



## High-Frequency Irregular Words

*The purpose of this activity is for students to practice applying blending skills and high-frequency irregular word reading.*

### Prepare

- Print out one set each of [Irregular Words Cards 1-9 \(G2\)](#), [Irregular Words Cards 10-18 \(G2\)](#), [Irregular Words Cards 19-27 \(G2\)](#), and [Irregular Words Cards 28-35 \(G2\)](#).
- Place cards facedown in a stack in front of you.
- Be sure that all students can see the words on the cards when you flip them over.

### Warm-Up



**We have been practicing reading tricky words. Today, we're going to try to go through this stack of Tricky Word cards as fast as we can. We will read through each of our Tricky Word cards together to get warmed up.**

Show students each card and read the words together at a steady, not too fast pace. Keep track of words with which students struggled, and place them in a separate stack. Review them once more before moving on.

### Modeling

**Now, I'm going to show you a different way to play. We're going to look at the word on the card then say the word as quickly as we can.**

**Watch me as I read the first five words.** Flip the first five cards and read each word at a steady pace which is faster than the pace used in the warm-up activity.

### Guided Practice



**Do you think you can go faster than I did?** Or, if students are still mastering the skill: **Do you think you can go through the stack without making a mistake?**

Call on a single student in the group to read the first word. If the student reads a word incorrectly, correct them, have them repeat the word, and move on to the next card.

**Read and say the whole word as quickly as you can.**

## Guided Practice *Continued*

**If Correct:** Great. Let's try a few more. *Continue having the same student read five word cards, and then move on to the next student.*

**If Incorrect:** *If the student reads a word incorrectly, correct them, have them repeat the word, and then move on to the next card. Let's keep going. Continue having the same student read five word cards and move on to the next student.*

Repeat until all students in the group have worked through at least five cards each and all of the cards have been used at least one time.

## Practice



**Okay, now let's go faster. This time, you will each read all of the words in our deck! Everyone will get a chance to do this, so read along silently and be patient!**

**Read and say the word.** Show the next card as soon as the student says the word.

**If Correct:** You read those words well, and pretty fast!

**If Incorrect:** *If the student is incorrect, correct them, have them repeat your answer, and move to the next card. Keep a separate stack of cards that were read incorrectly the first time around. Let's keep going. Continue having the same student go through the word cards. See the support box below for suggestions on how to help students who miss several of the words.*

Shuffle the stack of cards and repeat with individual students while encouraging them to go faster.

If time and focus allow, shuffle and repeat at an even faster pace.

### Support

- Keep the cards that were read incorrectly in a separate stack and go over each word afterwards with the group.
- Have the student slide an index finger from the first letter to the last letter of the word to help them focus on the word.

### Challenge

- Add more word cards to the stack.
- Use a timer and record the time for the first read through and the second read through for each student.

## Wrap-Up



**You read those tricky words so fast today! Great reading work!**

don't

many

these

before

around

use

about

very

does

**off**

**city**

**pull**

**always**

**only**

**school**

**both**

**country**

buy

close

head

eyes

earth

along

story

example

thought

thought

few



begin

laugh

eight

carry

those

often

done

full