

Appendix D1

High-Frequency Word Games (for Middle School and High School)

1. Take 5-10 cards in your child's pile of *known* high-frequency words. Spread them out on the table or floor. Ask your child to "point to" a word. See if he/she can quickly point to that sight word card, but do not remove or move the card. Go through this process quickly. Mentally keep track of which words your child knows fluently. Once you have gone through this set of words, move the cards away and try another round of 5-10 words. Praise your child for knowing his/her sight words quickly and with confidence. Reinforce that "good readers" know these words quickly without "sounding them out."
2. If your child's *known* high-frequency words are displayed on a "word wall," have your child read the words aloud from the wall while pointing at them. An alternative is to have your child create a notebook with one or two pages devoted to each letter in the alphabet. The sight words can then be listed on the correct pages alphabetically. From time to time, your child can read the high-frequency words notebook.
3. Play "Guess My Word" with your child's high-frequency word cards. Whether you spread out the cards or use the words displayed on the word wall, you can call out clues to see if your child can guess which word you are thinking of. For example, "Here are some clues about a word I'm thinking of. The word has four syllables. The word has something to do with science. The word has a common suffix. Can you guess my word?" See if your child can spot the word "experiment" from his/her pile of *known* sight words. When your child feels ready, let him/her be the "clue giver" to see if you can guess the word!
4. Create "Phrases" with your child's high-frequency word cards. Choose a few sight words at a time that make a phrase you might read in a book or speak in your everyday language. For example, you might choose the cards "perhaps," "can," and "everyone" to create the phrase "Perhaps everyone can..." Then, use the phrase in your own original sentence, such as, "Perhaps everyone can help clean the kitchen." Another example might be using the cards "although," "result," and "already" to create the phrase "Although the result was already..." Take turns with your child using that phrase in a sentence, such as, "Although the result was already recorded, we decided to test it again." Point to the sight words as you use the phrase.