

Letter/Word Work Section - High Frequency Words Transcripts

How do we effectively introduce new high frequency words during word work in guided reading?

INTRODUCING HIGH FREQUENCY WORDS, (Day 1, Level 3) Katie Babb, Springfield Elementary School

T: Now, I want us to work on one other word today. We're going to learn a new one. Let me show you. Look up here. This one comes up in your books all the time. It's a good one to know. You read it today. Look at this one. First letter first, here. Take a close look at it. Watch me. I'm going to look, letter by letter, all the way through, ready? Look, C, sit up.

T&S : hheerrre. Do you see it? That's the word "here." Got it in your head? OK, I'm going to give you your letters. I want you to make the word "here." Make the word "here." Say it as you make it. Check it.

S: Here

T: Here. There's some words we just need to know.

T: (to other student – h at end) Can you put it in order? Which letter did you see first? In hheerre. What letter came first?

T: I'm going to give you a little help. Look up here (puts magnetic letters down). Do you remember how it looked? You girls mix it up and fix it. Here. What is this one (pointing to h) Here. You got a good look at it? Now you make it. Here. OK, what is this one?

S: Here

T: Here. Good. Mix it up and fix it one more time.

T: Let's check it and see if you're right. (child rearranges letters.) OK, look at it.

S: here

T: OK

T: Write it with your marker. (Pushes magnetic letters to top of whiteboard.) If you need to look back up – With this h, start at the top, pull down. Do it again. Yes. Start at the top. Pull down. Here. What is this one? Write it again. Here. All right. What is this?

S: Here

T: Here. Do it one more time. Good. I like how you started at the top. What is this one?

S: Here

T: Very nice. All right, tomorrow – listen to me, I want you to hold this in your head, because tomorrow you're going to need to be able to read it and write it fast, OK.

INTRODUCING HIGH FREQUENCY WORDS (Day 2), Katie Babb, Springfield Elementary School

So let's look. We practiced this word yesterday. You just read it in your book. We've got to know it. When you go back in your classroom, every time you see this, I want you to know it fast. Look at the word I put up here on my board.

S: Here

T: This is the word "here" every time. What is the first letter you see D?

S: H

T: Yes. That's where you look first. Herre (slides finger under). Do you see it? Here. OK.

T: Now I want you to take some time. Really think about how this word looks. Go ahead and make it with your letters. Let me see if you can do it. Here. Do you need to say it while you're making it? Think about how it looks. All right. Put your finger under the first letter. Read your word, all the way through. Come on, D. Good G, are you looking? Where's the first letter? Yes. Here. Mix it up and fix it.

T: What are you making, C?

S: Here

T: Good.

T: OK, now I'm going to take these letters away. I want you to think about how that word looks. Here. Go ahead. There's your marker. See how fast you were with that? That's just how fast you need to know some of these. What is it?

S: Here

T: Yes. Did you write it? OK. So come back one more time. Let's go back to the book really quickly. D, when you see this, what do you read?

S: Here

T: Every time.

S: Here.

T: See. You have to be really fast. It comes up all the time. Now this is a little tricky (turns to where Here starts the sentence with capital letter). Look here. Look at this one.

S: Here

T: Oh, this one says "here" too. It just has that capital letter, the upper case H. Very nice.

Introducing High Frequency Words (Level 14), Emily Garrett, Springfield Elementary School

T: Today we're going to look at another word that looks like "about," that you need to know – again. So let's take a look at this one – a – gain. Clap that word.

S: a-gain.

T: Did you clap it? How many parts do you have?

S: 2

T: 2. A-gain.

T: Ok, let's see if you can make it with your letters. A-gain. I'm erasing it from my board. Think about how it looks in your head. Then check it and make sure you're right. Check it – a-gain. I like how you're checking it slowly. What word do you know, T? Put it together.

S: again.

(S writing the word on whiteboards) T: Good. What did you write? One more time. Are you right? What word?

S: I did it with my eyes closed.

T: Hold on. We're all going to do that in a second.

T: OK, now, hold up T, close your eyes. See it in your head. Do you see the letters? Now write it with your eyes closed. (students write) M, what word?

S: again

T: are you right?

T: Let's see who can write it super-fast. Ready, markers up! Hold them in the air. You're going to write what word on your board? Ready? Go!

(T: Write it as fast as you can, again.

(S write fast) Finished!

T: Oh, what word?

S: Again

T: Again. Good job.

S: Can we do it again?

T: Ok, one more time, ready.

Teaching that one sight word, I just try to come up with different ways to make it fun for them to kind of remember these. So just write it here, write it here, they were "yeah, whatever." So I feel like, "close your eyes. Do you see that word in your head? Do you see those letters?" just adds some fun to it. And then having them write it with their eyes closed so they can think about what they're writing just makes it more fun. I feel like that's helped them to do this part of the lesson and to maybe keep that word in their head. Oh, that's one I can write with my eyes closed.

They really love to race, who can write it fast. Let's write it fast as we can because we want to be fast and fluent. So having a race, getting it down as fast as you can, has helped get them ready for this part of the lesson too.

Introducing High Frequency Words (Level 16) Ashinique Owens, Nevitt Forest Elementary School

One of the concerns with word work is the high frequency words. My two new friends, that is something that they struggle with. They struggle with it in reading and they struggle with it in writing. It's really a concern because they struggle with it in reading, so when there are times for them to work, they're already exhausted, because they've worked so hard on words that they should be able to recall, say it and move on fast, they're working so hard on those words, until they just get bogged down because they one, probably lost the meaning, or like I said, they're just exhausted because they worked so hard on those high frequency words. So I try to bring in the sight word review still for that group, as I stated earlier. I try to include some high frequency words that are in text, or I try to choose high frequency words that they can use to get to other words, like bake was in the text today, and I used "make" as one of the sight words.

T: All right friends, our new and important word today is – (writes on whiteboard) – what is that one?

S: cold

T: Not cold,

S: Could.

T: Could. I need everybody's eyes. Just leave your letters for a second, everybody's eyes. Let's look at the letters in could. Are you ready? (uses strip to reveal letters left to right). Here we go.

T&S: Cccoodd.

T: Do we see the letters in could? This is a word, friends, you just have to know.

T: You have the letters for "could." Make it. Could. Don't say anything unless you're saying the word. 33:19 Could. Make sure you turn that the right way. I like how you checked it. Check it.

S: coodd. Make it again please. Mix it up. Read it for me.

S: could.

T: Make it again. (to last student – not done) What do you see? (Takes finger across the letters).

Could. Do you see the letters in "could"? One more time. Make it again. One more time. Good job. Put your letters up. Look (brings whiteboard to show her) Let's go. What do we see first? (Student makes the word.) Could.

T: Boards out. Write that word "could." T__, thank you for doing that quickly. Finger underneath and read it.

S: Could. Could.

T: Erase your board.

How do we effectively practice high frequency words during word work in guided reading?

Quick Writing (Level 3), Emily Garrett, Springfield Elementary School

T: All right, boys, get your markers ready and let's see who can write "up." Write the word "up."
Almost, check it. (erases p). Try that p – down, up and around. Up and around this way. All the way up, and around. See how that works? Now what word did you write?

S: up

T: A, the same thing – the p – down, up and around – no, start at the top, come all the way down, up and around. See how that looks? All right, what word?

S: up

T: up. OK, erase that one. Write for.

S: like the number?

T: No. I looked for my missing shoes. For. Put your finger under there and see what you have. Does that say fooorrr? Do you see those letters that make for?

S: (inaudible)

T: Not the number 4. (erases his writing fuu). I looked for my lost shoe.

S: (writes fon)

T: (to student writing fr) Look at what you wrote. Your eyes should be on it to see what you wrote.

Say it – ffooorrr. What should come next (erases the r). Say it.

S: (writes o)

T: for. Now do it again.

S: for. (writes r)

T: See how that word looks? Say it slowly and think about what you should see as you write it. for.

T: All right, erase it. Remember, these words should be really fast. Now we did this word on Monday. Come. Good remembering. Think about how it looks.

S: come

T: good, erase it. Good.

T: Think about those letters we use for come. (Dumps magnetic letters out for him). Remember how we made it with our letters? See if you can make it with the letters, really fast. (S makes c-o-e) Is that how it looks? Put your eyes on it. Coommme. Now check it.

S: come

T: Do you see how that word looks? Where do you start with that word?

S: (points to first letter)

T: That's where you have to start. Check it again. Coommme. OK.

T: All right, guys, let's write the word "about". Really quick, write "about" that we've been practicing.

T: Good – what word?

S: About

T: What word?

S: About

T: How's it look? A- bout. What's next? That part's "out" Remember how that part looks? Good.

Almost. There's a u before that t. See how it looks. A-bout. You have to think about how those words look.

T: Write the one that says, "they."

T: What word?

S: They

T: What word?

S: They

T: What word?

S: They

T: They. Good. OK, try the one that says "back." Think how it looks. Oh, almost, T. Erase – c, yes. Well, it's c-k this time, both of them. So, what do you have?

S: back

T: back, good. See how it looks? It has that "ack" part that we talked about. Good. All right, you can put your tops on.

Quick Writing Commentary, Emily Garrett, Springfield Elementary School

At the beginning of the lessons I still call out some sight words just so that they can write them quickly just to get those, make sure that they're firm and not only in their reading but their writing because they've got to know that the same word that I'm writing is the same word I can read. I want them to know that at various spots. I'm constantly writing these words, reading these words, putting them in different places. Are they at the beginning of the story, or they in the middle, are they embedded -- to think about it's the same word that can come up different places, that might have a capital, might have a lower case. So we really focus on writing them quickly. That part of my lesson you know should only be maybe one minute, maybe two. If I notice that they're struggling with the word, then that's something that I'm going to come back to and teach at another point. And also trying to keep up with the words that they do know helps again when they're writing to make sure that they can write it quickly and they're not struggling on every word. A lot of these high frequency words are words that they see in their classrooms, they're up on their wall. So I want them to know that these are important words that you just have to know fast enough and that you can use them in various spots both reading and writing. So again I just have them write them really quickly. You've seen them, you've got to know that that's the same word.

FLASH CARDS, Maryann McBride, Reading Recovery Teacher Leader, Level 6

T: Let's see how fast you can do these. Ready?

S: Can

T: Good

S: (reads for here) are, come, like, look, said, see.

T: (brings here back, covers all but first letter)

S: huh

T: yes, that's going to have to start with huh. Look at it, don't say it until you see the whole thing.
(reveals letters slowly)

S: Huh (T. repeats the mask sliding)

S: Here?

T: Are you right?

S: (nods yes)

T: Yes. Run your finger under it and check it.

S: Here

T: Here. Hear the r at the end? Here. Did you take a good look at that one? That's an important word to know, isn't it? We see that in lots of books. OK, you write the one that says "here."

S: (writes here)

T: Good thinking. Did you get it? Does it look just like it does here (shows flash card) Like it looks in a book. Here.

T: OK, let's do these quick.

S: OK

T: I'm going to have more in my pile today. (shows first card)

S: want

T: (puts card in child's pile and shows next) You've got to be quick

S: where, want, (waits on will)

T: Uh – (puts in her own pile)

S: with, win – wanted w - -

T: That's mine.

S: I got more.

T: I know. OK, come on, look at this one. Puts mask card after first letter. Don't say anything. Make that first sound – ww – now look at the rest.

S: ill

T: Now say the word.

S: will

T: slides it again. What's that word?

S: will

T: yes (puts up the other card the student missed) Don't say anything until you've looked all the way.

S: went

T: this is "want." It's almost like went, but you've got to look. See the a coming? OK, look at it again. What's that one say?

S: want

T: Want

(S. has whiteboard and crayon) T: Want. Think what it looks like.

S: (writes)

T: What's that one say?

S: want

T: Are you sure?

S: Yes

T: does it look just like it looks here.

S: yes

T: Oh, this is the one I have to erase with that one. OK, close your eyes and write want again. What comes next? Good. OK. What's that say?

S: Want

T: What's the first letter?

S: w

T: That's where you have to start to look.