



## High-Frequency Irregular Words

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

### Prepare

- Use this list of words: *have, could, who, do, away, because, down, get, some, two*. These are suggested words for each grade level. You are welcome to use your own list of high-frequency irregular words (e.g., words with which students have difficulty, as seen in ORF or other texts). Feel free to break up this lesson and introduce only three words at a time.
- Use a whiteboard to write the irregular words you want to teach. The space should be large enough for the students to be able to see as you point to each of the letters.
- Print out one set of [Irregular Words Cards 1-10 \(G1\)](#) onto cardstock for each student and one set for yourself. Cut the cards apart and punch a hole in the upper left corner of each card.
- Provide a binder ring and a marker for each student and for yourself.
- Choose space for a word wall. New words should be added as you progress through these activities.

### Warm-Up



**Readers, some words try to trick you. You can sound them out, just like you've been doing, but then you have to say the word a bit differently. We will learn about some new tricky words today.**

**I'll show you what I mean. This is one of our tricky words.** Write the word *have* on the board. **I am going to sound out this word first** (touch each letter and say the sounds as if you are decoding it as a regular word with the vowel-consonant-e sounds /h/ /A/ /v/): **hAAAvvv**. **But when I say this word fast, I say *have*** (pronounce as the irregular word *have*, like *hav*). **What is this word?** Students should say *have* (pronounced *hav*).

### Modeling

**We are going to spell, write, and read some tricky words today. I'll show you. I will start with this word, *have*.** Point to the word *have* on the board. **Let me use the word in a sentence: *Millie and Gracie will have a good time at the party.***

Model for students.

## Modeling *Continued*

I am going to spell this word out loud, and then I will use a marker to trace the word on my card. I will then read the word on my card. Show them your word card for *have*. **Listen and watch: *h-a-v-e***. Now, say the letters as you model how to trace them on your card: ***h-a-v-e***. Point to your card and say ***have***.

## Guided Practice



**Now, we will do it together.** Distribute the card for *have* and one marker to each student. I'll use the word in another sentence. **Do you *have* a pencil that I can borrow today?** Point to the word *have* on the board. **Let's spell this word together: *h-a-v-e***. Students should spell out the word chorally as you point to each letter. **Trace *have* on your card. Let's all read the word together: *have***. Students should read the word with you.

Give appropriate time and support to students as they complete each task.

## Practice



**Now, we will spell, write, and read some more tricky words. Ready?** Write the word *could* on the board. **This is the word *could*** (pronounce as the irregular word *could*, like *kood* with the *oo* as in *book*).

**When we see this word, we say *could*, as in the sentence: *Barney could bring the dessert to the party*. Spell the word when I point to it.** Point to the *could* on the board. Students should spell the word chorally: ***c-o-u-l-d***. Distribute the *could* cards. **Trace the word on your card.** Students should trace the letters *c-o-u-l-d*. When all students have traced the word, have students point to the word on their card and read the word chorally. **Read the word.** Students should say the irregular word *could*.

**If Correct:** That's correct. When you see this word, you read the word "could."

**If Incorrect:** Point to the word on the board. Remember, when we see this word, we read it as the word "could." Read the word.

Continue by writing the rest of the irregular words on the board, one word at a time. Point to the word and say, **When we see this word, we say** (say the irregular word), **as in the sentence** (say a sentence using the word). Then, repeat the word, and have students:

1. chorally spell the word as you point to each letter
2. trace the word on their card
3. chorally read the word on their card.

Correct: *could* like *kood* with the *oo* as in *book*

## Practice *Continued*

I am going to put my cards on our Tricky Word Wall so we can refer back to them later. You will start your Tricky Word Task Cards today by putting the binder ring through the hole in the corner of your cards. First, let's make sure that all of our word cards are facing in the correct direction and are in a neat stack. Show students how to put the cards on the binder ring. We will use our Tricky Word Task Cards to help us practice reading these words later.

### Support

Point to the word on the student's card and say, Remember, when we see this word we say "(read the word)." Ask the student to point to the word and read it.

### Challenge

Students can share their own sentence(s) as each word is introduced.

## Wrap-Up



Show and read your word cards one at a time: ***are, here, I, once, no, said, so, funny, come, look.*** Those tricky words won't trick you anymore!

have

could

who

do

away

because

down

get

some

two