



PROMOTING LITERACY!

into

High Frequency Words
are the most commonly
used words in the English
Language.

how

High Frequency Word
recognition improves
reading fluency and
automaticity.

for

High Frequency Words
can account for up to
75% of everything we
read and write.



HFWs Planning Sheet

TEAM MEMBERS

Chair:

Co-Chair:

Other:

Team Name:

Meeting Date:

Workshop/Event Name:

What

1

are the goals that you hope to accomplish?



When

2

is the workshop taking place?



Where

3

is the location of the workshop?



Who

4

is responsible for each task? Include Team member, task and due date.

-
-
-
-
-



HIGH FREQUENCY WORDS WORKSHOP

OVERVIEW

PURPOSE

This workshop is intended to engage parents in helping their children learn the most commonly used words in the English language. The activities presented during this workshop are easy for parents to use with their children, and the benefits include results that are measurable and can be seen quickly.

BENEFITS

Mastering the High Frequency Words will improve reading fluency and reading comprehension.

ACCESSIBILITY

Workshops should be offered at times that are accessible to the majority of parents. For some schools this might mean alternating between mornings and afternoons. Students can support workshops by encouraging their parents to attend.

PREPARATION

Words are printed in large letters on card stock and distributed to parents during the workshop. Parents then cut the words apart so that each word appears on an individual *flashcard*. Three hundred words in all. Each card is hole-punched in the upper right hand corner and strung together ten at a time on a metal ring.

PROCESS

Parents should spend 10-15 minutes a day reviewing the High Frequency Words with their child. They will work with a set of ten words until the child can read them with automaticity. Each time the child learns a set of ten words, the next set of ten words will be presented and the process will be repeated. It is important to continue to review all of the words the child has learned so they are not forgotten. Progress is always acknowledged and celebrated.

COLLECTING DATA

Parents should be encouraged to administer weekly HFW recognition tests to monitor the progress of their children. A weekly HFW spelling test should also be administered. Progress monitoring will inform parents when their child has mastered each set of words and will indicate that the child is ready for the new set. Schools might also want to collect data to illustrate the progress that students make when parents are involved.

HIGH FREQUENCY WORDS WORKSHOP

DIRECTIONS FOR THE PRESENTER

WELCOME AND INTRODUCTION

Start by introducing the Parent Center Staff and others who may be involved with the workshop.

PURPOSE OF THE HIGH FREQUENCY WORDS WORKSHOP

Explain to participants that the purpose of this workshop is to teach parents techniques to help their children learn the High Frequency Words. Learning the High Frequency Words will improve fluency and support reading comprehension.

DURING THE WORKSHOP

- Distribute materials, including handouts and supplies.
- Model the steps to the instructional games.
- Allow sufficient time for participants to practice the games and fully understand the directions.
- Incorporate time for participants to prepare materials that will be used with their child.
- Answer questions and clarify misunderstandings.

GAMES

- **Word Hunts** – Have your child find and circle the ten High Frequency Words in newspapers, magazines, cereal boxes or any other printed materials. They can also count how many times they find each word.
- **Concentration** – Place all ten cards face down. Child picks up one card at a time. If the child knows it, he/she gets to keep the card. If not, the word is placed face down again.
- **Funny Name Game** – Each member of the family selects one of the ten High Frequency Words cards and pins it to his/her shirt or hangs it around his/her neck. This word becomes his/her name for the day or the week.
- **Stars or Stickers Celebration** – Each time the child learns a set of ten new words, a sticker or star is placed on his/her name card.
- **Rainbow Words** - Your child will print ten words on the High Frequency Rainbow Words worksheet. Using crayons, your child will trace each word with three different colors.

ALWAYS HAVE FUN!

The most important goal is to encourage parents to work with their children in an enjoyable, productive way.

HIGH FREQUENCY WORDS WORKSHOP

LOGISTICS AND SUPPLIES

LOGISTICS:

- Complete the HFW Planning Sheet.
- Meet with your school's administrator and secure a location for the workshop.
- Create a sign-in, agenda and a flier.
- Organize a phone bank to call parents to invite them to the workshop.
- If refreshments will be served, arrange for preparation and set-up.
- Determine start-time, end-time and length of workshop.



SUPPLIES:

- Newspapers/magazines
- Scissors
- Metal Rings for flashcards
- Labels or nametags for "Funny Name Game"
- Hole punch
- Sealable bags
- Crayons, markers or highlighters for "High Frequency Word Hunt"
- Handouts



**WONDERFUL
ELEMENTARY**

SAMPLE FLIER

1234 North Scholar Way • Los Angeles 90024 • 213.012.3456



Parent Workshop

High Frequency Words

Learn fun
strategies that will
improve your
child's reading
fluency and
comprehension!

FREE Materials!

When: NOVEMBER 12, 2014
Where: 8:30 – 9:30 p.m.
Location: Parent & Family Center

Light refreshments will be served!

**ESCUELA PRIMARIA
WONDERFUL**

SAMPLE FLIER

1234 North Scholar Way • Los Angeles 90024 • 213.012.3456



Taller para Padres

Palabras de Alta
Frecuencia

¡Aprenda
estrategias que
mejorarán la fluidez
y comprensión de
lectura de su
estudiante!

¡Materiales Gratis!

Cuándo: 12 de noviembre de 2014

Dónde: 8:30 – 9:30 p.m.

**Ubicación: Centro de Padres y
Familias**

¡Habrán refrigerios disponibles!

HIGH FREQUENCY WORDS WORKSHOP

SAMPLE AGENDA

Welcome and Introductions

- Inclusion Activity

Workshop Overview and Goals

- Importance of High Frequency Words

Administering Assessments (Challenges)

- Initial
- Weekly

Daily Fluency Practice

- Daily practice
- One minute fluency challenge

High Frequency Word Games

- Funny Names
- Autographs
- Newspaper Activity
- Words on ring
- Rainbow Words

Positive Reinforcement and Recognition

- Stars or Stickers
- Certificates
- Other

Evaluations and Closing

TALLER DE PALABRAS DE ALTA FRECUENCIA

EJEMPLAR DE LA AGENDA

Bienvenida y Presentaciones

- Actividad de Inclusión

Repaso General y Metas del Taller

- Importancia de las palabras de alta frecuencia

Suministro de las Evaluaciones (Retos)

- Inicial
- Semanal

Práctica Diaria para la Fluidez

- Práctica Diaria
- Reto de Un Minuto para la Fluidez

Juegos de las Palabras de Alta Frecuencia

- Nombres Cómicos
- Autógrafos
- Actividad del Periódico
- Palabras en el Aro
- Arcoíris de Palabras

Elogios y Reconocimiento

- Estrellitas o calcomanías
- Certificados
- Otro

Evaluaciones y Clausura

HIGH FREQUENCY WORDS

DIRECTIONS FOR PARENTS

INITIAL CHALLENGE

1. Ask your child to try reading the words on list #1.
2. Highlight each word that your child is able to read with automaticity.
3. Continue testing your child until he/she has missed a total of ten words.
4. Those ten words are the ones you will use to begin working with your child at home.
5. At the bottom of the page, record the date you administered the initial assessment (challenge) and the number of words that your child was able to read.
6. You will spend 10-15 minutes daily reviewing a set of ten words with your child.
7. Continue working with these ten words until your child can read them with automaticity.
8. Each time your child learns a set of ten words, return to the list and identify the next set of ten words and repeat the process.
9. Make sure that you continue to review all the words your child has learned so that he or she does not forget them.

WEEKLY CHALLENGES

10. Administer weekly assessments (challenges) to monitor progress.
11. Record number of words your child was able to read.
12. Always reinforce and celebrate your child's progress.



PALABRAS DE ALTA FRECUENCIA

INSTRUCCIONES PARA LOS PADRES

RETO INICIAL

1. Pida que su estudiante intente leer las palabras en la lista #1.
2. Resalte con marcador cada palabra que su estudiante puede leer automáticamente.
3. Continúe evaluando a su estudiante hasta que falle en diez palabras.
4. Esas diez palabras que falló serán las que usted utilizará para trabajar con el estudiante en casa.
5. Al final de la página, registre la fecha en que suministró la evaluación (reto) inicial y el número de palabras que su hijo fue capaz de leer.
6. Usted pasará de 10 a 15 minutos todos los días repasando un juego de 10 palabras con su estudiante.
7. Continúe en trabajar con esas diez palabras hasta que su estudiante pueda leerlas de manera automática.
8. Cada vez que su hijo aprenda un nuevo conjunto de diez palabras, revise la lista de nuevo e identifique el próximo conjunto de diez palabras y repita el proceso.
9. Asegúrese que usted continúa repasando todas las palabras que su hijo aprendió para que no se olvide de ellas.

RETOS SEMANALES

10. Suministre evaluaciones (retos) semanales para supervisar el progreso.
11. Registre el número de palabras que su estudiante es capaz de leer.
12. Siempre elogie y reconozca el progreso de su estudiante.



High Frequency Word Games

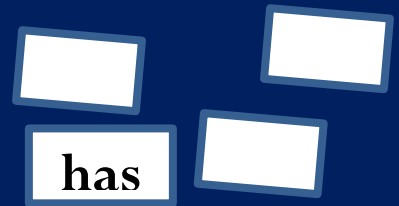
High Frequency Word Detectives



- Ask your child to find and circle or highlight the ten High Frequency Words that you are currently working on, in newspapers, magazines, cereal boxes or any other printed materials.
- Your child can also count how many times each word was found.

- Place all ten cards face down. Your child will pick up one card at a time. If your child knows the word, he/she gets to keep the card. If not, the word is placed face down again.

High Frequency Word Concentration



Juegos de Palabras de Alta Frecuencia

Detectives de Palabras de Alta Frecuencia



- Los padres preguntan a su estudiante que encuentre y circule o resalte "las diez" palabras de Alta Frecuencia en las que trabaja cuando las encuentre en el periódico, revista, caja de cereal o cualquier otro material impreso.
- El niño también puede contar cuántas veces encuentra cada palabra.

- Coloque todas las tarjetas bocabajo. El niño seleccionará una tarjeta a la vez. Si el niño sabe leer la palabra, él puede quedarse con ella. Si no la sabe, se coloca la tarjeta bocabajo de nuevo.

Concentración de Palabras de Alta Frecuencia



has



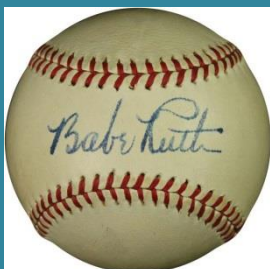
High Frequency Word Games

- Each member of the family selects one of the ten High Frequency Words cards and pins it to his/her shirt or hangs it around his/her neck. This word becomes his/her name for the day or the week!

High Frequency Word Funny Names



High Frequency Word Funny Name Autographs

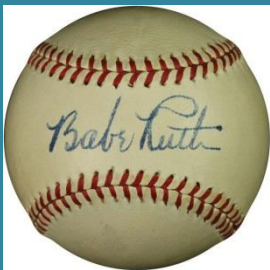


- This activity is an extension of the *High Frequency Word Funny Names Game*.
- Members of the family will use the High Frequency Word Funny Name Autographs sheet. They will ask each other to sign their “funny name” on the sheet.

Juegos de Palabras de Alta Frecuencia

- Cada miembro de su familia escoge una de "las diez" tarjetas de las palabras de alta frecuencia y se la ajusta a la ropa. ¡Esta palabra se convierte en su nombre por la semana!

Autógrafos de Nombres Cómicos de las Palabras de Alta Frecuencia



Nombres Cómicos de las Palabras de Alta Frecuencia



- Esta actividad es una extensión del *Juego De Los Nombres Cómicos*.
- Los miembros de la familia utilizarán la hoja de autógrafos de las palabras cómicas de alta frecuencia y se pedirán uno al otro que firmen su hoja con su nombre cómico.

High Frequency Words Games



High Frequency Rainbow Words

- Your child will print ten words on the High Frequency Rainbow Words worksheet. Using crayons, your child will trace each word with three different colors.



Arcoíris de Palabras de Alta Frecuencia

- El niño imprimirá "las diez" palabras en la hoja de las Palabras de Alta Frecuencia. Por medio de utilizar crayolas de colores, el niño trazará cada palabra tres veces, leyendo la palabra una a la vez.

High Frequency Words Funny Name Autographs/ *Autógrafos de Nombres Cómicos de las Palabras de Alta Frecuencia*

1. _____

2. _____

3. _____

4. _____

5. _____



High Frequency Words

Stars or Stickers Celebration!

*¡Celebración con estrellas o calcomanías por las
Palabras de Alta Frecuencia!*





High Frequency **Rainbow** Words

Arcoíris de Palabras de Alta Frecuencia

1.

- - - - -	- - - - -	- - - - -
-----------	-----------	-----------

2.

- - - - -	- - - - -	- - - - -
-----------	-----------	-----------

3.

- - - - -	- - - - -	- - - - -
-----------	-----------	-----------

4.

- - - - -	- - - - -	- - - - -
-----------	-----------	-----------

5.

- - - - -	- - - - -	- - - - -
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6.

- - - - -	- - - - -	- - - - -
-----------	-----------	-----------

7.

- - - - -	- - - - -	- - - - -
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8.

- - - - -	- - - - -	- - - - -
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9.

- - - - -	- - - - -	- - - - -
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10.

- - - - -	- - - - -	- - - - -
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High Frequency Words

One Minute Fluency Practice/

Práctica de Un Minuto para la Fluidez de las Palabras de Alta Frecuencia

Date/Fecha	Number of Words Read/ Nº de Palabras Leidas	Parent Signature/ Firma del Padre

We can
read all





High Frequency Words Spelling Challenge

Reto de Ortografía de las
Palabras de Alta Frecuencia

1. _____
- - - - -

6. _____
- - - - -

2. _____
- - - - -

7. _____
- - - - -

3. _____
- - - - -

8. _____
- - - - -

4. _____
- - - - -

9. _____
- - - - -

5. _____
- - - - -

10. _____
- - - - -

High Frequency Word Certificate of Achievement

YOU ARE A SUPERSTAR!

Certificate of Achievement

Recognizing your Achievement!

for learning the 1st Set of High Frequency Words



Parent Signature

Date

YOU ARE A SUPERSTAR!

Certificate of Achievement

Recognizing your Achievement!

for learning the 2nd Set of High Frequency Words



Parent Signature

Date

High Frequency Word Certificate of Achievement

YOU ARE A SUPERSTAR!

Certificate of Achievement

Recognizing your Achievement!

for learning the 3rd Set of High Frequency Words



Parent Signature

Date

High Frequency Words – Set 1

the	of	and	a	to
in	is	you	that	it
he	for	was	on	are
as	with	his	they	at
be	this	from	I	have
or	by	one	had	not
but	what	all	were	when
we	there	can	an	your
which	their	said	if	do
will	each	about	how	up
out	them	then	she	many
some	so	these	would	other
into	has	more	her	two

High Frequency Words – Set 1

like	him	see	time	could
no	make	than	first	been
its	who	now	people	my
made	over	did	down	only
way	find	use	may	water
long	little	very	after	words
called	just	where	most	know

INITIAL CHALLENGE Date: _____

Total Number of Words Read: _____

WEEKLY CHALLENGE!

	Date	# of Words Read
Week 1	_____	_____
Week 2	_____	_____
Week 3	_____	_____
Week 4	_____	_____
Week 5	_____	_____

	Date	# of Words Read
Week 6	_____	_____
Week 7	_____	_____
Week 8	_____	_____
Week 9	_____	_____
Week 10	_____	_____



High Frequency Words – Set 2

get	through	back	much	before
go	good	new	write	our
used	me	man	too	any
day	same	right	look	think
also	around	another	came	come
work	three	word	must	because
does	part	even	place	well
such	here	take	why	things
help	put	years	different	away
again	off	went	old	number
great	tell	men	say	small
every	found	still	between	name
should	Mr.	home	big	give

High Frequency Words – Set 2

air	line	set	own	under
read	last	never	us	left
end	along	while	might	next
sound	below	saw	something	thought
both	few	those	always	looked
show	large	often	together	asked
house	don't	world	going	want

WEEKLY CHALLENGE!

	Date	# of Words Read
Week 1	_____	_____
Week 2	_____	_____
Week 3	_____	_____
Week 4	_____	_____
Week 5	_____	_____

	Date	# of Words Read
Week 6	_____	_____
Week 7	_____	_____
Week 8	_____	_____
Week 9	_____	_____
Week 10	_____	_____



High Frequency Words – Set 3

school	important	until	money	usually
form	food	keep	children	feet
land	side	without	boy	once
animals	life	enough	took	sometimes
four	head	above	kind	began
almost	live	page	got	earth
need	far	hand	high	year
mother	light	parts	country	father
let	night	following	seen	picture
being	study	second	eyes	soon
times	story	boys	since	white
days	ever	paper	hard	near
sentence	better	best	across	during

High Frequency Words – Set 3

today	others	however	sure	means
knew	it's	try	told	young
miles	sun	ways	thing	whole
hear	example	heard	several	change
answer	room	sea	against	top
turned	didn't	learn	point	city
play	toward	five	using	himself

WEEKLY CHALLENGE!

	Date	# of Words Read
Week 1	_____	_____
Week 2	_____	_____
Week 3	_____	_____
Week 4	_____	_____
Week 5	_____	_____

	Date	# of Words Read
Week 6	_____	_____
Week 7	_____	_____
Week 8	_____	_____
Week 9	_____	_____
Week 10	_____	_____



High Frequency Words – Set 1

the

of

and

a

to

in

is

you

that

it

he

for

High Frequency Words – Set 1

was

on

are

as

with

his

they

at

be

this

from

I

High Frequency Words – Set 1

have

or

by

one

had

not

but

what

all

were

when

we

High Frequency Words – Set 1

there

can

an

your

which

their

said

if

do

will

each

about

High Frequency Words – Set 1

how

up

out

them

then

she

many

some

so

these

would

other

High Frequency Words – Set 1

into

has

more

her

two

like

him

see

time

could

no

make

High Frequency Words – Set 1

than

first

been

its

who

now

people

my

made

over

did

down

High Frequency Words – Set 1

only

way

find

use

may

water

long

little

very

after

words

called

High Frequency Words – Set 1

just

where

most

know



High Frequency Words – Set 2

get

through

back

much

before

go

good

new

write

our

used

me

High Frequency Words – Set 2

man

too

any

day

same

right

look

think

also

around

another

came

High Frequency Words – Set 2

come

work

three

word

must

because

does

part

even

place

well

such

High Frequency Words – Set 2

here

take

why

things

help

put

years

different

away

again

off

went

High Frequency Words – Set 2

old

**numbe
r**

great

tell

men

say

small

every

found

still

between
n

name

High Frequency Words – Set 2

should

Mr.

home

big

give

air

line

set

own

under

read

last

High Frequency Words – Set 2

never

us

left

end

along

while

might

next

sound

below

saw

something

High Frequency Words – Set 2

thought

both

few

those

always

looked

show

large

often

together

asked

house

High Frequency Words – Set 2

don't

world

going

want



High Frequency Words – Set 3

school

important

until

money

usually

form

food

keep

children

feet

land

side

High Frequency Words – Set 3

**withou
t**

boy

once

**animal
s**

life

enough

took

sometimes

four

head

above

kind

High Frequency Words – Set 3

began

almost

live

page

got

earth

need

far

hand

high

year

mother

light

parts

country

father

let

night

**followin
g**

seen

picture

being

study	second d
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High Frequency Words – Set 3

eyes	soon
times	story
boys	since
white	days

ever

paper

hard

near

High Frequency Words – Set 3

**sentenc
e**

better

best

across

during

today

others

however
r

sure

means

knew

it's

High Frequency Words – Set 3

try

told

young

miles

sun

ways

thing

whole

hear

example

heard

several

High Frequency Words – Set 3

change

answer

room

sea

against

top

turned

didn't

learn

point

city

play

High Frequency Words – Set 3

toward

five

using

himself

