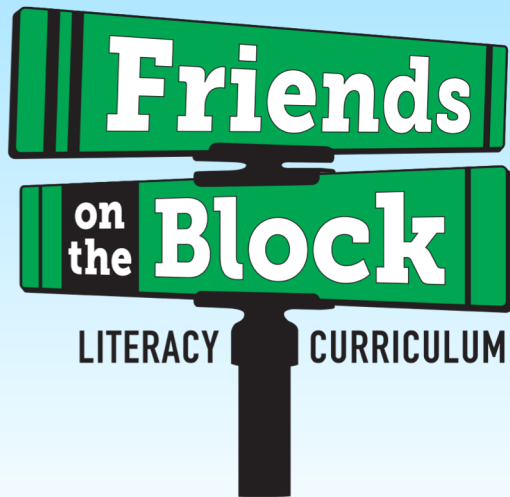


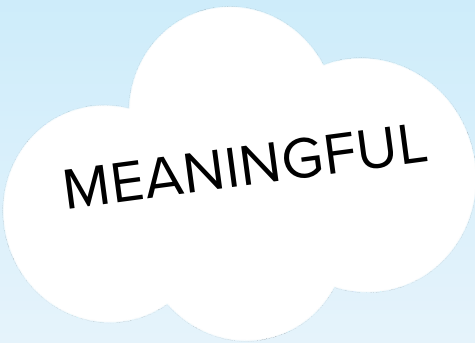


High-Frequency Irregular Words (Sight Words): How to Teach Anyone to Read and Have Fun While Doing It

Teaching **Read It** Words in Levels 1-3



Our goal is to help ensure that
EVERYONE,
regardless of disability or circumstance,
learns to read.



MEANINGFUL



EFFICIENT
and
EFFECTIVE



FRIENDLY

The Big Picture

Preparing to Decode

- **Letter Sounds**
- **Blending Sounds and Segmenting Words (phonemic awareness)**
- **High-frequency Irregular Words**
- Print Awareness
- Vocabulary, Comprehension, and Oral Expression
- Retelling Fiction and Nonfiction



What are high-frequency irregular words?

- **High-frequency words** – common words found in print; sometimes referred to as “sight” words
- Many high-frequency words can be learned using common phonics patterns. They can be “sounded out.”
 - look at letters in a word
 - say the sound for each letter (or pattern)
 - blend the sounds together to say the word
- **High-frequency irregular words** – common words that do not follow common phonics patterns (e.g., *friend*)

not

Objective

The student will...

- read high-frequency irregular (or temporarily irregular) words
- Friends on the Block Level 1 words:
a, do, I, like, not, want



Basic Steps:

read target “Read It” words (high-frequency irregular or temporarily irregular)

1. Teacher: Look at each word when I point to it. Read it when I tap it.

2. Teacher: (Point to the word.) Read it. (Tap the first word.)

Students: (Read the word.)



Basic Steps

Introducing or Correcting

I: Listen. Read the word for the students.

We: Read it with me. Students read the word with you.

You: Your turn. Students read the word independently.

It's good to repeat the word (unless the student is becoming frustrated). If you are using flashcards, put the missed word back in the stack and continue practicing.

Selecting Words: Friends on the Block sequence

- team of researchers developed our sequence
- common words found in print
- common words from early spoken language
- organized so we could put them together in natural sounding sentences that are similar to spoken language and more likely to be meaningful to students as they read



Selecting Words: Friends on the Block

Level 1	Level 2	Level 3
a	dad	are
do	here	at
I	is	happy
like	look	in
not	mom	no
want	see	she
	the	yes
	where	you



Important Tips

Selecting Words

- use our list; goes with our books
- or choose words from a high-frequency list
- or choose words that are in a book you are going to practice with your students
- focus on irregular words as it is best to have students learn words through phonics when possible
- choose words that can be put together to form simple sentences
- choose a few at a time and review

Lesson Routine

Read It Words

Part 1 Warm Up (1 to 5 minutes)

- introduce/practice a few words

Part 2 Book Reading (5 to 15 minutes)

- choose books with the words you want to practice
- provide help very quickly

Part 3 Game or Fun Learning Activity (5 to 15 minutes)

TOTAL TIME: 10 to 30 minutes



Warm Up Option:

Echo Reading Words

Prepare: Choose a few words from the book you are planning to read next. Write them on flashcards or strips of paper.

Teacher:

Listen. My turn.

(hold up the flashcard with the first word and say the word)

Your turn.

Student:

(says the word)

FOTB Level 1 Words:

a	like	
do	not	
I	want	

Warm Up Option: Pick Up Words

Prepare: Choose a few words from the book you are planning to read next. Write them on flashcards or strips of paper. Lay them out in front of the student in a random order.

Teacher: **Listen.** (say a word) **Find it and pick it up.**

Student: (picks up the word)

Teacher: **What's the word?**

Student: (says the word)

Repeat with another word,
going in a random order.

FOTB Level 1 Words:

a	like
do	not
I	want



Warm Up Option: Pick Up Words How to Help

- If they don't pick up the right word, point to the word.
- If they say the wrong word, repeat the word.

FOTB Level 1 Words:

a	like
do	not
I	want



Book Reading (5 to 15 minutes)

- the student should point to each word as it is read
- provide help quickly
- books should include the words you are practicing



Sample Pages from Level 1 Book

Teacher/tutor/parent reads
“helper text” in gray boxes

Will said, “I can share my ham
sandwich. Do you like ham?”

I like
ham.

Student reads text in white
(e.g., bubbles)

It was time for lunch. Sam looked, but he didn't
have a lunch! He forgot his lunch at home!
Tom said, “I will share my lunch with you.”
“Me, too,” said Will. “Do you want a banana?”

I do not
want a
banana.

FOTB Level 1 Words:

a	like
do	not
I	want



Book Reading: How to Help

- when they struggle with a word for 2-4 seconds, tell them the word
- when they get tired or frustrated, do more of the reading yourself
- if they miss more than about 2 words per sentence, echo read for a while
- STOP echo reading as soon as they do not need that support

Echo Reading in books

- you read a sentence
- the student reads that same sentence

*Point to each word
as it is read.*



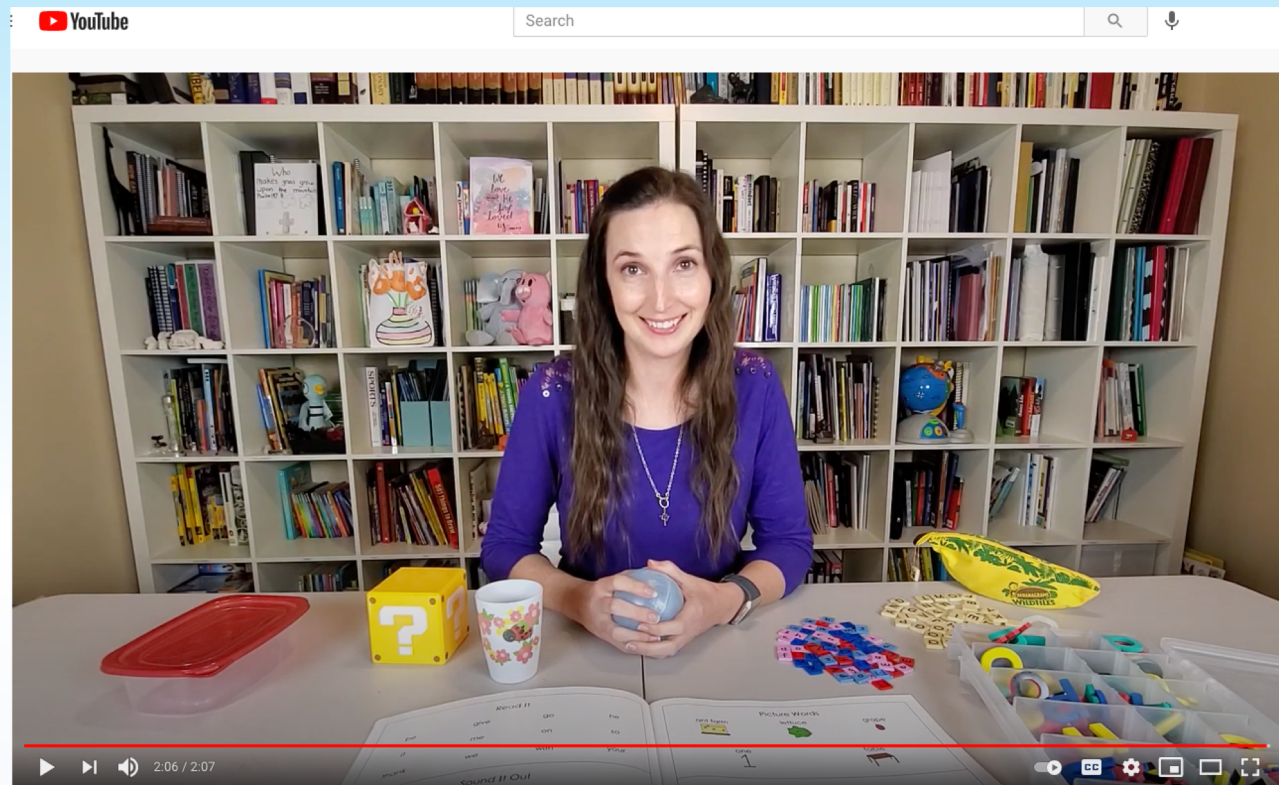
Making it Fun!

Game or Fun Learning Activity

- Choose or create a fun game or activity to practice
- Make sure they get a lot of opportunities to practice during the game
- Customize the game by selecting words your student is practicing right now; include review words
- Provide help quickly during the game (I, We, You)
- Include some games where students build the words with letters

Shake and Make with Dr. Jennifer Cheatham

- build words with letters
- great because they look at each letter
- fine to build word from memory or can look at the word, if needed



Shake and Make from Friends on the Block

Scavenger Hunt

Apply Skills in Context

- The helper prompts the child to find a word in the book
- After finding a word the child is then asked to build the word
- (you can practice other skills with this game, too)

Scavenger Hunt



Materials: student book, magnetic/plastic letters (not provided)

Teacher: Make sure your book is closed and is right in front of you. I'll say a word or clue. Then you look through your book to find the word or solve the clue as fast as you can.

- Read each clue, one at a time.
- If you have 1 student, encourage the student to try to find the word/clue before you do.
- If you have more than 1 student, encourage students to try to be the first one to find the word/clue, but make sure everyone finds the word/clue before doing the next one.
- If the directions say to "build it," students build the word with magnetic letters. Say the letters while building the word. Then read the sentence that contains the word.

Sam's Lunch

1. Find the word *not*. (Then build it and read the sentence.)
2. Look at the pictures and find something that begins with the sound /k/. (cake, cookies)
3. Find a word that begins with the letter *h*. (ham)
4. Find the word *like*. (Then build it and read the sentence.)
5. Find the word *want*. (Then build it and read the sentence.)

Games:

Super Sentences

- Write a sentence with the words (add a picture word as needed)
- Write the words of the sentence on cards (or on a strip and cut the strip into the individual words).
- Lay out the cards for the sentence
- If needed, the child uses the sentence to arrange word cards into the given sentence



Amazing Words

Word Recognition

- The child rolls the die
- The child moves the pawn the number of spaces the die indicates
- The child reads the word he/she lands on
- The first to reach the 'finish' wins



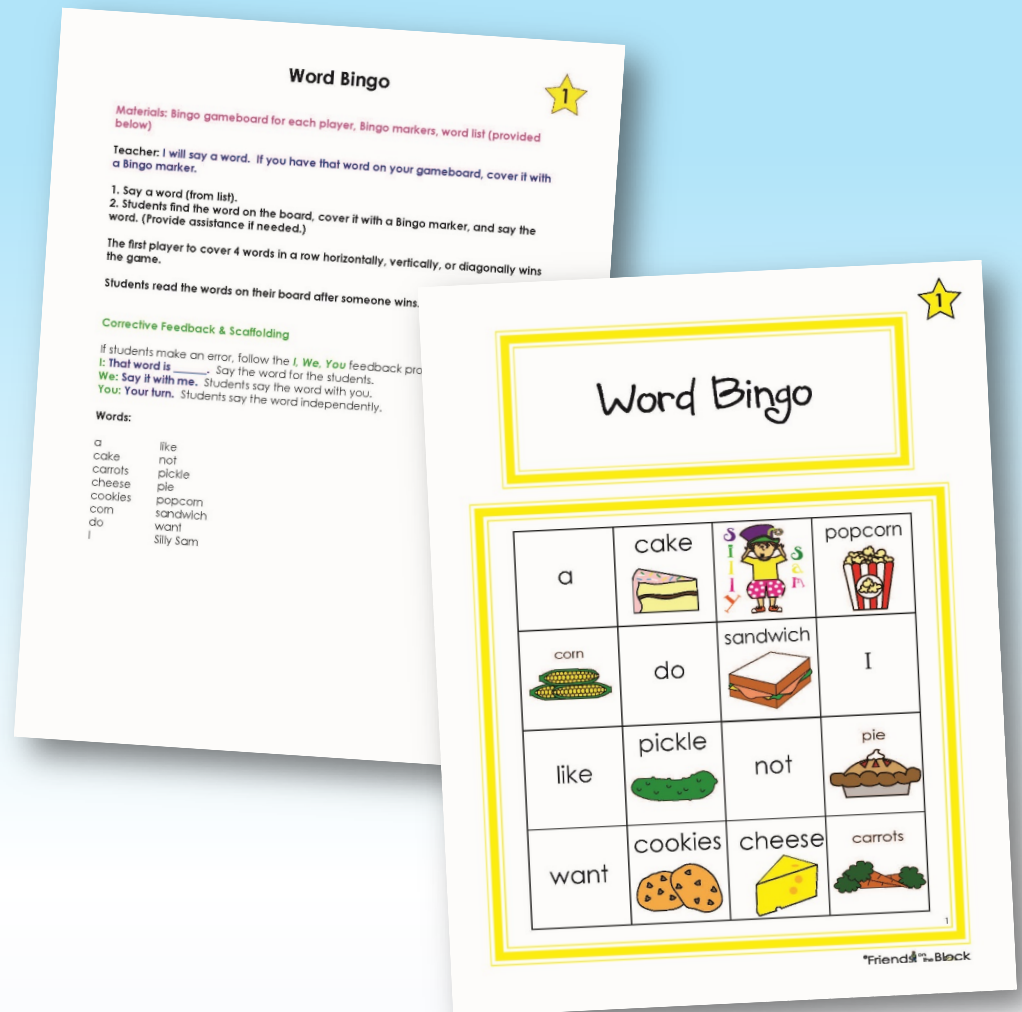
finish				
like	not	want	do	I
want		like		a
do	not	a	I	
			do	like
want		like		not
not	I	want	do	a
				start

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Word Bingo

Word Recognition

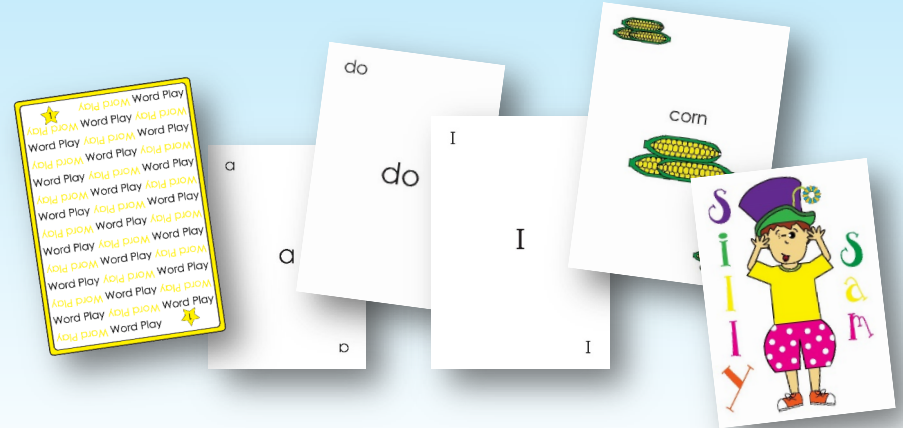
- The helper reads a word from the directions page (or optional word cards)
- The child finds the word on the gameboard and covers it with a Bingo marker
- The first one to have 4 in a row wins





Word Play

- The helper can select from several 'card play' games using the Word Play cards
- Options include:
 - Go Fish
 - Concentration
 - Silly Sam (same rules as Old Maid)



Research and Reason:

What are “sight” words?

1. words that are in our memories so they are recognized instantly without sounding out or another strategy
 - all words should become sight words
 - words become sight words when their “orthographic maps” are known (connections between spellings and pronunciation)
2. high-frequency, irregularly spelled words students are often taught to memorize through repetition and feedback
 - research articles use both of these definitions



Research and Reason: More about Irregular Words

Irregular words – words that do not follow common phonics patterns

- **Temporarily irregular words** – words that do not follow phonics patterns that are known by the student (patterns that will be taught later; e.g., *like*)
- **Permanently irregular words** – words with unique or rare phonics patterns (patterns we do not teach; e.g., *said*)



Research and Reason: What do we know?

- Evidence-based programs usually teach high-frequency irregular words (sight words) through repetition and feedback (memory); usually includes a few temporarily irregular words (e.g., Mathes et al., 2005; Allor et al., 2014)
- Evidence-based programs teach high-frequency regular words through phonics (e.g., Mathes et al., 2005; Allor et al., 2014)
- As students' phonics skills improve, they learn irregular words more easily (see O'Connor pages 86-87 for discussion)
- Teaching sight words does not appear to interfere with phonics learning (McArthur et al., 2015; Shapiro & Solity, 2008; see Castles 2018 for discussion)

Research and Reason: What do we not know?

- how many sight words to teach at different stages
- what method of instruction is most effective
- the minimum level of alphabetic skill needed for sight word instruction to be effective
- methods that involve detailed analysis of the spelling and linking the spelling to the sounds in the word may be effective but have not been studied (i.e., Heart Method)

(see Castles et al., 2018 for discussion)

Selecting Words: Friends on the Block approach

Level 1	Level 2	Level 3
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do	here	at
I	is	happy
like	look	in
not	mom	no
want	see	she
	the	yes
	where	you



The Big Picture

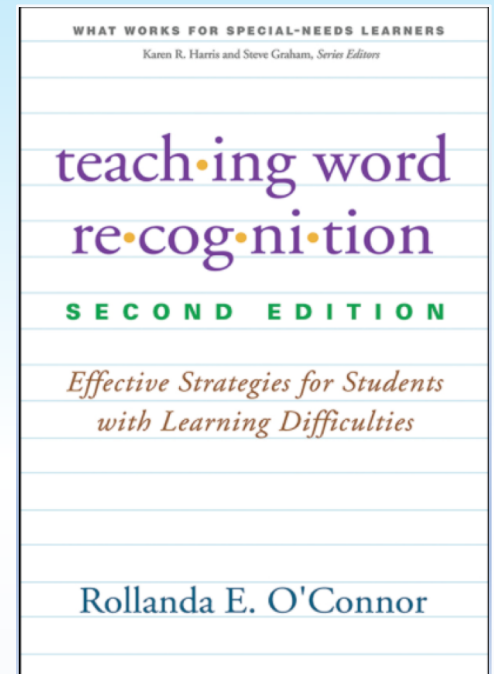
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Other Resources

- University of Florida Literacy Institute
- Rollanda O'Connor's book provides practical guidance and brief explanations of research support



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