




# High-Frequency Words Lesson Set



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# Lesson Guide: Introducing High Frequency Words (HFWs)

**Objective:** Students will identify and read high-frequency words from a research-based list.

<p><b>Model</b> Watch/Listen</p>	<ul style="list-style-type: none"> <li>• Today we will learn a new high frequency word. A high frequency word is a word we memorize and know right away without sounding it out. It can also be called a sight word.</li> <li>• Today we will learn the word <b>the</b>. What word will we learn? <b>The</b></li> <li>• Watch/listen:             <ul style="list-style-type: none"> <li>○ This is the word <b>the</b>. Point to the word card <b>the</b>.</li> <li>○ <b>The</b> is spelled T-H-E. Point to each letter as you say T-H-E.</li> <li>○ This is the word <b>the</b>. It is spelled T-H-E. Point to the letters as you say T-H-E.</li> </ul> </li> </ul>
<p><b>Practice</b> Let's try it/ Your turn</p>	<ul style="list-style-type: none"> <li>• Let's practice:             <ul style="list-style-type: none"> <li>○ This is the word <b>the</b>. What's the word? <b>The</b></li> <li>○ <b>The</b> is spelled t-h-e. What's the spelling? T-H-E</li> <li>○ What's the word? the How is it spelled? T-H-E</li> </ul> </li> <li>• Try it:             <ul style="list-style-type: none"> <li>○ Say the word <b>the</b> and then write it on your whiteboard/paper. Say it and spell it 3 times.</li> </ul> </li> </ul>
<p><b>Closure</b> Review/Restate</p>	<ul style="list-style-type: none"> <li>• I am going to show you some words. If you see the word <b>the</b> give me a thumbs up. If it is not the word <b>the</b>, give a thumbs down. <i>Teacher shows students 5-10 words with the word <b>the</b> appearing multiple times. When the word <b>the</b> appears and students give a thumbs up. Encourage them to say and spell the word in addition to giving a thumbs up.</i></li> <li>• Today we practiced the sight word <b>the</b> spelled T-H-E. Tell your partner what word we practiced and how it is spelled.</li> <li>• What did we practice? the How is it spelled? T-H-E</li> </ul>

**Materials:** Whiteboard, marker, the word *the* on a flashcard, 5-10 other HFWs

**High-Frequency Word List, High-Frequency Word Cards**

**Teacher notes:** The student objective may change depending on the words chosen. The teacher may point out to students that some high-frequency words or parts of words can be sounded out.

# Lesson Guide: Reviewing High Frequency Words (HFWs)

**Objective:** Students will review and practice high-frequency words from a research-based list.

<p><b>Model</b> Watch/Listen</p>	<ul style="list-style-type: none"> <li>• Today we will practice the high frequency words, <b>the, is, my, can, and</b>. A high frequency word is a word we know right away without sounding it out. Sometimes we call it a sight word.</li> <li>• Watch/listen:             <ul style="list-style-type: none"> <li>○ This is the word <b>the</b>. Show the word card <b>the</b>. <i>Repeat for the other words.</i></li> </ul> </li> </ul>
<p><b>Practice</b> Let's try it/ Your turn</p>	<ul style="list-style-type: none"> <li>• I will say the word first. Then, I point to the word, and you say it.             <ul style="list-style-type: none"> <li>○ This is the word <b>the</b>. What's the word? <b>the</b> <i>Repeat for the other words. Make sure students are saying the word only when you point and are all saying it at the same time.</i></li> </ul> </li> <li>• I will show you a word. When I point to the word, you say it.             <ul style="list-style-type: none"> <li>○ Show the word <b>the</b>. Point to the word <b>the</b> <i>Repeat for the other words. Make sure students are saying the word only when you point and are all saying it at the same time.</i> <i>Set aside words that are tricky. Repeat the model and practice activities and routine for introducing HFW if needed.</i></li> </ul> </li> <li>• When I point to the word, you each say it. Wait until it is your turn.             <ul style="list-style-type: none"> <li>○ <b>What is this word?</b> <i>Show the word card <b>the</b> to one student at a time and ask them to read the word when you point. Change the order of which student reads the word first as you go. Repeat for the other words.</i></li> </ul> </li> </ul>
<p><b>Closure</b> Review/Restate</p>	<ul style="list-style-type: none"> <li>• Today we practiced the sight words <b>the, is, my, can, and</b>. Let's review them.             <ul style="list-style-type: none"> <li>○ Put all the word cards where everyone can see them. <b>Look at the words we practiced today. Read them to yourself.</b></li> <li>○ I am looking for the word <b>the</b>. <b>Raise your hand if you can point to the word <b>the</b> and read it.</b> <i>Have one student say the word, and then all repeat it. Repeat for the other words.</i></li> </ul> </li> </ul>

**Materials:** Prepare flashcards with HFW to practice (teacher discretion for which words/how many to practice)  
**High-Frequency Word List, High-Frequency Word Cards**