Objective
The student will read high frequency words.

Materials
- Tactile word patterns (Activity Master P.041.AM1a - P.041.AM1d)
  Make word cards using sandpaper, corrugated cardboard, salt, rice, or textured fabric.
- Student sheet (Activity Master P.041.SS)
- Print resources (e.g., magazines and catalogs)
  Review the print resources to ensure the information is appropriate for young children.
- Scissors
- Glue
- Pencil

Activity
Students practice reading high frequency words made from tactile letters, then find them in print.
1. Place the tactile words, print resources, scissors, and glue on a flat surface. Provide the student with a student sheet.
2. The student selects a tactile word and reads it. Says each letter while tracing it with “lead finger.”
3. Writes the word on the student sheet.
4. Finds the target word in the print resource, cuts it out, and glues it beside the matching word on the student sheet.
5. Continues until all target words are found and glued on student sheet.
6. Teacher evaluation

Extensions and Adaptations
- Search for target words in the classroom.
- Practice spelling the words.
- Use other high frequency words.
was
the
and
he
she
are
is
said
that
Objective
The student will read high frequency words.

Materials
- High frequency word cards (Activity Master P.HFWC.001 - P.HFWC.050)
  Select target words.
- Checkerboard (Activity Master P.042.AM1)
  Make four copies of the checkerboard on card stock, connect to make a full size checkerboard, and laminate.
- Checkers (Activity Master P.042.AM2)
- Vis-à-Vis® marker
  Write target high frequency words on the squares of the game board.

Activity
Students practice reading high frequency words while playing a checker game.
1. Place the checkerboard on a flat surface with the corner white square to the student’s left. Place checkers on the board in the traditional manner.
2. Taking turns, students move a checker to a word (either directly or by jumping and taking an opponent’s piece) and orally read the word on the square.
3. If able to read the word correctly, keep the checker on that square. If unable to read the word, return to the previous square.
4. Continue until one student reaches the opposite side of the board.
5. Peer evaluation

Extensions and Adaptations
- Use other high frequency words.
Word Checkers
**Objective**

The student will read high frequency words.

**Materials**

- High frequency word cards (Activity Master P.HFWC.001 - P.HFWC.050)
  
  Select target words.
- Fish pattern (Activity Master P.043.AM1)
  
  Make multiple copies, laminate, and cut.
  
  Attach a high frequency word to each fish.
- Paper clips
  
  Punch hole near each fish nose and attach paper clip.
- Container for a “pond” (e.g., plastic fish bowl, paper bag)
  
  Place fish in the container.
- Fishing pole (e.g., tie string to a ruler and attach a magnet)

**Activity**

Students practice reading high frequency words while playing a “fishing” game.

1. Place “pond” and fishing pole at the center.
2. Taking turns, students use the fishing pole to “catch” a word fish. Read the word.
3. If able to read the word, keep the word fish. If unable to read the word, return the word fish back to the “pond.”
4. Continue until all word fish are “caught.”
5. Peer evaluation

**Extensions and Adaptations**

- Write the words that are “caught.”
- Use the word fish as flash cards.
Word Fishing

fish patterns
Objective
The student will read high frequency words.

Materials
- High frequency word cards (Activity Master P.HFWC.001 - P.HFWC.050)
  Select target words.
- Baseball pattern (Activity Master P044.AM1)
  Make multiple copies, laminate, and cut. Attach a high frequency word card to each baseball.
- Word Baseball game board (Activity Master P.44.AM2)
- Game pieces (e.g., counters)

Activity
Students practice reading high frequency words while playing a baseball game.
1. Place the game board and game pieces on a flat surface. Place the baseball cards face down in a stack.
2. Student one, the pitcher, picks up the first baseball and shows it to student two, the batter, who reads the word.
3. If correct, advances to first base. If incorrect, batter receives an out and the card is placed at the bottom of the pile.
4. Continues to move around the bases as words are correctly read.
5. After three outs or two runs, switch roles.
6. Continue until all target words are read.
7. Peer evaluation

Extensions and Adaptations
- Use other high frequency words.
Word Baseball

baseball patterns
Word Baseball
**Objective**
The student will read high frequency words.

**Materials**
- High frequency word cards (Activity Master P.HFWC.001 - P.HFWC.050)
  - Select eight to twelve target words.
  - Copy twice.

**Activity**
Students practice reading high frequency words while playing a memory game.
1. Place the high frequency word cards face down in rows.
2. Taking turns, students select two cards, read them orally, and determine if they match.
3. If there is a match (e.g., would, would), pick up cards and place to the side. If cards do not match (e.g., me, tell), return them to their original places.
4. Continue until all matches are made.
5. Peer evaluation

**Extensions and Adaptations**
- Use other high frequency words.
- Use word and picture cards (Activity Master P.045.AM1a - P.045.AM1c).
Phonics

Word Memory Game

word memory game cards

car
boy
tree

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K-1 Student Center Activities: Phonics
Word Memory Game

house

plant

can

word memory game cards
Word Memory Game Cards

- Book
- Earth
- Three
Objective
The student will read high frequency words.

Materials
- High frequency word cards (Activity Master PHFWC.001 - PHFWC.050)
  Select target words.
- Bowling ball pattern (Activity Master P.046.AM1)
  Make multiple copies, laminate, and cut.
  Attach a high frequency word to each ball. Write a score from one-to-ten on the back of each ball.
- Bag
  Place the balls in the bag.
- Student sheet (Activity Master P.046.SS)

Activity
Students practice reading high frequency words while playing a bowling game.
1. Place the bag of bowling word cards on a flat surface. Provide students with a student sheet.
2. Taking turns, students select a bowling ball word out of the bag and read it orally.
3. If able to read the word, receives the score written on the back of the card. If unable to read
   the word, receives no points for a "gutter ball."
4. Record points on the score card.
5. Continue until student sheet is complete.
6. Peer evaluation

Extensions and Adaptations
- Use other high frequency words.
Word Bowling

bowling ball patterns
is  that  of

the  and  you
<table>
<thead>
<tr>
<th>to</th>
<th>in</th>
<th>was</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>he</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as</td>
<td>his</td>
<td>with</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>for</td>
<td>on</td>
<td>are</td>
</tr>
</tbody>
</table>
your

when

can

said

use

there
she  do  how
an  each  which
<table>
<thead>
<tr>
<th>first</th>
<th>water</th>
<th>been</th>
</tr>
</thead>
<tbody>
<tr>
<td>their</td>
<td>if</td>
<td>will</td>
</tr>
<tr>
<td>oil</td>
<td>about</td>
<td>who</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>call</td>
<td>up</td>
<td>other</td>
</tr>
</tbody>
</table>
made  may  come
its  get  part
only

sound

little

over

take

new
out  year  many
know  work  place
time

them

then

these

some

so
has  
write  
more  

look  
two  
go
number
could
no

see
people
way
my
than
live
me
back
give

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K-1 Student Center Activities: Phonics
thing  just  our
most  after  very
<table>
<thead>
<tr>
<th>name</th>
<th>good</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>think</td>
<td>say</td>
</tr>
</tbody>
</table>
great
where
help

though
much
before
line  right  too
mean  old  any
<table>
<thead>
<tr>
<th>follow</th>
<th>came</th>
<th>want</th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
<td>tell</td>
<td>boy</td>
</tr>
</tbody>
</table>
show
also
around

farm
three
small
Phonics

High Frequency Word Cards

well  end  put

does  set  another
<table>
<thead>
<tr>
<th>big</th>
<th>must</th>
<th>because</th>
</tr>
</thead>
<tbody>
<tr>
<td>even</td>
<td>large</td>
<td>such</td>
</tr>
</tbody>
</table>
read  home  different
need  land  us
<table>
<thead>
<tr>
<th>try</th>
<th>hand</th>
<th>picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>move</td>
<td>kind</td>
<td>again</td>
</tr>
<tr>
<td>near</td>
<td>answer</td>
<td>found</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>every</td>
<td>add</td>
<td>study</td>
</tr>
</tbody>
</table>
learn  America  world
still  should  high
food
between
own
below
country
plant
city

eye

though

start

earth

light
don't

don't  story  left

head

head  under  saw
while

might

something

dive

along

close
<table>
<thead>
<tr>
<th>always</th>
<th>both</th>
<th>together</th>
</tr>
</thead>
<tbody>
<tr>
<td>life</td>
<td>those</td>
<td>paper</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

<table>
<thead>
<tr>
<th>got</th>
<th>run</th>
<th>important</th>
</tr>
</thead>
<tbody>
<tr>
<td>group</td>
<td>often</td>
<td>until</td>
</tr>
</tbody>
</table>

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High Frequency Word Cards

<table>
<thead>
<tr>
<th>side</th>
<th>car</th>
<th>night</th>
</tr>
</thead>
<tbody>
<tr>
<td>children</td>
<td>feet</td>
<td>mile</td>
</tr>
</tbody>
</table>

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white
took
began
walk
grow
sea
four
state
book
river
carry
once
face

watch

far

idea

enough

eat
really, let, girl, color, almost, above
mountain

sometimes

soon

talk

cut

young
<table>
<thead>
<tr>
<th>song</th>
<th>leave</th>
<th>being</th>
</tr>
</thead>
<tbody>
<tr>
<td>list</td>
<td>family</td>
<td>its</td>
</tr>
</tbody>
</table>