

Appendix C1

High-Frequency Word Games (for Upper Elementary Grades)

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 take a pointer (pencil, magic wand, etc.) and read the words aloud from the wall while using the pointer. Ask your child, "Can you read any other words you see in the room (or in books or on boxes, labels, etc.)?"
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 about. For example, "Here are some clues about a word I'm thinking of. The word has two syllables. It has the double 'ee.' The word tells you where something is. Can you guess my word?" See if your child can spot the word "between" 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 "until," "I'll," and "listen" to create the phrase "I'll listen until..." Then, use the phrase in your own original sentence, such as "I'll listen until the song is over." Another example might be using the cards "best," "usually," and "it's" to create the phrase "usually it's best..." Take turns with your child to use that phrase in a sentence, such as, "I heard that it's usually best to wait for it to cool down" or "Usually it's best to check the weather before picking out your clothes." Point to the sight words as you use the phrase.