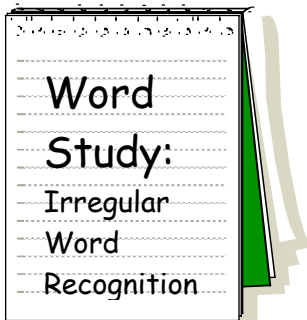


**OBJECTIVE:** The student will recognize irregular, high frequency words.



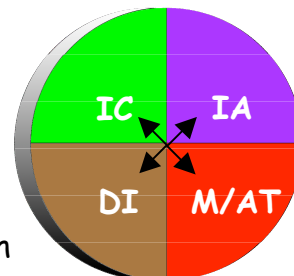
**INSTRUCTIONAL CONTENT:**

- Irregular Word Recognition: Seven frequently used irregular words

**INSTRUCTIONAL ACTIVITY:**

- Look/Say/Cover/Write

**Purpose:** This activity teaches students to recognize irregular, high frequency words.



**MATERIAL/AT:**

- Cards containing irregular, high frequency words
- Sheet with words listed in large print (for tracing) and writing utensil
- One sheet of paper per student folded into three columns with words listed in column A

*(adapted from Pinnell & Fountas, 1998)*

**DELIVERY OF INSTRUCTION:**

**Grouping:** Small group (three to four students) or one-on-one with the teacher

1. Make three columns (A, B, and C) on a sheet of paper. In column A, write a list of seven frequently used irregular words in large print. Make word cards consisting of the words on the list.
2. Tell the student to put a pencil on the desk.
3. Give the student the sheet of paper with the words written on it and instruct the student to fold word column A on top of column B.
4. Show the student the first card and read the word. (**find**)
5. Have the student repeat the word.
6. Ask the student to spell the word aloud while looking the card. <f>, <i>, <n>, <d>.
7. Remove the word card and have the student uncover words written on the sheet.
8. Have the student trace the word **find** on the sheet as he or she names each letter.

A	B	C
find		
does		
said		
the		
you		
come		
both		

9. Have the student write the word in column B and check the word using column A.
  10. Show the **find** word card again and have the student read the word.
  11. Have the student fold word column A on top of word column B and write the word from memory in column C.
  12. Ask, "What does <f>, <i>, <n>, <d> spell?"
  13. Have the student say the word that was spelled.
  14. Repeat the process with other words.
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#### PROGRESS MONITORING:

After the lesson, ask the student to read a list of the words practiced. Indicate correct and incorrect responses with a plus or minus sign and check for mastery.

Periodically, give the student a graded word list. Have the student read the word list and record the percentage of words read correctly. Chart the student's performance and make instructional decisions as needed.