

I Can Read and Spell Irregular High Frequency Words

A Multisensory Teaching Strategy

- Show and read the high frequency word** aloud.

Teacher: "to"

Teacher & Student(s): "to"

- Read or say a phrase / sentence containing the word** out loud.

If reading: Make sure the text is decodable, that the student(s) can see it, and point to each word as you read it together.

"to the house" "to the duck"

- Figure out and discuss the meaning/job of the word.**

Possible Prompts:

- *When do we use the word... to?*
- *What is the job of this word?*
- *What do you notice about where the word is located in the phrase/sentence? What comes before it? What comes after it?*

- Student(s) use the word in an oral phrase / sentence.**

One to One Setting	Whole Class / Group Setting
Teacher says: "Tell me a phrase or sentence that contains the word." Student: "Give that to me."	Prompt the student(s) to silently create their own sentence containing the word in their mind, then turn and talk to share their sentence out loud. *As a scaffold, students may work together to create a sentence containing the word. Select a couple students to share their sentence aloud with the whole class.

- Identify the individual phonemes (sounds) within the word.** *(Skip this step if the student(s) have not learned the letter-sound correspondence.)*

*Put the card away so the word can no longer be seen.

Teacher: "Let's say the word again and pay attention to the sounds we hear in the word." /t/ /oo/

- Discuss the orthographic mapping of the word** with the student(s). *(Skip this step if the student(s) have not learned the letter-sound correspondence.)*

*Look at the word again.

Possible prompts:

- Do the letters we see match the sounds we hear and what we know about letter-sounds? **The sound /t/ is represented by the letter t, which matches what I know.**
- Is there a part of this word we have to know by heart because the letters and sounds do not match what we know? **I hear the sound /oo/ and see the letter o. That's strange! This does not match what I know about letters and sounds.**

So, to read and spell this word we can sound out /t/, but we have to know the letter o by heart. We can't sound this part out. This is the tricky part that we must know by heart!

7. After discussing the phoneme-grapheme correspondences with the student(s), draw a heart above/below the phoneme-grapheme correspondences that are not decodable and must be known by heart.

to



8. Have the student(s) copy the word, writing and saying each letter out loud as they write. Then have them read the word out loud. (3 times)

t - o to t - o to t - o to

9. Have the student(s) repeat step 8, with their eyes closed.

t - o to t - o to t - o to

10. Check the work of the student(s). If the high frequency word is misspelled, s/he needs to repeat all the steps.

*For students who require a more intensive approach, see the second strategy.