**Objective**
The student will read high frequency words.

**Materials**
- Tactile word patterns
  *Make word cards using sandpaper, corrugated cardboard, salt, rice, or textured fabric.*
- Student sheet
- 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 sort words by rimes on a pocket chart.**
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
tactile word patterns
he

she

are

tactile word patterns
is
said
that

tactile word patterns
in
of
to

tactile word patterns
Word Board
Objective
The student will read high frequency words.

Materials
- High frequency word cards
  Select target words.
- Checkerboard
  Make four copies of the checkerboard on card stock, connect to make a full size checkerboard, and laminate.
- Checkers
- 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, keeps the checker on that square. If unable to read the word, returns 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

checker board section
Word Checkers
High Frequency Word Cards

were
what
we
but
not
all
<table>
<thead>
<tr>
<th>your</th>
<th>can</th>
<th>use</th>
</tr>
</thead>
<tbody>
<tr>
<td>when</td>
<td>said</td>
<td>there</td>
</tr>
</tbody>
</table>
she
do
how

an
each
which
High Frequency Word Cards

- first
- water
- been
- their
- if
- will
<table>
<thead>
<tr>
<th>oil</th>
<th>about</th>
<th>who</th>
</tr>
</thead>
<tbody>
<tr>
<td>call</td>
<td>up</td>
<td>other</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- made
- may
- come

- its
- get
- part
High Frequency Word Cards

- did
- long
- final
- down
- now
- day
- out
- year
- many
- know
- work
- place
High Frequency Word Cards

<table>
<thead>
<tr>
<th>her</th>
<th>make</th>
<th>into</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>him</td>
<td>would</td>
</tr>
</tbody>
</table>
time
them
then
these
some
so
<table>
<thead>
<tr>
<th>has</th>
<th>write</th>
<th>more</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>two</td>
<td>go</td>
</tr>
<tr>
<td>number</td>
<td>could</td>
<td>no</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>----</td>
</tr>
<tr>
<td>see</td>
<td>people</td>
<td>way</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- my
- than
- live
- me
- back
- give
High Frequency Word Cards

- name
- good
- sentence
- man
- think
- say
great

where

help

though

much

before
High Frequency Word Cards

- line
- right
- too
- mean
- old
- any
High Frequency Word Cards

- show
- also
- around
- farm
- three
- small
High Frequency Word Cards

- well
- set
- does
- end
- put
- 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>
<tr>
<td>went</td>
<td>men</td>
<td>why</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>turn</td>
<td>ask</td>
<td>here</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- spell
- air
- off
- change
- away
- play
High Frequency Word Cards

- letter
- mother
- page
- animal
- house
- point
High Frequency Word Cards

near
answer
found
every
add
study
learn
America
world
still
should
high
<table>
<thead>
<tr>
<th>food</th>
<th>between</th>
<th>own</th>
</tr>
</thead>
<tbody>
<tr>
<td>below</td>
<td>country</td>
<td>plant</td>
</tr>
</tbody>
</table>

High Frequency Word Cards
High Frequency Word Cards

- school
- tree
- never

- last
- father
- keep
city

eye

though

start

earth

light
High Frequency Word Cards

- don't
- story
- left
- head
- under
- saw
<table>
<thead>
<tr>
<th>High Frequency Word Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>while</td>
</tr>
<tr>
<td>few</td>
</tr>
<tr>
<td>always</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>life</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- get
- run
- important
- group
- often
- until
High Frequency Word Cards

side | car | night

children | feet | mile
High Frequency Word Cards

- white
- took
- began
- walk
- grow
- sea
four

state

book

ger

carry

once
<table>
<thead>
<tr>
<th>stop</th>
<th>second</th>
<th>miss</th>
</tr>
</thead>
<tbody>
<tr>
<td>hear</td>
<td>without</td>
<td>later</td>
</tr>
</tbody>
</table>

High Frequency Word Cards
face

watch

far

idea

enough

eat
High Frequency Word Cards

- really
- let
- girl
- color
- almost
- above
High Frequency Word Cards

- mountain
- talk
- young

- sometimes
- soon
- cut
Objective
The student will read high frequency words.

Materials
- High frequency word cards
  Select target words.
- Fish pattern
  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
is
that
of

the
and
you

High Frequency Word Cards

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K-1 Student Center Activities: Phonics
High Frequency Word Cards

- were
- what
- we

- but
- not
- all
High Frequency Word Cards

- your
- can
- use
- when
- said
- there
she
do
how

an
each
which
High Frequency Word Cards

- made
- may
- come
- its
- get
- part
High Frequency Word Cards

- only
- sound
- little
- over
- take
- new
out  year  many
know  work  place
High Frequency Word Cards

<table>
<thead>
<tr>
<th>her</th>
<th>make</th>
<th>into</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>him</td>
<td>would</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

time
them
then
these
some
so
High Frequency Word Cards

- has
- write
- more
- look
- two
- go
<table>
<thead>
<tr>
<th>my</th>
<th>than</th>
<th>live</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>back</td>
<td>give</td>
</tr>
</tbody>
</table>
thing

just

our

most

after

very
High Frequency Word Cards

- name
- good
- sentence
- man
- think
- say
High Frequency Word Cards

great

where

help

though

much

before
High Frequency Word Cards

- 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
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>
High Frequency Word Cards

- went
- men
- why
- turn
- ask
- here
High Frequency Word Cards

- read
- home
- different
- need
- land
- us
<table>
<thead>
<tr>
<th>spell</th>
<th>air</th>
<th>Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>change</td>
<td>away</td>
<td>play</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

near  answer  found

every  add  study
Phonics

High Frequency Word Cards

food
between
own
below
country
plant
<table>
<thead>
<tr>
<th>school</th>
<th>tree</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>last</td>
<td>father</td>
<td>keep</td>
</tr>
<tr>
<td>don't</td>
<td>story</td>
<td>left</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>head</td>
<td>under</td>
<td>saw</td>
</tr>
<tr>
<td>while</td>
<td>might</td>
<td>something</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>few</td>
<td>along</td>
<td>close</td>
</tr>
</tbody>
</table>
always

both

together

life

those

paper
<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>
<tr>
<td>four</td>
<td>state</td>
<td>book</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>river</td>
<td>carry</td>
<td>once</td>
</tr>
</tbody>
</table>
Phonics

High Frequency Word Cards

face

watch

far

idea

enough

eat
<table>
<thead>
<tr>
<th>really</th>
<th>let</th>
<th>girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>color</td>
<td>almost</td>
<td>above</td>
</tr>
</tbody>
</table>
Phonics

High Frequency Word Cards

mountain  talk  young

sometimes  soon  cut
High Frequency Word Cards

- song
- leave
- being
- list
- family
- it's
Objective
The student will blend onsets and rimes to make words.

Materials
- High frequency word cards
  *Select target words.*
- Baseball pattern
  *Make multiple copies, laminate, and cut. Attach a high frequency word card to each baseball.*
- Word Baseball game board
- 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
is    that    of
the    and    you
<table>
<thead>
<tr>
<th>this</th>
<th>at</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>they</td>
<td>be</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>or</td>
<td>had</td>
<td>word</td>
</tr>
<tr>
<td>from</td>
<td>one</td>
<td>by</td>
</tr>
<tr>
<td>were</td>
<td>what</td>
<td>we</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>but</td>
<td>not</td>
<td>all</td>
</tr>
<tr>
<td>your</td>
<td>can</td>
<td>use</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>when</td>
<td>said</td>
<td>there</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

oil

about

who

call

up

other
<table>
<thead>
<tr>
<th>made</th>
<th>may</th>
<th>come</th>
</tr>
</thead>
<tbody>
<tr>
<td>its</td>
<td>get</td>
<td>part</td>
</tr>
<tr>
<td>only</td>
<td>sound</td>
<td>little</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>over</td>
<td>take</td>
<td>new</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- out
- year
- many
- know
- work
- place
High Frequency Word Cards

- her
- make
- into
- like
- him
- would
High Frequency Word Cards

time

them

then

these

some

so
High Frequency Word Cards

- has
- write
- more
- look
- two
- go
High Frequency Word Cards

my  than  live
me  back  give
<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>
High Frequency Word Cards

great
where
help

though
much
before
<table>
<thead>
<tr>
<th>line</th>
<th>right</th>
<th>too</th>
</tr>
</thead>
<tbody>
<tr>
<td>mean</td>
<td>old</td>
<td>any</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

follow  came  want

some  tell  boy
High Frequency Word Cards

show
also
around

farm
three
small
High Frequency Word Cards

well  end  put

does  set  another
Big

Must

Because

Even

Large

Such
<table>
<thead>
<tr>
<th>went</th>
<th>men</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>turn</td>
<td>ask</td>
<td>here</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- read
- home
- different
- need
- land
- us
<table>
<thead>
<tr>
<th>spell</th>
<th>air</th>
<th>off</th>
</tr>
</thead>
<tbody>
<tr>
<td>change</td>
<td>away</td>
<td>play</td>
</tr>
<tr>
<td>letter</td>
<td>mother</td>
<td>page</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>animal</td>
<td>house</td>
<td>point</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

near
answer
found
every
add
study
food  between  own
below  country  plant
<table>
<thead>
<tr>
<th>school</th>
<th>tree</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>last</td>
<td>father</td>
<td>keep</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- city
- eye
- though
- start
- earth
- light
<table>
<thead>
<tr>
<th>don't</th>
<th>story</th>
<th>left</th>
</tr>
</thead>
<tbody>
<tr>
<td>head</td>
<td>under</td>
<td>saw</td>
</tr>
</tbody>
</table>
while  might  something

few  along  close
<table>
<thead>
<tr>
<th>open</th>
<th>next</th>
<th>hard</th>
</tr>
</thead>
<tbody>
<tr>
<td>seem</td>
<td>begin</td>
<td>example</td>
</tr>
</tbody>
</table>
always  
both  
together  

life  
those  
paper
<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>
High Frequency Word Cards

- side
- car
- night
- children
- feet
- mile
High Frequency Word Cards

- white
- took
- began
- walk
- grow
- sea
<table>
<thead>
<tr>
<th>four</th>
<th>state</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>river</td>
<td>carry</td>
<td>once</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

stop  second  miss
hear  without  later
face

watch

far

idea

enough

eat
<table>
<thead>
<tr>
<th>really</th>
<th>let</th>
<th>girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>color</td>
<td>almost</td>
<td>above</td>
</tr>
<tr>
<td>mountain</td>
<td>talk</td>
<td>young</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>sometimes</td>
<td>soon</td>
<td>cut</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

song
leave
being
list
family
it's
Objective
The student will read high frequency words.

Materials
- High frequency word cards
  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.
High Frequency Word Cards

is
that
of
the
and
you
High Frequency Word Cards

- to
- it
- he
- a
- in
- was
High Frequency Word Cards

- as
- his
- with
- for
- on
- are
High Frequency Word Cards

<table>
<thead>
<tr>
<th>this</th>
<th>at</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>they</td>
<td>be</td>
<td>—</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

were  what  we

but  not  all
High Frequency Word Cards

- your
- can
- use

- when
- said
- there
she

do

how

an
each

which
first  water  been
their  if  will
High Frequency Word Cards

- oil
- about
- who
- call
- up
- other
Phonics

High Frequency Word Cards

made
may
come
its
get
part
High Frequency Word Cards

did
long
final
down
now
day
<table>
<thead>
<tr>
<th>only</th>
<th>sound</th>
<th>little</th>
</tr>
</thead>
<tbody>
<tr>
<td>over</td>
<td>take</td>
<td>new</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

out

year

many

know

work

place
<table>
<thead>
<tr>
<th>her</th>
<th>make</th>
<th>into</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td>him</td>
<td>would</td>
</tr>
</tbody>
</table>
time  them  then
these  some  so
Phonics

High Frequency Word Cards

has

write

more

look
two
go
number

could

no

see

people

way
High Frequency Word Cards

<table>
<thead>
<tr>
<th>my</th>
<th>than</th>
<th>live</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>back</td>
<td>give</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

thing  just  our

most  after  very
High Frequency Word Cards

name  good  sentence

man  think  say
<table>
<thead>
<tr>
<th>great</th>
<th>where</th>
<th>help</th>
</tr>
</thead>
<tbody>
<tr>
<td>though</td>
<td>much</td>
<td>before</td>
</tr>
<tr>
<td>line</td>
<td>right</td>
<td>too</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>mean</td>
<td>old</td>
<td>any</td>
</tr>
<tr>
<td>follow</td>
<td>came</td>
<td>want</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>some</td>
<td>tell</td>
<td>boy</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

show
also
around

farm
three
small
well
end
put
does
set
another
<table>
<thead>
<tr>
<th>went</th>
<th>men</th>
<th>why</th>
</tr>
</thead>
<tbody>
<tr>
<td>turn</td>
<td>ask</td>
<td>here</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

read

home

different

need

land

us
High Frequency Word Cards

<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>
</tbody>
</table>
High Frequency Word Cards

spell
air
Off

change
away
play
High Frequency Word Cards:

- learn
- America
- world
- still
- should
- high
food    between    own
below    country    plant
<table>
<thead>
<tr>
<th>school</th>
<th>tree</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>last</td>
<td>father</td>
<td>keep</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

city

eye

though

start

earth

light
<table>
<thead>
<tr>
<th>don't</th>
<th>story</th>
<th>left</th>
</tr>
</thead>
<tbody>
<tr>
<td>head</td>
<td>under</td>
<td>saw</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- while
- might
- something
- few
- along
- close
open  next  hard

seem  begin  example
<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>
<tr>
<td>got</td>
<td>run</td>
<td>important</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>group</td>
<td>often</td>
<td>until</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- four
- state
- book
- river
- carry
- once
High Frequency Word Cards

- stop
- second
- miss
- hear
- without
- later
face

watch

far

idea

enough

eat
Phonics

High Frequency Word Cards

really  let  girl

color  almost  above
mountain
talk
young
sometimes
soon
cut
song

leave

being

list

family

it's
Objective
The student will read high frequency words.

Materials
- High frequency word cards
  Select target words.
- Bowling ball pattern
  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
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 Score Card

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danny</td>
<td>8</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keisha</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
bowling ball patterns
<table>
<thead>
<tr>
<th>Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
is
that
of

the
and
you
High Frequency Word Cards

to  it  he

can  in  was
High Frequency Word Cards

- as
- his
- with
- for
- on
- are
High Frequency Word Cards

they
at
have
this
be
I
they
or
had
word
from
one
by
were
not
all
but
we
what
<table>
<thead>
<tr>
<th>your</th>
<th>can</th>
<th>use</th>
</tr>
</thead>
<tbody>
<tr>
<td>when</td>
<td>said</td>
<td>there</td>
</tr>
</tbody>
</table>
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>
</tbody>
</table>
High Frequency Word Cards

- oil
- about
- who
- call
- up
- other
<table>
<thead>
<tr>
<th>made</th>
<th>may</th>
<th>come</th>
</tr>
</thead>
<tbody>
<tr>
<td>its</td>
<td>get</td>
<td>part</td>
</tr>
</tbody>
</table>
Phonics

High Frequency Word Cards

only

over

sound

take

little

ew
<table>
<thead>
<tr>
<th>out</th>
<th>year</th>
<th>many</th>
</tr>
</thead>
<tbody>
<tr>
<td>know</td>
<td>work</td>
<td>place</td>
</tr>
</tbody>
</table>

High Frequency Word Cards
High Frequency Word Cards

her  make  into
like  him  would
time  
them  
then  
these  
some  
so
High Frequency Word Cards

- has
- write
- more
- look
- two
- go
<table>
<thead>
<tr>
<th>see</th>
<th>people</th>
<th>way</th>
</tr>
</thead>
<tbody>
<tr>
<td>number</td>
<td>could</td>
<td>no</td>
</tr>
<tr>
<td>thing</td>
<td>just</td>
<td>our</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>most</td>
<td>after</td>
<td>very</td>
</tr>
<tr>
<td>name</td>
<td>good</td>
<td>sentence</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>----------</td>
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<td>man</td>
<td>think</td>
<td>say</td>
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High Frequency Word Cards

great

where

help

though

much

before
High Frequency Word Cards

- line
- right
- too
- mean
- old
- any
High Frequency Word Cards

- show
- also
- around
- farm
- three
- small
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>
<tr>
<td>read</td>
<td>home</td>
<td>different</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>need</td>
<td>land</td>
<td>us</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- spell
- air
- off
- change
- away
- play
<table>
<thead>
<tr>
<th>near</th>
<th>answer</th>
<th>found</th>
</tr>
</thead>
<tbody>
<tr>
<td>every</td>
<td>add</td>
<td>study</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- learn
- America
- world
- still
- should
- high
High Frequency Word Cards

- food
- between
- own
- below
- country
- plant
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High Frequency Word Cards

- city
- eye
- though
- start
- earth
- light
while  might  something
few  along  close
open  
next  
hard

seem  
begin  
example
always
both
together

life
those
paper
High Frequency Word Cards

- got
- run
- important
- group
- often
- until
High Frequency Word Cards

side  car  night

children  feet  mile
High Frequency Word Cards

- white
- took
- began
- walk
- grow
- sea
High Frequency Word Cards

- four
- state
- book
- river
- carry
- once
<table>
<thead>
<tr>
<th>stop</th>
<th>second</th>
<th>miss</th>
</tr>
</thead>
<tbody>
<tr>
<td>hear</td>
<td>without</td>
<td>later</td>
</tr>
</tbody>
</table>
face

watch

far

idea

enough

eat
<table>
<thead>
<tr>
<th>really</th>
<th>let</th>
<th>girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>color</td>
<td>almost</td>
<td>above</td>
</tr>
</tbody>
</table>
mountain  talk  young

sometimes  soon  cut
song
leave
being

list
family
it's