their classroom. Discuss the idea that if the builders never mixed the materials together, in a proper order, the structure would not be created correctly and often times not at all. (Another example could be if a chef never mixed all of the ingredients for a cake together appropriately and in sequence, he or she would not be able to produce a delicious cake). Similarly, emphasize in reading and writing that all pieces must work together and follow a certain order to build a sentence. In the same fashion, share with them sentences would not be understood correctly without the appropriate word in context. Share with them that as you read mentor texts with them, they will be identifying “key materials” (high frequency words you’ve selected) the author uses in the text to build his or her sentences.

For each selected mentor text, be sure to first read the text to the students. Then practice reading the high frequency words of focus chorally (recommended to be done daily and should be visible for the entire class). Afterwards, place students in groups with copies of the mentor text and allow students to locate and chart how many times they see the author use the high frequency words from the text. Afterwards, allow students time to practice writing the words they’ve identified.

Once, the class has mastered the week’s set of words (they can write them, say them, and identify them), the teacher will give the selected “word architects” (students) the “key materials” (selected high frequency words) to add to their structure (general rule, building from the ground up allows students to view their progress better over time).

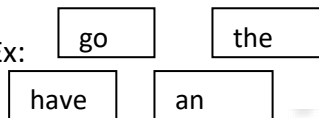
You may adjust the structure pieces to last the full year, semester, cycle, or unit according to your goals.

Ex:

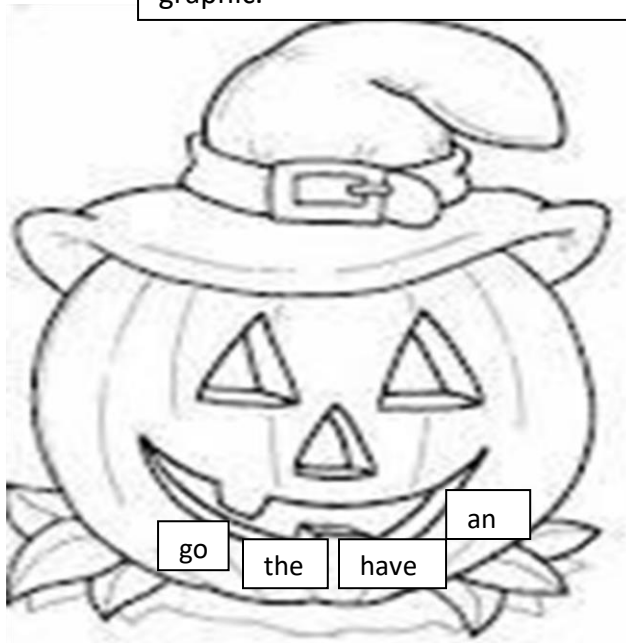


For example for Halloween, you could select a simple image like a jack-o-lantern as the graphic.

Ex:



Then, you have your selected high frequency words written on sentence strips that will ultimately fit into the shape of your selected graphic.



Ex: As your class progresses through the high frequency word list, your graphic will begin to fill in with the words the class has learned.

Words in Context

Activity: Two Word Challenge

Materials: HFW word cards, construction paper, markers

Procedures: Allow students to pick any two HFW Cards they would like to use for this activity. Then challenge students to create and write their own sentence using the selected words in a sentence. Once students have written their sentence direct them to share with other classmates.

Activity: Cross Checking

Materials: choose five high frequency words to focus on, construction paper

Procedures: To practice Cross Checking, call out several words that begin with the same letter for students to write on construction paper, such as: went, want, was, what, where. Tell students that they will have to decide which word placed in front of a sentence that will make sense. Then, say a sentence leaving out one of the words. Students decide which word makes sense in your sentence and write in that word.

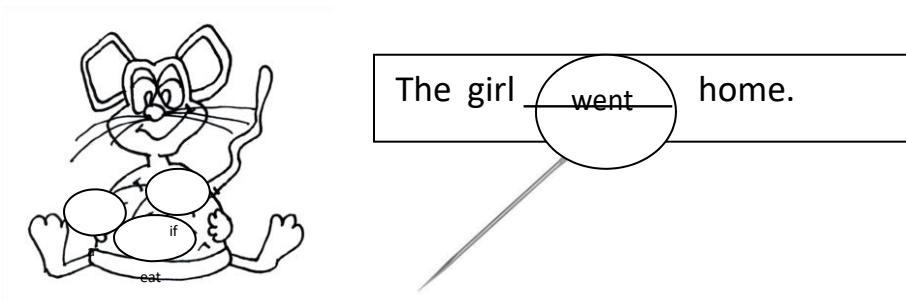
Example:

_____ to the beach.
_____ do you want for lunch?
_____ to go home.

Activity: Mending Words

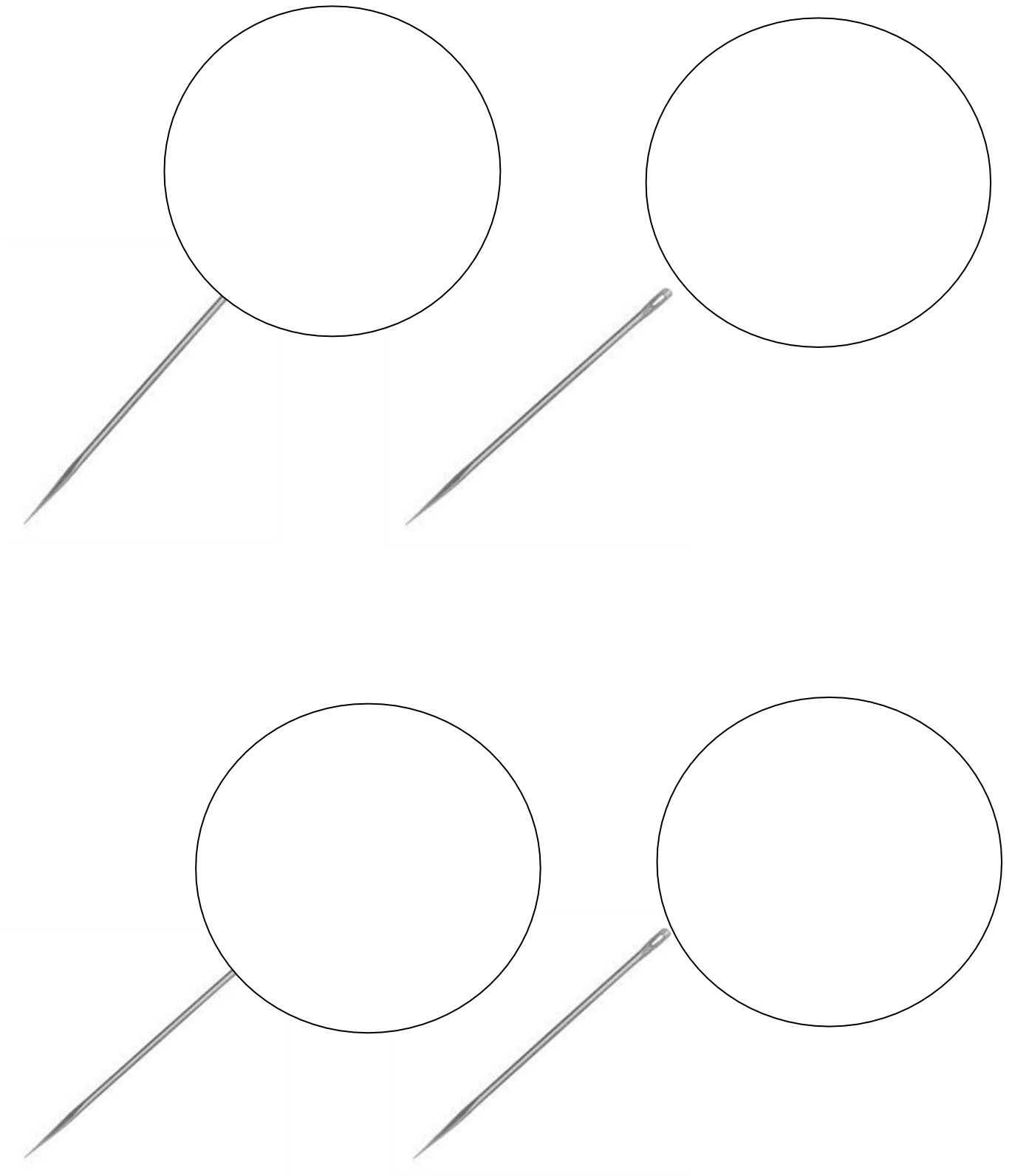
Materials: Mentor text; sentence strips with sentences from the mentor text and a blank line for students to insert (pin) appropriate high frequency word(s); over-sized sewing pins with high frequency words in the ball of the pin (lamine to make pins last longer as students); over-sized sewing pin cushion (lamine as well & as students learn more words, continue to add “word pins” to “word cushion”)

Procedures: After reading a selected mentor text, inform students that they will help “mend” sentences (which means to fix) by pulling the appropriate high frequency word pin off of the cushion and applying it to the appropriate blank in the sentence strips. (This activity can be adjusted for differentiation purposes for group or individual projects or tasks by making printable word pins and sentence strips).



Example: Sentence strip with sentence written, leave a blank underline, and students can fill in the missing word using the push pin.





Words in Context

Activity: Sentence Strip Book

Materials: high frequency word list, sentence strips, pictures from magazines

Procedures: Write sentences using high-frequency words leaving space to finish the sentence with a picture. Have students write several sentences (one on each page). Then put all the pages together and the students will have made a book. Students will then practice reading the words in context from their sentence strip book.

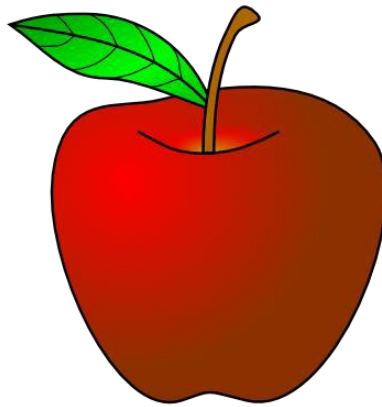
Activity: Change Word, Change Sentence

Materials: HFW word cards, laminated sentences or sentences written on the board

Procedures: Students play in a circle. The object is to pass a sentence from player to player, changing one word at a time. Write a sentence on the board. The first player reads the sentence; the next player says the sentence but changes one high frequency word. Next, verify with the class that each new sentence makes sense. Continue until all players have a chance to contribute a high frequency word and change the sentence.

Word Wall

Activities



Word Walls are located inside the classroom on a large surface such as a wall, bulletin board, cabinets, and etc. The purpose of a word wall is for the students to see the words spelled out and can be visible for all to see when needing to look for a particular word as a reference.

Below is a picture of a word wall:





Activity: Word Wall Bingo

Materials: word wall/high frequency words, bingo cards, counters

Procedures: Word Wall Bingo can be played with a small group or whole class. Each student is given a bingo card with six blank spaces. The students write one word wall word of their choice in each space. Then the words are removed from the wall, placed into a container, and called out one by one. If the word that is called out is on a student's Bingo card, the word is covered with a counter. When the entire card is covered, a child can yell "BINGO!"

Activity: Fast Match

Materials: two sets of matching high frequency word cards per student

Procedures: Fast Match can be played in pairs. Give each student a set of word cards. Each student places their word cards face up in a row. Student one looks at the cards, says a word (e.g. "then"), and student two quickly finds the matching word in his/her row. If a match is made, student one picks up both cards, read them (i.e. "then, then") and places the matching cards in a shared stack. If a match is not made, student one reads another word. Reverse roles and continue until all cards are matched.

Word Wall Bingo

Word Wall Activities

Activity: **Bang!**

Materials: Decorative shoe box with a hole in the lid, high-frequency word cards, and two or three cards with the word BANG!

Procedures: Place all high frequency word cards students have been taught in the box. The students sit in a circle and take a word from the box. If the student can read the word, he/she keeps the card. If the student cannot read the word, the word is returned to the box. When a student selects the word BANG!, he/she selects two more cards from the box. The student must read each word in order to keep the cards. The students with the most cards when the game ends is the winner.

Activity: **Recording the Daily News (Morning Message)**



Materials: chart paper, class or student word walls (student word walls are a miniature replica of the class word wall that can be in their student folders)

Procedures: While recording the Daily News, think aloud to model how to use the word wall to insert words into the writing of the news. Encourage students to locate the appropriate word from the word wall and apply it to the writing.

Activity: **Flashlight Fun**



Materials: flashlight, word wall

Procedures: Turn out lights. Say the following poem together with the class: *Flashlight, flashlight, oh so bright, Shine on a word with your light.* Shine the flashlight on individual words for the class to read and chant.

Activity: **Be a Mind Reader**

Materials: student writing paper, lapboards, white boards, or Magna-Doodles, class or individual miniature student word walls (a small replica of a word wall found in their folder)

Procedures: The teacher thinks of a word and then gives five clues about that word. The teacher has students number their papers from 1 to 5 and tells them that they

are going to see who can read their mind and figure out which of the words on the board that the students are thinking of. The teacher tells the students that they will be given five clues. By the fifth clue, everyone should guess the word. For the first clue, the teacher always gives the same clue: **It's one of the words on the wall.** Students should write next to number 1 the word they think it might be. Each clue should narrow the choices for what the word might be until, by clue five, there is only one possible word. (As the teacher gives clues, students write the word they believe it might be.)

Example:

Clue # 1 – It's one of the words on the word wall.

Clue # 2 – It begins with the letter "t".

Clue # 3 – It's a four letter word.

Clue # 4 – The letter "h" is the second letter in the word.

Clue # 5 – It has the letter "i" in the word.

Answer: this

Activity: **Louder and Louder**



Materials: class word wall or student word walls

Procedures: Have students begin reading the words on the word wall in a whisper. As they go along, have them gradually increase the volume until they are shouting by the last word.

Word Wall Activities

Activity: Funny Voices

Materials: pointer, class word wall

Procedures: As the teacher points to individual words, have the students read the words in a robot voice, an old voice, a squeaky voice, and a monster voice.



Activity: Swat

Materials: 2 large fly swatters, word wall

Procedures: Divide students into two teams, each standing on one side of the word wall. Give the first student in each team a fly swatter. Read a word from the word wall. The first team to swat the word gets a point. The swatter then passes the fly swatter to the next team member.



Activity: Around the World

Materials: word wall, pointer, jar, student name cards

Procedures: Students names are placed in a jar. The teacher pulls a name card one at a time. As child's name is selected, that student reads the high frequency word from the word wall as pointed out by the teacher. After the students name has been called you may put the students name back in the jar. By the end of the activity the students will have had several opportunities to read various high frequency words.



Word Wall Activities

Activity: Word Sorts

Materials: word wall, slips of paper or index cards

Procedures: Have students work in pairs or small groups. Students are to look for unique features in words. The students write the words on separate slips of paper or index cards. Students may determine the unique feature of their words or the teacher can predetermine the features to look for. For example: number of letters, or beginning consonants.

Activity: Missing Letters

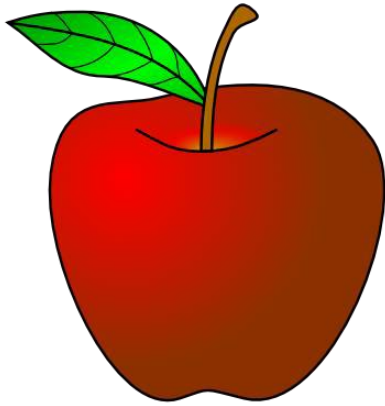
Materials: word wall and board

Procedures: The teacher selects five words from the word wall and writes them on the board with some of the letters missing. Students look for the word on the word wall and identify the missing letters. Students read the completed words.

Activity: Magic Wands

Materials: “magic wands” made out of fly swatters, cat teasers, student created pointers, extra-long pencils, or actual wands from a costume prop box.

Procedures: Have a small group of students go to the word wall and take turns using the magic wands to read the words.



Word

Games

Word Games provide fun and interactive ways in which students are playing a game while learning and practicing their high frequency words at the same time.

Word Games Activities

Activity: **Go Fish!**

Materials: 1 set of Go Fish High Frequency word cards

Procedures: The objective of the game is to collect the most fish pairs by the end of the game. First start off by taking all the cards and mixing them, face down. If 2 are playing: each player is dealt seven cards. If 3 or 4 are playing: each player is dealt five cards. All remaining cards are placed face down, near all players' reach. This becomes the draw deck.

1. Hold your cards so that no other players can see what you have. If you have any pairs place them face up in front of you.
2. The dealer starts the game by asking any other player for a high frequency word card. For example, "do you have the word *along*?"
3. If the player they asked has that word, they must give it to that person. The person then takes the matching word from his or her hand and puts both cards face up in front of him or her. The next player then gets to go.
4. When a player does NOT have the word card the person asks for, the player says, "Go fish!" The person must then take the top card from the draw deck. If the card picked matches a card in his or her hand, they can place the pair down next to them. If it does not match, they must keep the card in their hand.
5. The next player gets to go.
6. The player with the most pairs wins.

Activity: **Flip**

Materials: A set of High Frequency word cards for each group of students, a master set of word cards for the teacher, prizes (optional)

Procedures: Have each group of student's select six words from their word container and place them face up on their desk. As the teacher randomly selects words from the pile and calls out the word, the student turns the card over on their desk if the word is called. Once a student has all of the cards flipped over, the student can yell out "Flip" and read the cards to the teacher before the student gets a "prize".

Word Games

Activity: Board Games

Materials: 1 die, Deck of high frequency cards, Playing pieces (one per person), game boards, (may be copied onto colored paper or card stock, see following pages with game board templates)

Procedures:

1. The youngest player gets to go first.
2. Play will then go to the person on the right of the youngest.
3. Roll the die.
4. Draw a high-frequency card.
5. Say the word and use it in a sentence.
6. If you are correct, move your playing piece the correct number of spaces.

The player who gets to the end first is the WINNER!

Word Games

Activity: Batter Up!

Materials: High-frequency word cards, cut out of “bases”, baseball caps for the students and teacher (optional)

Procedures: Create a baseball diamond by positioning four bases (or similarly shaped tagboard cutouts) in your classroom. Divide students in two teams. Determine which team will bat first; then, one at a time have the players from that team step up to home plate. Deliver each batter a “pitch” by showing a word to be read. If he reads the word correctly, he advances to first base. If he misreads the word, the player is out. A player on first base advances one base each time a teammate correctly reads a word. When a player crosses home plate, he scores a run for his team. Each team continues to bat until six runs or three outs (whichever occurs first) have been earned. Total the runs scored by each team at the end of every inning. The team with the most runs scored at the end of the last inning of play wins.

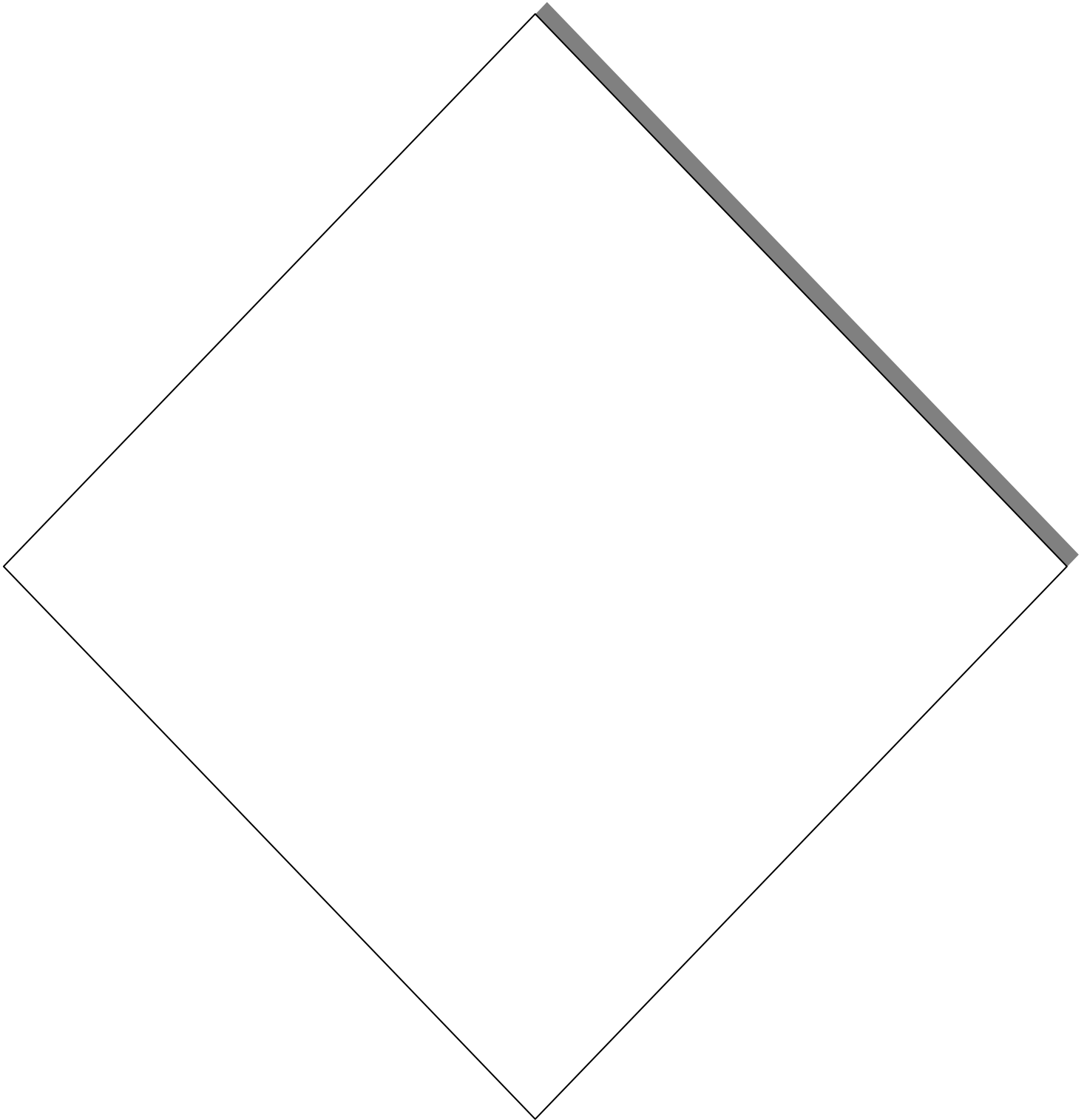
Activity: Making High Frequency Words

Materials: word cards, magnetic letters, overhead projector



Procedures: Have word cards available with the high frequency words students are learning for the week. The students choose a word card and then reproduce the word on the overhead using the magnetic letters. This is an easy center for the teacher to assess. A quick glance at the overhead screen will let the teacher know if the student is on task and spelling the words correctly.

Template for Baseball Bases
(Need to make 4 copies)



Word Games

Activity: **Tic-Tac-Toe Review**

Materials: Tic-Tac-Toe grid on the chalkboard or chart paper

Procedures: Group students into two teams: an **X** team and an **O** team. Alternating between the teams, show a word to a player. If the player correctly reads the word, he draws his team's symbol on the Tic-Tac-Toe grid. If the player misreads the word, the word is given to the player of the opposing team. If this player responds correctly, he draws his team's mark on the grid; then play resumes with his team. If the alternate player also misreads the word, read the correct word before resuming play as described above. A team earns a point for each games it wins. If the game is a draw, no points are awarded.

Activity: **Let's Make Words**

Materials: Several sets of alphabet cards per group with extra vowels or magnetic letters, set of high-frequency words for the teacher

Procedures: This activity may be played in groups of six to eight. Each group will receive several sets of alphabet cards with extra vowels. As the teacher calls out a high-frequency word, each group will form the word collaboratively using their set of letters. The group that spells the word correctly first, will share the word with the rest of the class.

Word Games

Activity: Word Race

Materials: Targeted high frequency words

Procedures: Post targeted high frequency words on the wall. Have students read as many words as they can in one minute. Chart results. Explain targeted fluency rates for grade level. Tell students they are going to practice the words each day until they can read them at the target rate. Celebrate when students reach their target. Then switch words. Model this activity whole group before having students work in small groups or pairs or in workstations.

Variations: This activity is easiest to individualize in small groups or partners. Students can practice with their individualized list of words with their partner or in a workstation.

Activity: Guess Which Word Am I?

Materials: HFW word cards (12 – teacher selected word cards)

Procedures: Have students work in pairs. Select 12 words from the HFW Word Cards, and be sure that every student has the same set of cards. Next have students to select one of the 12 words and put it to the side. The students will then need to ask for clues from their partner to try to find out which word it is that their partner has. (For example, *my word begins with the letter T, or my word ends with the letter H.*) The students will continue to ask each other one at a time for clues while eliminating which words it can be or which words it can't be. The student that selects the correct card is the winner and will have the opportunity to go first in the next round.

Word Race Chart

Date	Target Rate Met	Target Rate Not Met

Have students color in the rectangle according to if they did or did not read the high frequency words selected in one minute.

Word Games

Activity: Slap

Materials: Several sets of high-frequency word cards

Procedures: Divide the students into groups. The leader of each group has a stack of high frequency word cards. The leader lays the cards on the floor as the students read the words. The leader starts the game by giving a clue such as “I’m thinking of a word that starts with...” Students put their fingers on their shoulders before the clue is given by the leader (otherwise they hover over the word cards). Whoever touches the correct card first gives the next clue. Rotate card stacks through the groups for practice with all of the current words.

Activity: Word Fun

Materials: A set of high-frequency word cards, materials such as painted lima beans, letter tiles, pasta letter/object tray, stencils, Wikki Sticks, play-dough, alphabet stamps, or magnetic letters

Procedures: The teacher chooses 5 words from the list and writes them on the board. Divide the class into 6 groups. Each group is given a different set of materials to spell and read the words.

Activity: Hopscotch

Materials: A set of word cards for the teacher



Procedures: Make a hopscotch design on the classroom floor with tape, or on the playground with chalk. Choose a word from the list, write one letter in each box of the hopscotch and the whole word on the top students hop and say each letter to spell and say the word at the end. Continue for additional words.

Activity: **Got It!**

Materials: Large sheets of light colored construction paper

Procedures: Have students fold their paper in eighths. Number each section at the top so that your students will end up with eight boxes from 1-8. For eight straight days, pull out five words from the word bank of high-frequency words and have the students copy, read and focus on learning those five words for the day. If at the end of the day a student can read those words without difficulty, he needs to say to you "Got it!" and be rewarded in some way. At the end of the eighth day, your students will have attempted to read 40 words independently. It's suggested to vary the words from easy to more challenging.

Fold construction paper in 8 sections as shown here.

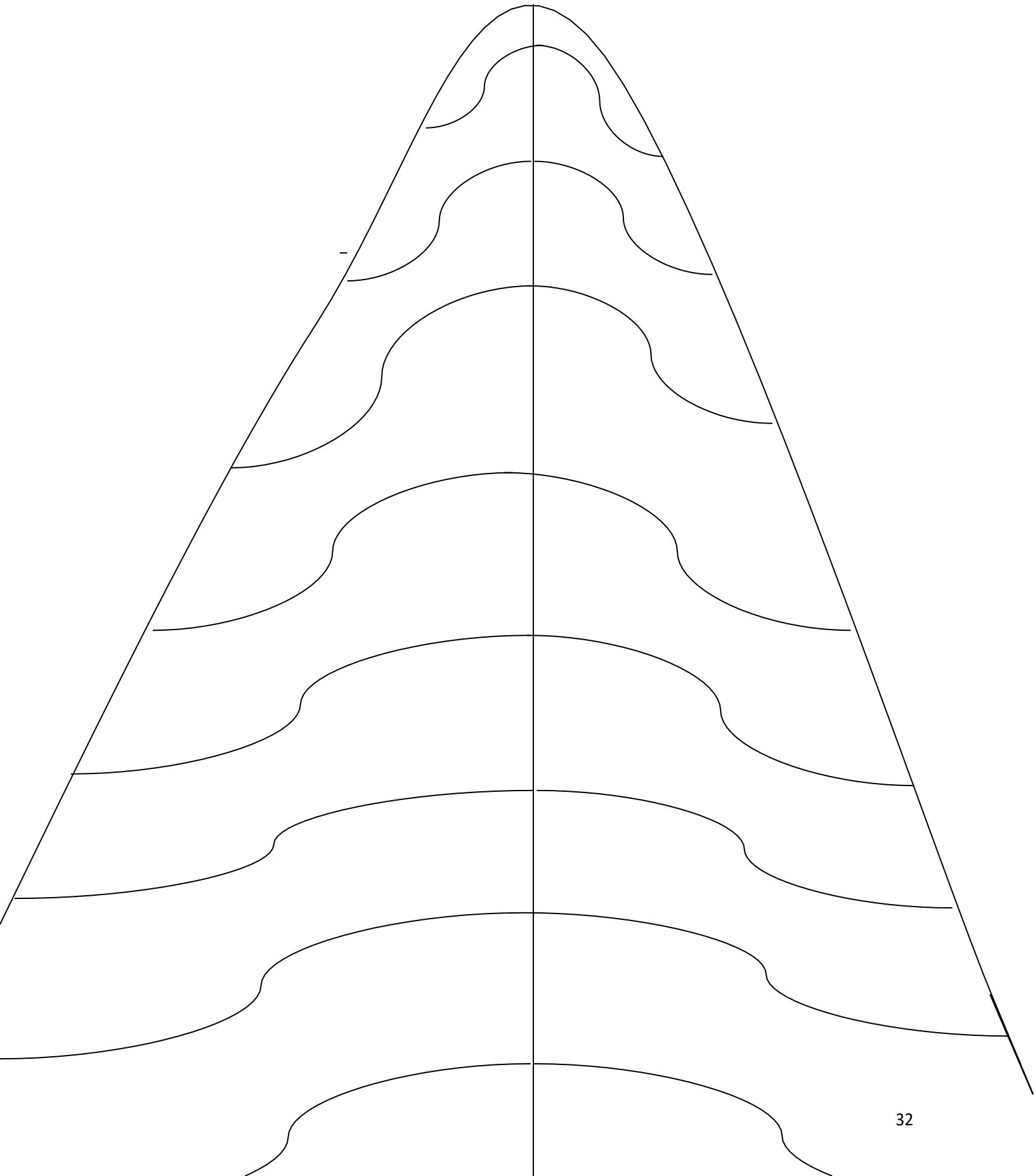
1	2	3	4
5	6	7	8

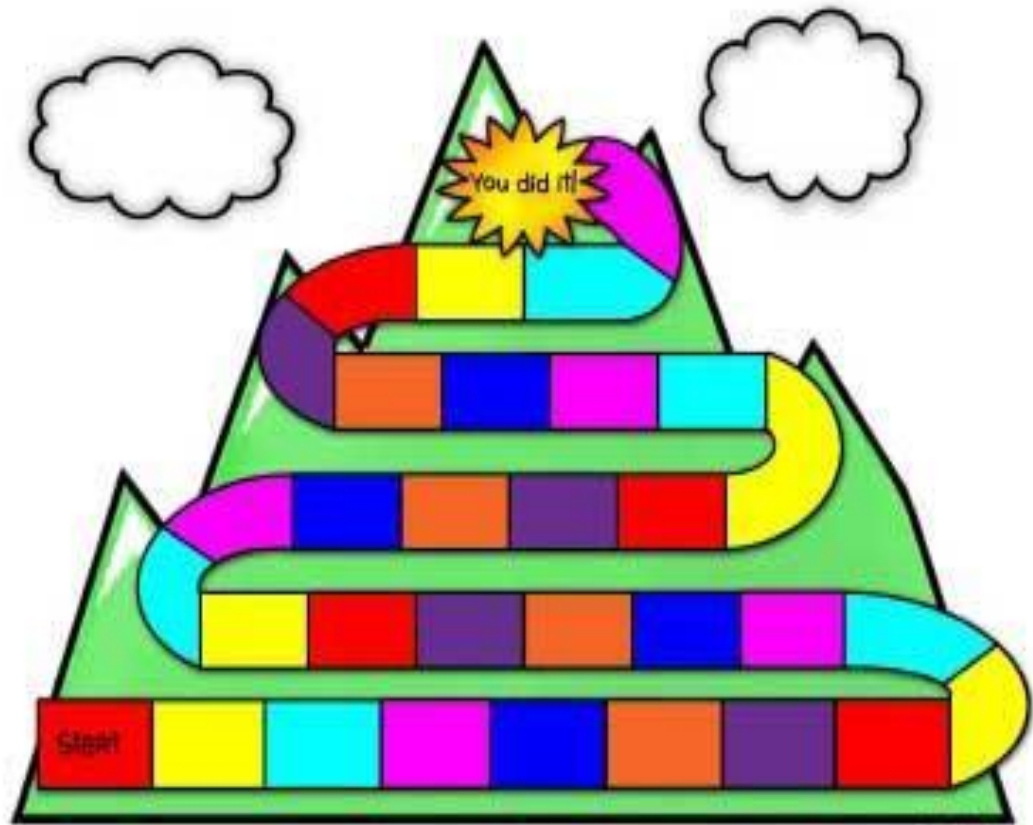
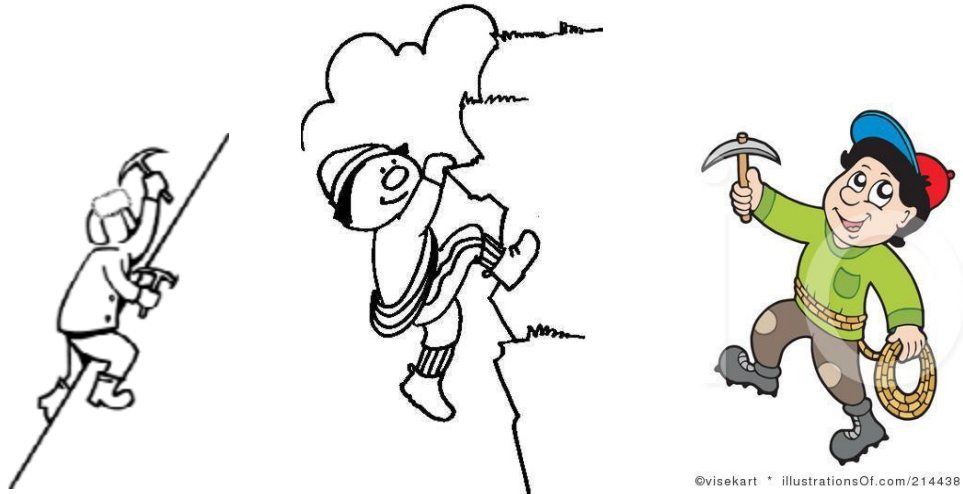
Activity: **Climb the Highest Mountain**

Materials: Design of a Mountain Game Board on the chalkboard or on chart paper, two cut outs of mountain climbers to represent a team

Procedures: Divide the mountain in half and then into 8-10 sections on each side. Teacher writes a high frequency word in each section of the mountain on both sides. Divide the class into two teams. Choose one side of the mountain to begin play, starting at the bottom and taking turns climbing up on one side and down the other. To move, each team member takes turns reading a word. If the word is read correctly, team member moves the mountain climber for his team. If the student misreads the word, the opposing team is given an opportunity to read the word and score for their team. The game resumes with the opposing team. Use a variation of the game and students can play individually using the mountain game board piece having students roll a dice and each time they can read the high frequency word correctly they move up the mountain the same amount of times that the die is rolled. (For example, if they roll a four, and the word read is correct, they can move up four squares.) Whenever the student makes it to the top of the mountain they win!

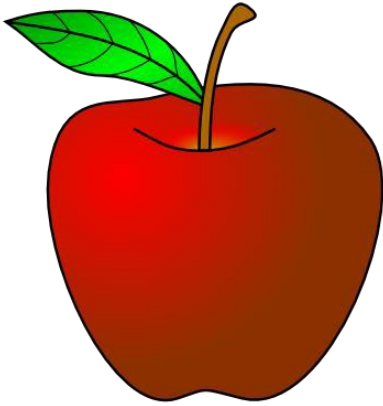
Mountain Top





Copyright © Susan K. Paradise
Created for private teacher use only
www.susanparadise.com

May not be sold or redistributed without permission



Words

To

Wear

The following activities are actually activities in which students can physically wear a word, or place on an image that appears as that image is wearing the high frequency word.

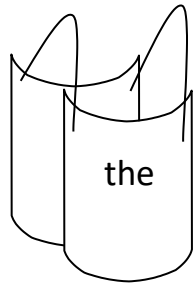
Words to Wear

Activity: Parade of Words (Shield)



Materials: 2 Poster Boards, Markers, HFW List

Procedures: Have students create a large shield using two poster boards. At the top of the poster boards make a small hole at the top of each corner. Then connect the front and back poster boards using strings to attach the two sides. Students will then write one high frequency word using large bold letters in print on the front poster board. The students will then write the other word on the back. Once students have prepared their shields allow students to march around the school hallways and have a HFW Parade! All first and second grade students can participate both by reading each other's words and by actively marching in the parade.



1. Cut out 2 poster boards in a shape as a shield.
2. Hole punch top corners, and attach with string to hold front and back of shield together.
3. Write the high frequency word in the middle of the shield.

Words to Wear

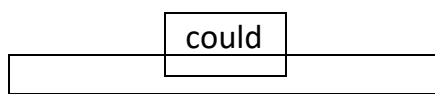
Activity: Parade of Words (Hat)



Materials: Sentence Strips, Construction Paper, Glue, Markers, HFW List

Procedures: Have students create a hat using a cut out piece of construction paper (4X6). Next have students write one high frequency word from the word list on the construction paper using a marker. Then have students glue the word on their sentence strip to complete their hat. Once students have prepared their hats allow students to march around the school hallways and have a HFW Parade! All first and second grade students can participate both by reading each other's words and by actively marching in the parade.

1. Cut out construction paper (4 X 6), and write high frequency word using a marker on the front.
2. Glue sentence strip to (4X6) construction paper.
3. Next pull around the ends of the sentence strips together, and staple the ends of the sentence strips to make a circle for the hat.



Activity: "Ask Me" Button

Materials: Circle pattern, tag board, crayons/markers, safety pins

Procedures: Copy circle pattern on tag board and have students cut out one circle and write the words "Ask Me About My High Frequency Words" on the circle. Pin the circle to the student once he has become an "expert" in reading the high-frequency words successfully. Have the student wear the "button" for others in the school to see. The student should be prepared to read some high-frequency words (if asked).

Words to Wear

Activity: Literacy Wardrobe

Materials: shoe box, permanent marker, stick-on labels, Ziploc baggies (larger than sandwich size preferred), materials to personalize shoe box (wardrobe)

Procedures: Have a discussion with students about what is typically found in their wardrobe (the variety of clothing and accessories for different seasons). Ask what the benefit is in having a variety of clothing and accessories; also ask, when getting new clothes, if they put it away and never wear them or do they want to show everyone what they just received. Inform them that it is similar to acquiring new words. They will have their minds filled with new fashionable words, and to illustrate they have learned new words, they are going to maintain a literacy wardrobe. For every word learned, students will be able to select a garment to add to their wardrobe (decorated shoe box) according to the season (suggested garments are printed with this activity). Students may write the word on one side of the garment and design and color the garment on the opposite side.

Activity: Chains



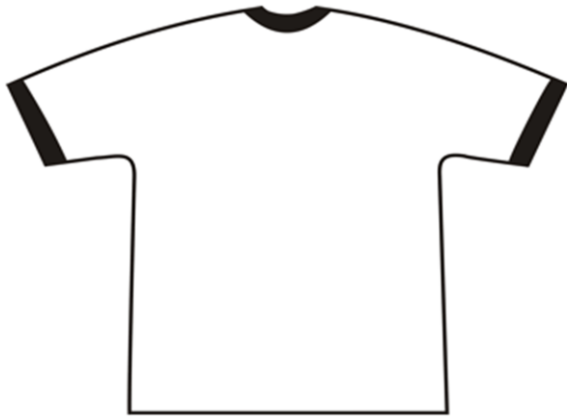
Materials: paper strips (approx. 3" x 12"), crayons/markers, glue or stapler, pencils, word list

Procedures: Have students write high frequency words on the paper strips and assemble the chains using glue or staples.

Activity: Headbands

Materials: adding machine tape, pencils, crayons, glue/tape, or stapler

Procedures: Cut strips of tape about 18 inches long. Write high-frequency words in different colors on the strips. Join the headbands with glue, tape or staples.



©Kidsfront.com



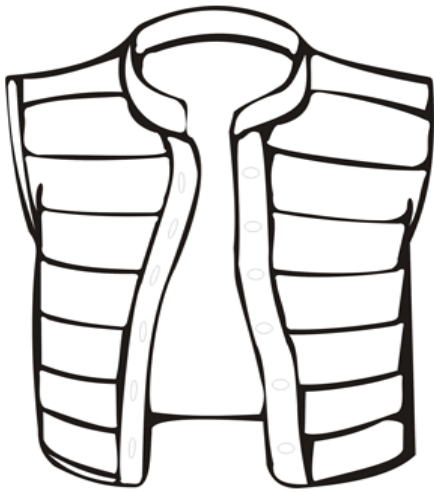
©Kidsfront.com



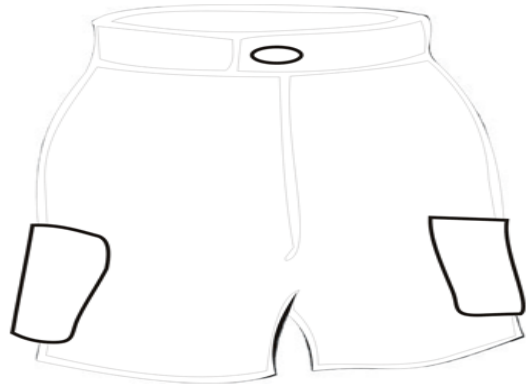
©Kidsfront.com



©Kidsfront.com



©Kidsfront.com

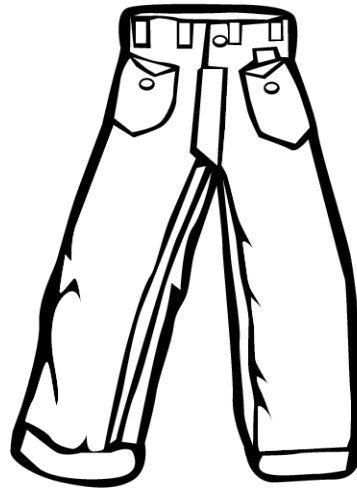


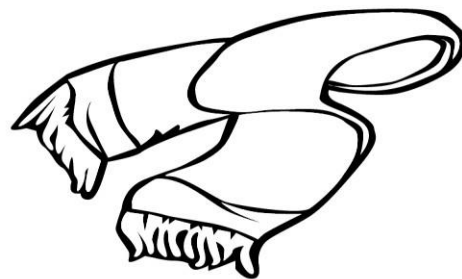
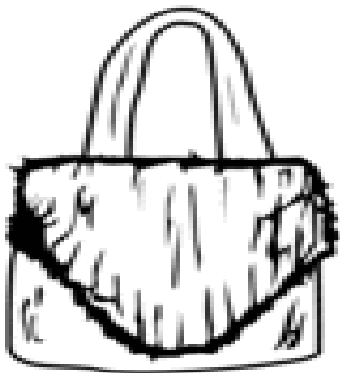
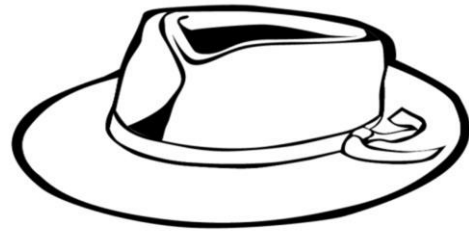
©Kidsfront.com

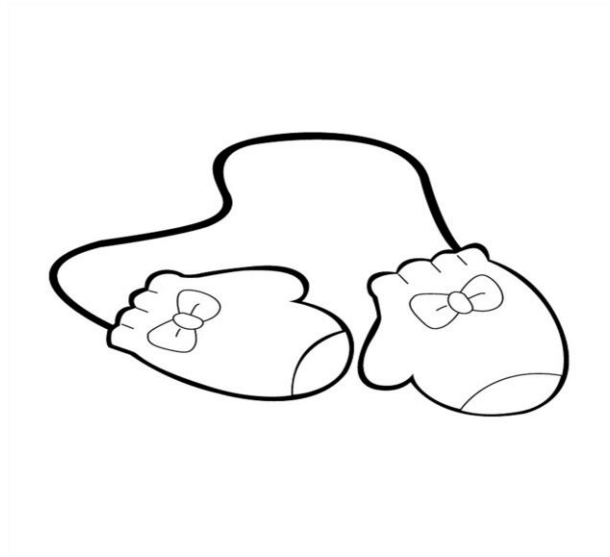


©Kidsfront.com









Words to Wear

Activity: Word Necklace

Materials: High-Frequency word list, 30"-36" of string per child, beads or macaroni, construction paper, hole punch

Procedures: Have the students write high-frequency words on construction paper cards. Punch holes in the top and string them onto the necklace made of macaroni or beads. Students practice reading the words in isolation.

Activity: Sandwich Boards

Materials: High-Frequency word list, poster board string markers, hole punch

Procedures: Make the sandwich boards with a high-frequency word/s on each one. Let the children wear them and make a sentence by standing next to each other.

Activity: Vests

Materials: paper grocery bag, scissors, pencils, crayons, markers, construction paper, glue, writing paper(optional)

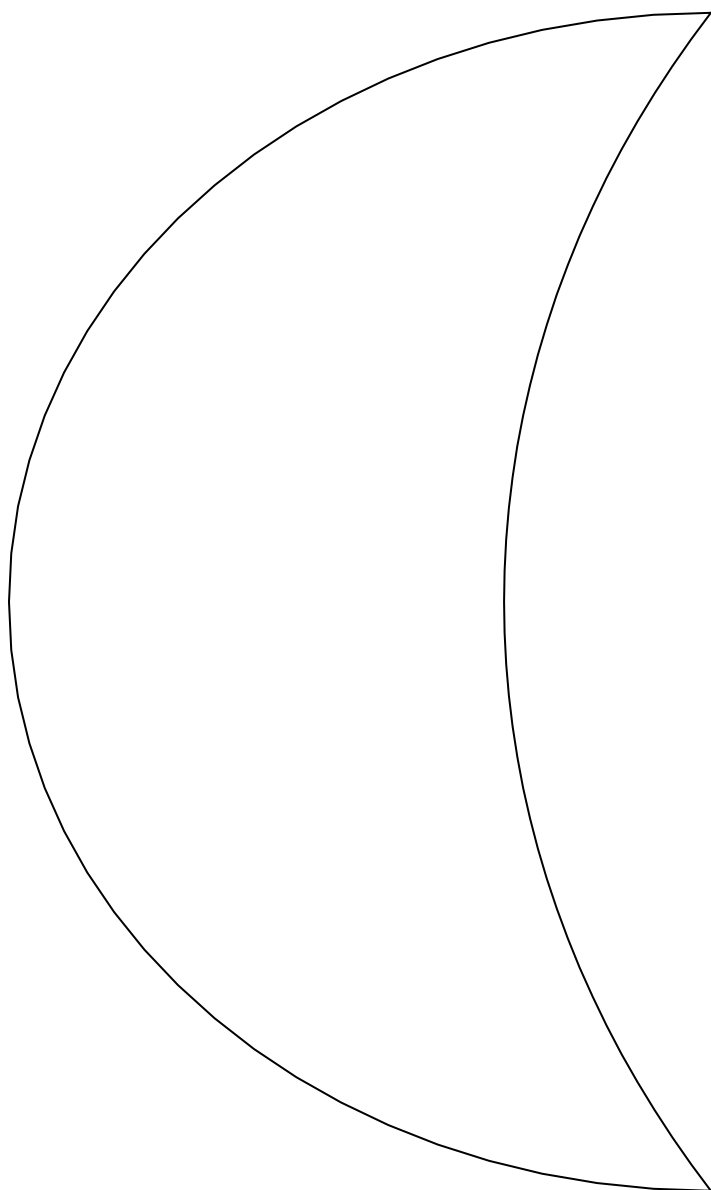
Procedures: Pop out the sides of the bag and lay it flat. Cut as shown. A paper bag allows for the students to show off their words by wearing it. The bags provide a good surface for writing.

Activity: Visors

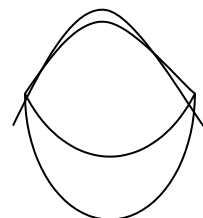
Materials: construction paper or tagboard, visor pattern crayons/markers, scissors, pencils, 15" x 1" paper strip, stapler, construction paper scraps (optional)

Procedures: Reproduce the visor pattern on tagboard. Cut out, decorate, and write high-frequency words on the visor. Staple on a paper strip.

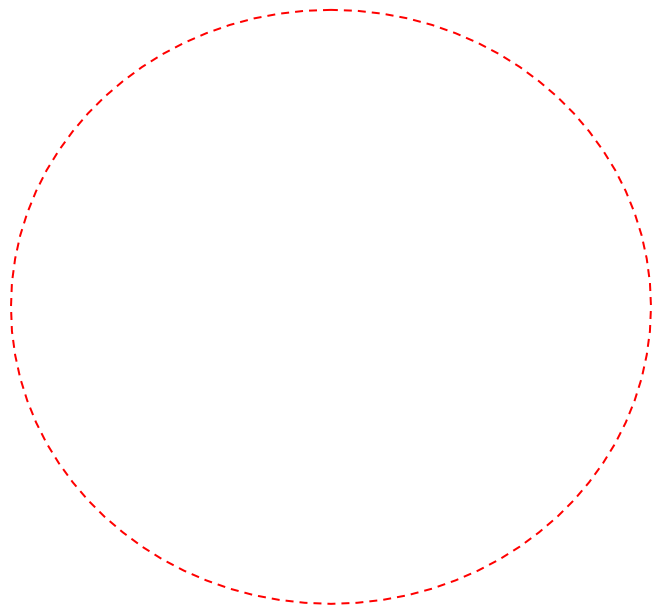
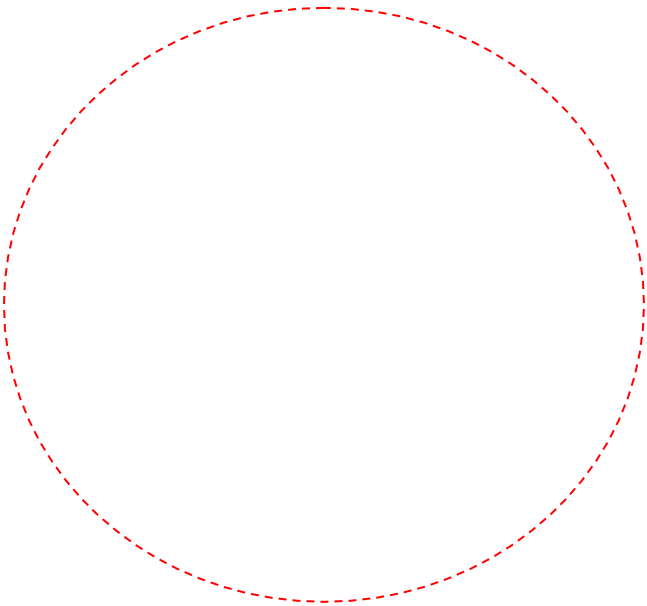
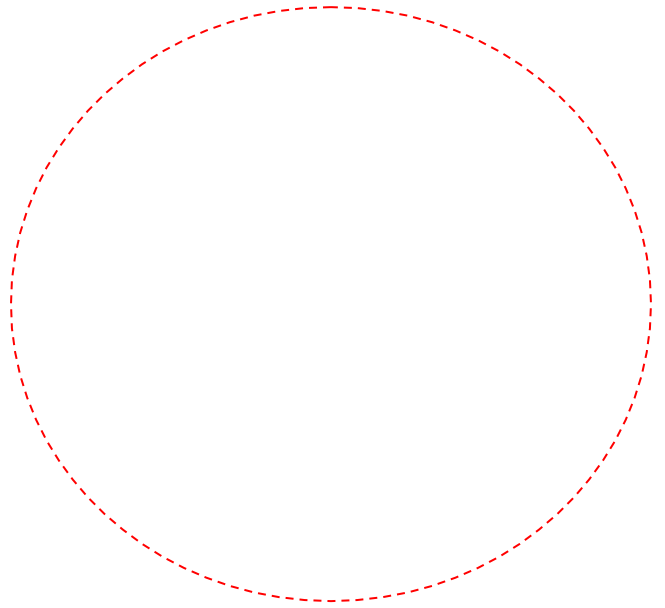
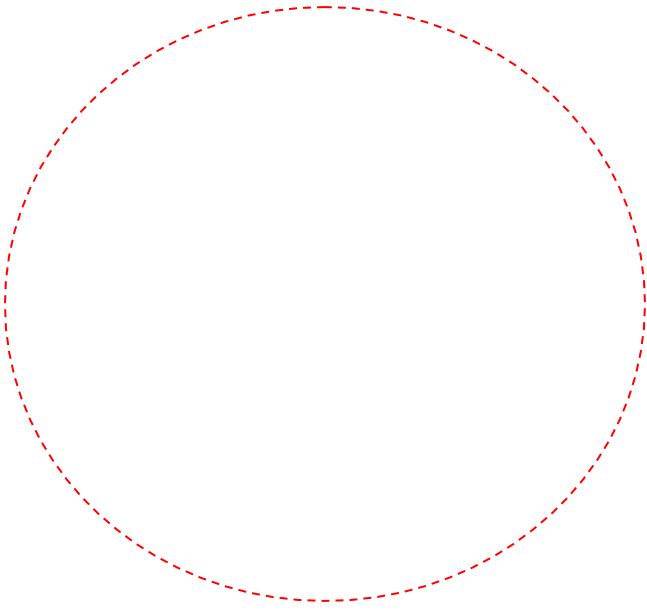
Visor Pattern



Cut out and decorate.
Staple on a strip of paper.



Button Template



Words to Wear

Activity: Word Belt

Materials: tag board (3" x 20"), yarn, hole punch, crayons/markers, scissors, pencils

Procedures: Have the students write high-frequency words on the tag board strip, punch a hole in each end and tie with yarn. The students now have a high frequency word belt.

Activity: "I Am..." Cards

Materials: 9" x 6" construction paper, hole puncher, ribbon or yarn, markers/crayons, pencil/pen

Procedures: Students write "I am" at the top of the card and fill in the blank with their name followed by a drawing of themselves. At the bottom, students should write, "I can read these words." Students then fill the rest of the card with the high- frequency words (possibly written with a colored marker) that they are able to read. Punch holes on the top left and right corners and string with yarn for students to wear.

Words to Wear

Activity: Headbands

Materials: adding machine tape, pencils, crayons, glue/tape, or stapler

Procedures: Cut strips of tape about 18 inches long. Write high-frequency words in different colors on the strips. Join the headbands with glue, tape or staples.

Activity: Decorated T-shirts

Materials: markers, old or new T-shirts, puff paints or acrylics, cardboard shirt forms, masking tape, fabric remnants, buttons, glue

Procedures: Instruct students to place the cardboard inside their T-shirt, pulling the shirt tight to tape it to the cardboard. Have them use paints, markers, buttons, and fabric remnants to write high-frequency words on the T-shirt. Wear the T-shirts on a designated day.

Activity: Word Wallets

Materials: construction paper, paper, 9" x 12", stapler, pencils, crayons, 3" x 5" cards

Procedures: Have students fold the paper in half lengthwise, then into thirds. Help them secure the folds with staples. Invite students to decorate the exterior of the wallet. On the inside of the wallet, students can divide the words into three categories such as "one syllable, two syllable, three syllable" (una sílaba, dos sílabas, tres sílabas) and then find high-frequency words to fit those categories and writing those words on the inserts of the wallet.

High-Frequency Wallet

Students will love to have their own wallet. This tri-fold wallet is a great way to review words.

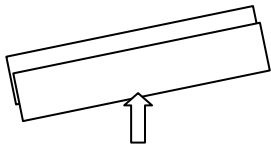
Materials:

- Construction paper 9x12
- Stapler
- 3 x 5 cards
- Crayon/pencils

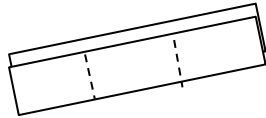
Directions:

Students will fold construction paper in half lengthwise, then into thirds. Have them secure the fold by stapling.

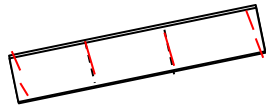
1. Fold construction paper in half lengthwise.



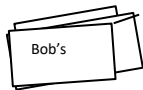
2. Then fold into thirds.



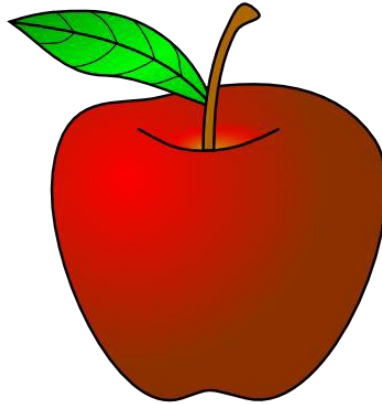
3. Staple in 4 places.



4. Write student name on wallet.



Workstation



Activities

The Workstation activities included in this handbook will contribute to the workstations that you are already doing in your classroom. The focus is on high frequency words in which students can practice and become more fluent in reading. Set up the workstations so that students will be actively on task throughout each workstation on a daily basis. Select one different workstation every week to provide a variety of activities for your students.



Workstations

Activity: Picture Journal

Materials: Class word wall, student journals, pencils, and crayons

Procedures: Have students choose 5 words (more if they're able) from the word wall to draw a picture to illustrate the word and write a single-usage sentence. For example, "black" might be depicted as a black cat with the words: "This is a black cat." This provides a quick, self-made reference for your students if they happen to get stuck on a word meaning while they are writing.

Activity: Workstation Mind Reader

Materials: Class word wall, teacher provided clues on cards, turban or magic wand, dry erase boards, and dry erase markers

Procedures: A student uses teacher provided clues on cards and reads to others in small group (3-4) in order for them to guess the correct word from the class word wall. This child can wear the turban or wave the magic wand and the others will be the "mind readers". Begin with: "I am thinking of a word on the wall with _____ letters..." Students then write their guesses on their dry erase boards and hold them up. Correct guessers put their boards down on their laps while the others continue playing until at least 5 clues are offered from the prepared cards. Students who guessed the word by the last clue get a point and keep a tally on a corner of their dry erase board. Students with 5 or more points can earn computer time or free reading time.

Activity: Colorful Words

Materials: crayons, markers and paper

Procedures: Have students use the color code below to write and read the high frequency words. Display on a bulletin board.

Color Code: a-
e = blue
f-j = red
k-o = green p-
t = orange u-z
= purple

Workstations

Activity: Word BINGO



Materials: Class word wall, teacher prepared BINGO cards, and counters

Procedures: A student calls out one word at a time from the word wall that is found on the class word wall and student BINGO cards (teacher prepares with word wall words of the week). If a student finds the word, then that student marks it with a counter. First student with a line across, down, or diagonal calls out “BINGO!” The student then wins that round but caller continues to call out the words until all words are called out. Teacher can have small rewards for caller to hand out or winners can earn free time in the classroom library.

Activity: Spelling City

Materials: Class word wall, computer, internet

Procedures: Each student pulls up the following website:

[Spelling City Hangmouse](#)

Student then types 10 class word wall words they are having the most difficulty remembering the accurately spelling. Then, the student plays “hang mouse” in order to help the mouse catch his cheese and keep the cat from catching the mouse.

Activity: Word Detective



Materials: a red crayon, the front page of a newspaper, magazine page or any material that is print rich, and high-frequency word list

Procedures: Search the newspaper or magazine page. If a word is on your list, circle it. Figure out your score. Each circled word is 5 points. (optional)

Bingo Card

Workstations

Activity: Alphabet Stamps



Materials: rubber stamp set, ink pad, paper, word list

Procedures: Use the rubber stamp set and the ink pad. Stamp each word on your paper one at a time.

Activity: Making High Frequency Words

Materials: word cards, magnetic letters, overhead projector

Procedures: Have word cards available with the high frequency words students are learning for the week. The students choose a word card and then reproduce the word on the overhead using the magnetic letters. This is an easy center for the teacher to assess. A quick glance at the overhead screen will let the teacher know if the student is on task and spelling the words correctly.

Activity: Keeping In Shape

Materials: crayon, paper, pencil, word list

Procedures: Draw a large outline of a simple shape, such as a circle or square. Write your words in the shape. Keep writing your words until the shape is filled. Read the words and switch with a partner to read the other students words.

Activity: Magical Painting

Materials: paintbrush, can of water, chalkboard, word list

Procedures: Dip the paintbrush in the water. Paint a high frequency word on the chalkboard. Watch the word disappear! Paint each word one time.

Workstations

Activity: Word Stalking

Materials: HFW word list, books, magazines, newspapers, television guides, food container sand any material that is print rich, magnifying glasses (optional), chart paper, markers

Procedures: Have students hunt for the high frequency words in the print that surrounds them. Circle the words and add them to a group chart. As an alternative, the students can tally the number of times they found a particular word in print. Add each child's count to the group total.

Activity: Fishing

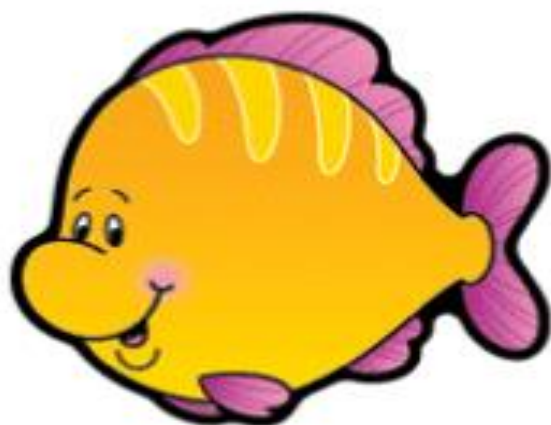
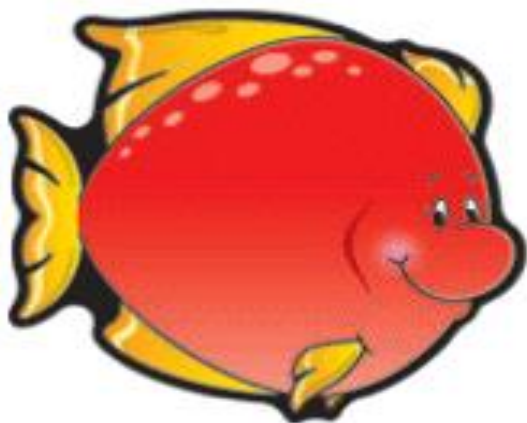
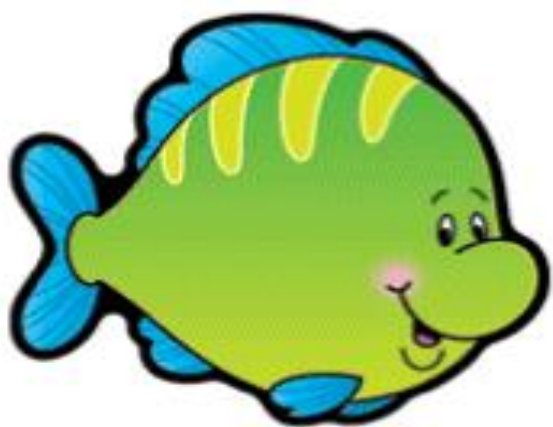
Materials: fish shapes (made out of paper or foam), fishing pole with a meter stick, string, magnet sand paper clips

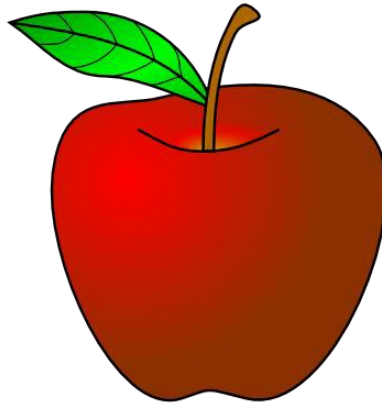
Procedures: Write pairs of the same words on fish shapes and invite students to take turns fishing for a match. Each time a student draws a card, all the children read and repeat the word building fluency as they review. Set successful matches aside or tape them on to a word chart.

Activity: Bend and Shape

Materials: pipe cleaners and the high frequency word list

Procedures: Bend one puffy pipe stem to make each letter of the word or cut puffy stem in half to make smaller letters. The students will then arrange the letters to spell the high frequency word and read the word. For students needing extra help, write out the high frequency words on sentence strips and then have the students arrange the letters to spell and read the words.





Appendix

The appendix contains the following resources:

High Frequency Word Tracking Sheet – A quick assessment given by the teacher to monitor student progress. This is to be given to the students in between testing windows as the teacher selects which words she wants to test her students on.

Websites and Apps – These are technology resources that include several website and applications that may be downloaded to assist in the students learning high frequency words.



High Frequency Word Tracking Sheet



Student name: _____

Date: _____

Words for the Week	Place a check (✓) for each correct response
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	



Hoja de Seguimiento en Palabras de Alta Frecuencia



Nombre del Estudiante: _____ Fecha: _____

Palabras de la Semana	Pon una marca de verificación (✓) en cada respuesta correcta
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

English Websites and Apps

Below are websites to be used as a reference and a resource. Once you have clicked on the website you will find additional activities that can be used in the classroom to teach high frequency words.

[Reading A-Z](#)

[The School Bell](#)

[Reading Tutors](#)

[Apples for the Teacher](#)

[Read Write Think](#)

[Pinterest](#)

[Scholastic](#)

[Ca rl's Corner](#)

[Canton Schools](#)

[Reading Source](#)

iPad Apps

[See All >](#)



Gopher Finding : Sight Wor...
Education
Released Apr 26, 2012
FREE



HIG Word Builder
Education
Released Feb 08, 2012
FREE



Smiley Sight Words™
Education
Updated Jun 16, 2012
\$1.99 BUY



1st High Frequency Words
Education
Updated Mar 13, 2012
\$0.99 BUY



Gopher Finding : Sight Wor...
Education
Updated Apr 26, 2012
\$2.99 BUY



Early Start Sight Words
Education
Released Jul 20, 2012
\$0.99 BUY

Spanish Websites

Below are websites to be used as a reference and a resource. Once you have clicked on the website you will find additional activities that can be used in the classroom to teach high frequency words.

[Phonics fun, games, and stories for early readers.](#)

[Cyberkidzjuegos](#)

[Plaza Sesamo](#)

[PBSKids Games in Spanish](#)

[Spanish Alfabeto](#)

[Sesame Street](#)

[PBSKids Letter Games](#)

[PBSKids Reading Games](#)

[Starfall](#)

We credit the following books/websites as resources for this
High Frequency Word Handbook:

- Alphabet, A Kelley Wingate Publication
- Alternatives to Worksheets, K-4, Creative Teaching Press
- Circle Time Activities, PreK-1, Evan-Moore Educational Publishers
- 5 Minute Teacher-Tested Learning Games, Troll Publishing
- Instant Word Wall High Frequency Words, CA: Practice and
- Learn Right Publications
- More Alternatives to Worksheets, K-4, Creative Teaching Press
- Teaching Phonics Staff Development Book, Harcourt Brace
- Teaching Reading and Writing With Word Walls, Scholastic
- Teaching Reading Strategies in the Primary Grades, Scholastic Publishing
- www.literacyconnections.com
- www.readinga-z.com
- www.teachingfirst.net
- <http://teachers.net>