



SHELL
EDUCATION

PRACTICE - ASSESS - DIAGNOSE

Level

1

180 Days of HIGH-FREQUENCY WORDS for First Grade

WEEK 1
DAY

4

NAME: _____

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

that one for are

1. We are happy.



2. He has one dog.



3. That is my cat.



4. This is for you.



He has
one dog.



PRACTICE - ASSESS - DIAGNOSE

180 Days of HIGH-FREQUENCY WORDS for First Grade



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SHELL EDUCATION

For information on how this resource meets national and other state standards, see page 4. You may also review this information by visiting our website at www.teachercreatedmaterials.com/administrators/correlations/ and following the on-screen directions.

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TABLE OF CONTENTS

Introduction and Research.....	3
How to Use This Book	4
Daily Practice Pages	13
Answer Key	193
Home/School Connections and Extension Activities ...	198
High-Frequency Words Flash Cards.....	206
References Cited.....	216
Contents of the Digital Resources	216

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

180 Days of High-Frequency Words for First Grade offers weekly units to guide students as they practice and learn words every day of the school year. Each daily activity is designed to engage students with the words of the week. On the first day, students are introduced to the words of the week. For the rest of the week, students complete activities in which they must **recognize, play with, use,** and **write** the words of the week.

Easy to Use and Standards Based

The Every Student Succeeds Act (ESSA) mandates that all states adopt challenging academic standards that help students meet the goal of college and career readiness. While many states already adopted academic standards prior to ESSA, the act continues to hold states accountable for detailed and comprehensive standards. These daily activities reinforce grade-level skills and allow students to read, write, speak, and listen to high-frequency words every day of the school year. This chart indicates reading, writing, language, and print concept standards that are addressed throughout this book.

Reading— phonics and word recognition	Read common high-frequency words by sight.
	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	Add drawings or other visual displays to descriptions as desired to provide additional detail.
Writing— text type and purpose	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which students name what they are writing about and supply some information about the topic.
Language— conventions of standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Print many uppercase and lowercase letters.
	Use frequently occurring nouns and verbs.
	Produce and expand complete sentences in shared language activities.
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Capitalize the first word.
Print concepts	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	Demonstrate understanding of the organization and basic features of print.
	Follow words from left to right, top to bottom, and page by page.
	Recognize that spoken words are represented in written language by specific sequences of letters.
	Understand that words are separated by spaces in print.

HOW TO USE THIS BOOK *(cont.)*

Using the Practice Pages

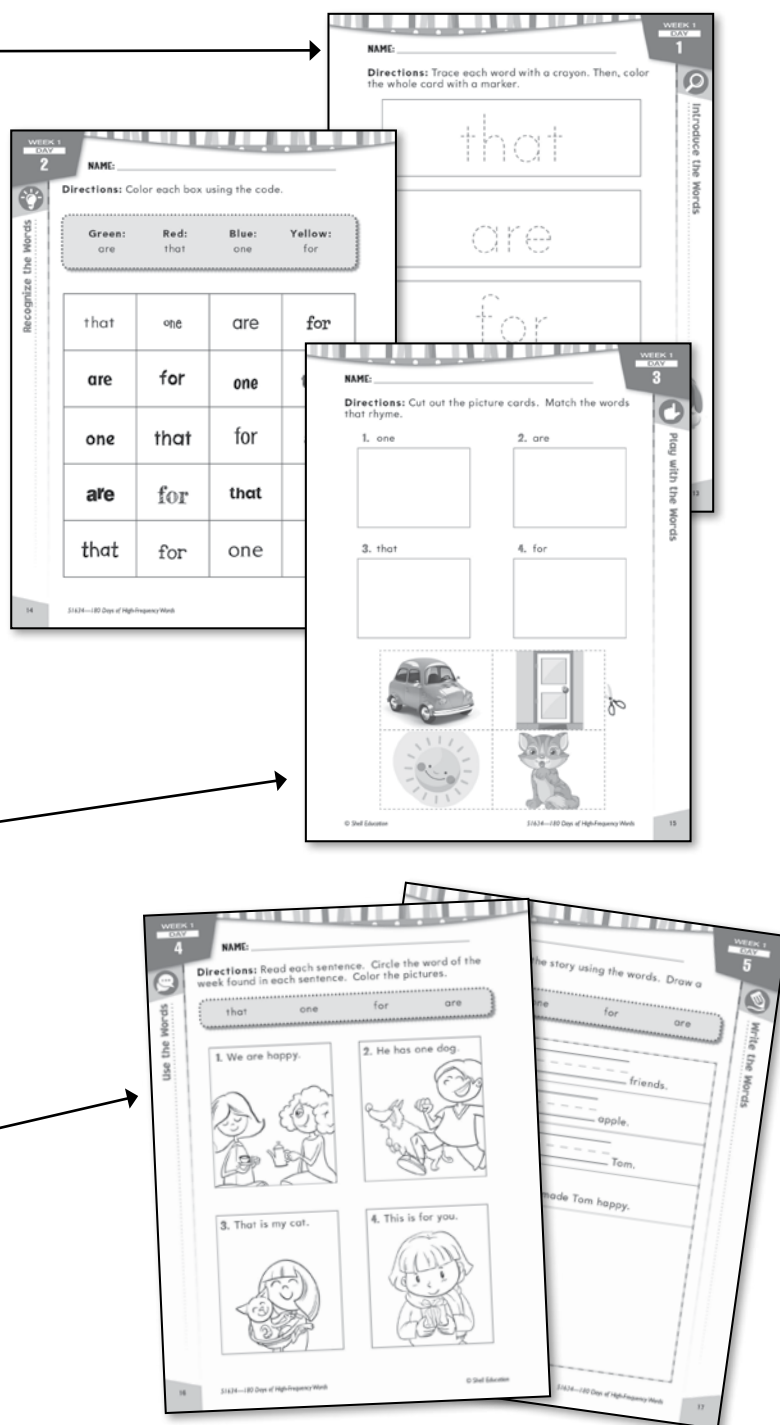
Practice pages provide instruction for each day of the school year. Teachers may wish to prepare packets of weekly practice pages for the classroom or for homework. As outlined on page 4, every page is aligned to phonics skills and word recognition skills.

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.

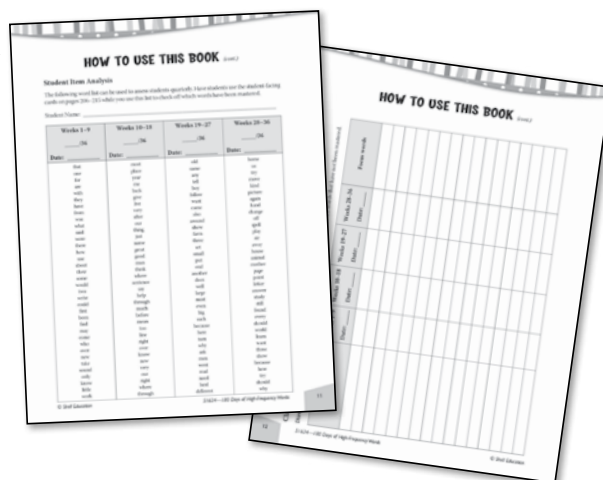


HOW TO USE THIS BOOK *(cont.)*

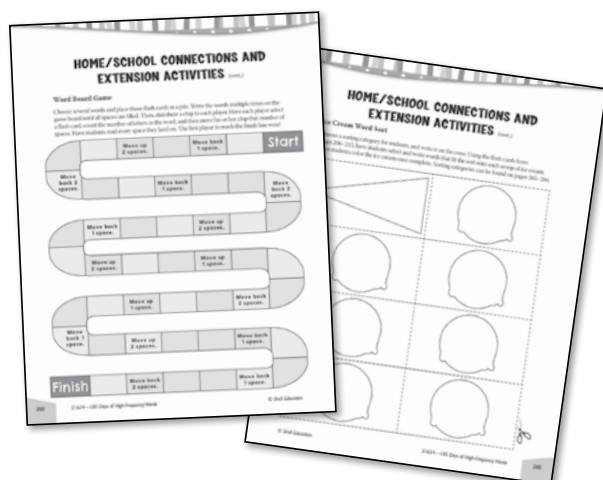
Using the Resources

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.

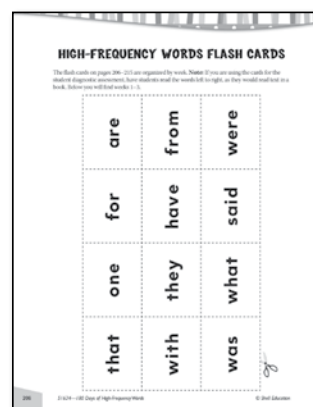
The quarterly assessment tools will aid the classroom teacher in tracking the high-frequency words your class recognizes throughout the year. The checklist on page 11 should be reproduced for each student in the class. Use it to record the words students recognize each quarter. Use page 12 to log students' 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 be 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

HOW TO USE THIS BOOK *(cont.)*

Below is a detailed explanation and rationale for each activity in *180 Days of High-Frequency Words for First Grade*.

Activity	Description
Color by Word	Students practice recognizing the high-frequency words of the week in various fonts by coloring words using color codes.
Crayon Relief Flash Cards	Students trace the letters on the flash cards with crayons and then color over the whole flash card with markers. The result is a crayon relief. It is especially fun to use a white crayon when doing this activity.
Create Sentences	Students describe scenes with sentences using high-frequency words. Students can do this activity orally. If they are more advanced or later in the year, have students write the sentences on separate pieces of paper. Encourage students to create stories about the pictures once they are more comfortable doing this activity.
Fill in the Sentence	After cutting out the high-frequency words of the week, students match them to appropriate sentences. Then, students practice reading sentences to partners.
Finish Sentences	Cloze sentences are provided into which students must insert the correct words. Students complete simple sentence stems that contain the high-frequency words. Then, students illustrate one of the cloze sentences.
Font Match	After cutting out cards with the high-frequency words shown in various fonts, students acquaint themselves to the various ways the words can look by sorting the words.
Making Flash Cards	Similar to the Crayon Relief Flash Cards activity, students trace the lines of the letters on the flash cards with a marker. For this activity students are given creative license to decorate the rest of the card as they please. Consider using glitter, salt, small pasta, or cotton balls that have been stretched.
Mixed-up Sentences	Students are provided with the words to a sentence; however, they are all mixed up. Students must rearrange the words to create sentences and then draw pictures.
Read and Color	Students match pictures and simple sentences using the high-frequency words.
Rhyming Words	Students focus on making rhymes by matching pictures and words or words and words.

HOW TO USE THIS BOOK *(cont.)*

Activity	Description
Snap and Spell Flash Cards	This activity provides a kinesthetic way for students to interact with the letters in the words. Tall letters (letters that touch the top line) stretch up high to the blue sky and are traced with blue. Short letters (letters that touch the mid-line) are level with the grass and are traced with green. Low letters (letters that go below the bottom line) go down in the dirt and are traced with brown. After students understand the colors that represent the height of each letter, have them snap and spell their words. Students stand, and as they say the names of the letters, they snap their hands in the appropriate places: over their heads for tall letters, at their waists for short letters, and down by their toes for low letters.
Telephone Math Game	Students are given the words of the week and a telephone keypad. Students have to make one-to-one correlation with each letter with the number assigned to the telephone keypad. Students then add all numbers that correspond with the letters in each word to get a sum.
Use and Color	Students read the words of the week used in sentences. Students need to find and circle the high-frequency word in each sentence and then color the picture that illustrates each sentence.
Word Clues	Provided word cards are matched to the corresponding clues to practice high-frequency words.
Word Shapes	Students focus on the shapes of the words in this activity. The shapes or outlines of the words are provided. Students must match the correct words to the shapes. Then, they write the words again on the provided lines and draw the outlines of the shapes of the words.
Word Sort	Categories that the high-frequency words fit into are provided. Students must sort the words into the categories. Some words may fit into more than one category.
Word Story	Simple stories using the high-frequency words are provided. Students must complete the cloze sentences in order to complete the stories, and then draw pictures.

HOW TO USE THIS BOOK *(cont.)*

Diagnostic Quarterly Assessment

Teachers can use the *Student Item Analysis Checklist* to monitor students' learning. This tool can enable teachers or parents to quickly score students' work and monitor students' progress. Teachers and parents can see which high-frequency words students know and which ones they do not.

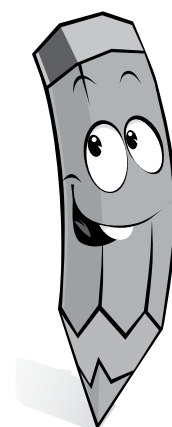
The words in this book are divided into four lists. Each list can be used to assess students quarterly throughout the year. The *Student Item Analysis Checklist* on page 11 should be used by the teacher to administer the assessment. The *High-Frequency Word Flash Cards* on pages 207–215 should be used as the student-facing list. Below you will find detailed steps to administer each component of the diagnostic assessment.

To Complete the Student Item Analysis Checklist:

- Write or type the student's name on the name line at the top of the chart. One copy per student is needed to track his or her ongoing progress throughout the year.
- Give each student the flash cards that correspond with the *Student Item Analysis Checklist* on page 11. Use the *Student Item Analysis Checklist* to mark students' responses. Students should be able to identify each word in a few seconds.
- The numbers across the top of the chart can be used to log each student's percentage of correct words in each quarter of the school year. For each quarter, record how many high-frequency words each student is able to accurately identify.

To Complete the Class Item Analysis:

- After each student has completed a list from the *Student Item Analysis Checklist*, use the *Class Item Analysis* chart on page 12 to log the results. Write or type students' names in the far-left column. Depending on the number of students in your class, more than one copy of the form may be needed, or you may need to add rows.
- Indicated across the top of the chart are the weeks that correspond with each word list. Students are assessed every 9 weeks.
- For each student, record his or her score in the appropriate column.
- Students' scores can be placed in the middle columns and scored by averaging the number of words in the week compared to the words identified correctly. Place the results in the correct column. Use these scores as benchmarks to determine how students are performing. This allows for four benchmark assessments during the year that can be used to gather formative diagnostic data. Use the last column to identify trends in the classroom for additional high-frequency lesson planning.



HOW TO USE THIS BOOK *(cont.)*

Student Item Analysis

The following word list can be used to assess students quarterly. Have students use the student-facing cards on pages 206–215 while you use this list to check off which words have been mastered.

Student Name: _____

Weeks 1–9	Weeks 10–18	Weeks 19–27	Weeks 28–36
_____/36	_____/36	_____/36	_____/36
Date: _____	Date: _____	Date: _____	Date: _____
that	most	old	home
one	place	same	us
for	year	any	try
are	me	tell	move
with	back	boy	kind
they	give	follow	picture
have	live	want	again
from	very	came	hand
was	after	also	change
what	our	around	off
said	thing	show	spell
were	just	farm	play
there	name	three	air
how	great	set	away
use	good	small	house
about	man	put	animal
their	think	end	mother
some	where	another	page
would	sentence	does	point
two	say	well	letter
write	help	large	answer
could	through	must	study
first	much	even	still
been	before	big	found
find	mean	such	every
may	too	because	should
come	line	here	world
who	right	turn	learn
over	over	why	want
new	know	ask	three
take	new	men	show
sound	very	went	because
only	our	read	here
know	right	need	try
little	where	land	should
work	through	different	why

HOW TO USE THIS BOOK *(cont.)*

Class Item Analysis

Directions: Record students' quarterly progress on the chart. Use the last column to record words that have not been mastered.

[illegible]



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:**

are

Red:

that

Blue:

one

Yellow:

for

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



NAME: _____

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

1. one



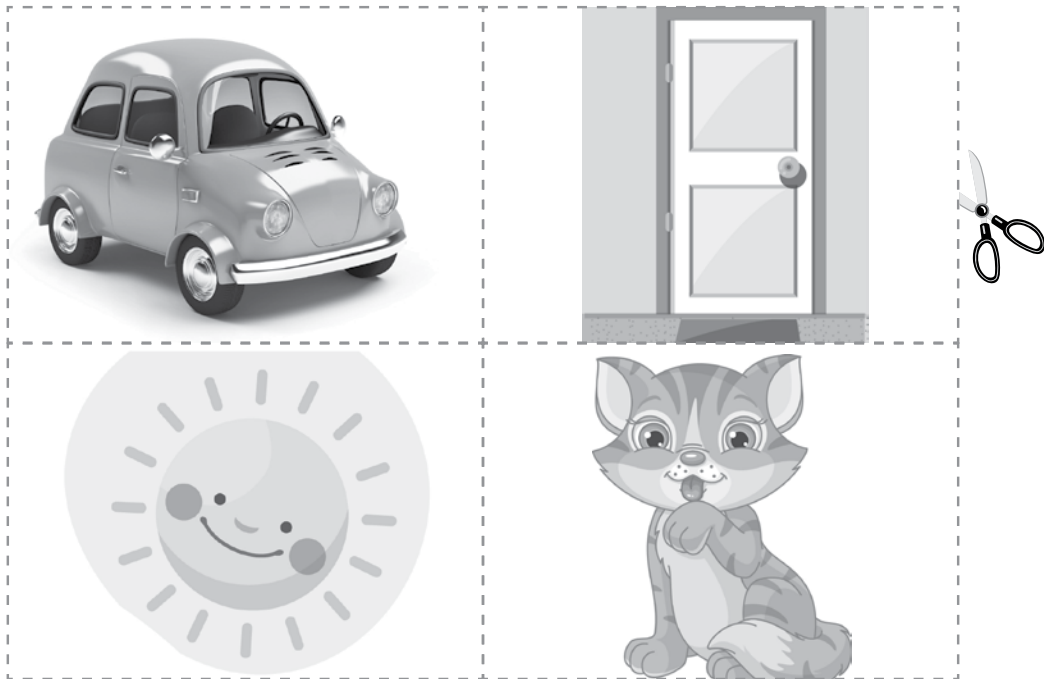
2. are



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

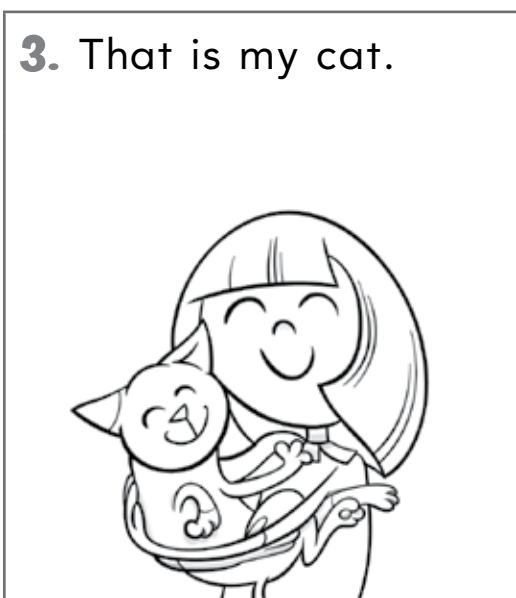
1. We are happy.



2. He has one dog.



3. That is my cat.



4. This is for you.



NAME: _____

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

that

one

for

are



Write the Words

Sam and Tom _____ friends.

Sam has _____ apple.

The apple is _____ Tom.

_____ made Tom happy.

NAME: _____

Directions: Trace each word with a marker. Then, decorate each card.

with

they

have

from





NAME: _____

Directions: Cut out the word cards. Glue the cards in the right columns to match the words.

with	they	have	from

with	have	they	from
have	from	with	they



NAME: _____

Directions: Cut out the word cards. Match the word cards and the clues.

1. This word has a short *i* sound.



2. This word begins with *th*.



3. The last letter in this word is an *e*.



4. This word rhymes with *come*.



with

they

have

from



NAME: _____

Directions: Cut out the word cards. Finish each sentence using the correct word.

1. I will go you.2. Where are you ?3. Do you some water?4. can tell time.

with

They

have

from



Use the Words

