

# My Words

High-Frequency Word Readers

## Lessons and Activities

Grade 1

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Grade 1

# My Words

High-Frequency Word Readers

# Management Guide



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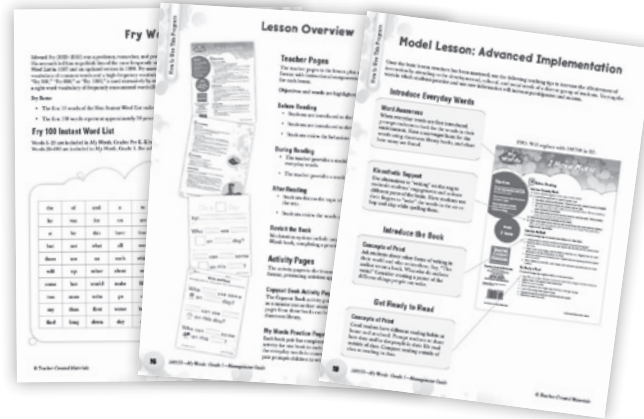
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# Components

Each kit includes the following materials for teachers and children:

## Management Guide

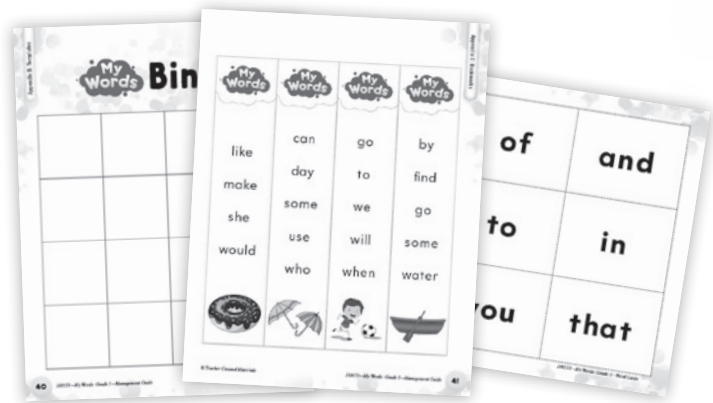
Easy-to-use teacher resource that supports best practices for early literacy instruction.



## Digital Resources

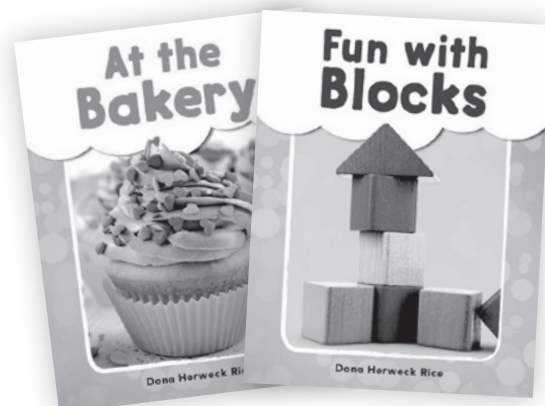
Digital resources are accessed through the Teacher Created Materials website (see page 47). Digital resources include the following (a full list can be found on pages 48–51 of this book):

- Read-Along eBooks
- PDFs of books for whiteboard or tablet use
- take-home copies of each book
- templates, word cards, and bookmarks



## My Words Book Pairs

Each pair of full-color books includes four to ten high-frequency words in predictable sentences.



# Getting Started Checklist

Follow this checklist to prepare materials and your classroom for smooth implementation of the *My Words* program.

## Classroom Materials

- Before introducing the first *My Words* book, plan for how students will store the books (e.g., book boxes, book bags). Ensure that the method of delivery for the eBook readers will work smoothly for the whole group as well as individuals.
- Create a **classroom word wall** or *My Words* board to display the high-frequency words as they are introduced. Make the display easily accessible for all students. Organize the wall alphabetically or by order of word introduction.
- Copy and cut several sets of the *My Words Cards* (wordcards.pdf) to use during instruction, for centers, additional activities, and the word wall. You may want to laminate a few sets.
- Copy and cut the *My Words Bookmarks* (bookmarks.pdf, pages 41–46). If possible, use cardstock or construction paper for the bookmarks, and consider laminating them. The bookmarks correlate with the *My Words* books and can be given as awards or as reminders to students and parents of the words being studied.
- Prepare for class bookmaking by duplicating the *My Words Class Book Cover* (classbookcover.pdf, page 39).
- Copy the **activity pages** before teaching the *My Words* lessons, and plan for any additional activities to follow. Some additional activities on pages 20–21 will require class copies of templates (pages 37–40).

## Home and School Connection

- Read the **Family Involvement** section (pages 22–23) before beginning the *My Words* lessons. It contains helpful tips for communicating with parents about high-frequency word instruction and activities that parents can do at home to reinforce *My Words* learning.
- Duplicate **Family Letters** (familyletterenglish.pdf, familyletterspanish.pdf, pages 24–25) to send home when you begin teaching the program. The letters are available in English and Spanish and include the rationale for teaching high-frequency words, information about the take-home materials, and ideas for helping families practice with their children at home.
- Download and prepare to distribute **Take-Home Books** from the Digital Resources. A full list is available on pages 49–50. Distribute the books after teaching the lessons.

## Spaces for *My Words* Instruction and Practice

The purposeful activities in the *My Words* program will be more effective and easier to implement if the classroom environment is structured for whole-group instruction, small-group instruction, and multiple types of independent and peer-to-peer practice.

- **Whole-Group Space**  
This area should accommodate every student sitting on a classroom rug so he or she has enough space to feel comfortable and view the activities in the front of the room. Each student should be able to see a *My Words* book projected for the group. The classroom word wall should also be easily visible from the large-group activity area.

# Getting Started Checklist *(cont.)*

- **Small-Group Space**

This area is for teacher-directed activities, such as the introduction or review of a *My Words* book or directed practice of everyday words. Generally, it is meant for six or fewer students at a time. A good spot for a small-group activity is either at a table or on a classroom rug.

- **Independent-Practice Space**

This area is typically filled with tables or desks. Students should have easy access to pencils, pens, crayons, markers, scissors, and glue. With modeling and occasional support, some *My Words* activities can be completed independently.

- **Work Stations**

This area is filled with attractive instructional tasks that prompt students to review and apply what they have learned. An organized space for centers that is away from the path of classroom movement will help ensure that students are not distracted. Displaying directions and finished products, providing organized and developmentally appropriate materials, modeling what to do at centers, and effectively communicating the objectives for center activities are also important for success. Many of the additional activities described on pages 20–21 can be used to populate work stations.

- **eReading Space**

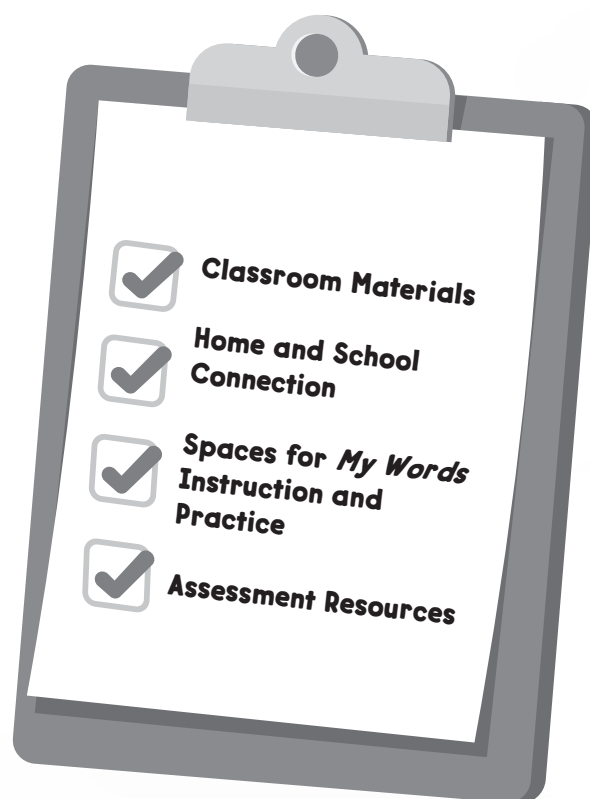
A comfortable **classroom library** may be an appropriate spot for students to sit with tablets and headphones to read *My Words* eBooks. If a classroom computer is available, it should be positioned so the screen is easily viewed by the teacher. Both tablets and computers should have the capability for students to record themselves reading the books aloud. A quiet corner of the room will be the best place for these activities.

- **Independent-Reading Library**

Students should be encouraged to interact with many different books in different ways. Grouping *My Words* books in a bin or part of a shelf in the library will help students remember they can read the words in these books.

## Assessment Resources

Use the *My Words Cards* (wordcards.pdf) and the **Student Record** sheet (page 28) to assess and record a baseline of high-frequency words for each student before starting the program. See the Assessment section (pages 26–32) for an overview of assessment for early learners and recommendations for measuring high-frequency word progress throughout the school year.



# My Words

Dear Family,

We have begun a new reading adventure at school! Your child is reading books from the *My Words* program that introduce and provide practice reading high-frequency words. These special words are the words that occur most frequently in written and spoken sentences. We also call them *everyday words*.

There are two books for each group of words. Your child will be given a take-home copy of each book after it is introduced in class.

The books contain sentences and pictures that will help your child remember what the words say. In class, the students will have multiple opportunities to read and work with the words in each book. When your child brings the books home, you can reinforce the learning at school by reading and listening to your child read these books over and over.

Help your child find a special place to keep the take-home books. Model how to read the phrases smoothly, like you speak. Hearing you read aloud and pronounce the words helps your child become a better reader.

Ask your child about the books before and after reading them. Focus on questions that begin with *who*, *what*, *when*, *where*, *why*, and *how*. Find out what your child likes about the books, and focus on any real-life connections that you and your child have to them.



Your child will also receive a bookmark after practicing each pair of *My Words* books in class. The bookmarks have the high-frequency words printed on them. Keep the bookmarks handy for word practice, and encourage your child to use them when writing at home.



Together, we can build a solid foundation of high-frequency words that will propel your child onward to reading success. Keep in mind that learning to read should be exciting and fun for all learners.

Happy reading,

# My Words

Estimada familia:

¡Hemos comenzado una nueva aventura de lectura en la escuela! Su hijo está leyendo libros del programa *My Words* (Mis palabras) que presenta y provee práctica para leer palabras de uso frecuente. Estas palabras especiales son las palabras que aparecen con más frecuencia en las oraciones escritas y habladas. También las llamamos *palabras de uso común*.

Hay dos libros para cada grupo de palabras. A su hijo le darán una copia de cada libro para llevar a casa después de que el libro haya sido presentado en clase.

Los libros contienen oraciones e imágenes que ayudarán a su hijo a recordar lo que dicen las palabras. Su hijo tendrá muchas oportunidades en clase de leer y trabajar con las palabras de cada libro. Cuando su hijo lleve los libros a casa, usted puede reforzar el aprendizaje de la escuela al leer y al escuchar a su hijo leer los libros una y otra vez.

Ayude a su hijo a buscar un lugar especial donde pueda guardar los libros que lleva a casa. Demuestre cómo leer las frases con fluidez, tal como usted habla. Si su hijo lo escucha leer en voz alta y pronunciar las palabras, se volverá un mejor lector.

Pregúntele a su hijo sobre los libros antes y después de leerlos. Puede centrarse en preguntas que comiencen con *quién, qué, cuándo, dónde, por qué y cómo*. Averigüe qué le gusta a su hijo sobre los libros y céntrese en las conexiones que vea entre los libros y la vida real suya y de su hijo.



Su hijo también recibirá un marcapáginas después de practicar cada par de libros *My Words* en clase. Estos marcapáginas tienen impresas palabras de uso frecuente. Mantenga los marcapáginas a la mano para practicar las palabras y anime a su hijo a usarlos cuando escribe en casa.



Juntos podemos construir un base sólida de palabras de uso frecuente que llevarán a su hijo al éxito en la lectura. Tenga en cuenta que el aprendizaje de la lectura debe ser emocionante y divertido para todos los principiantes.

Felices lecturas,



## Objectives

Demonstrate understanding of the organization and basic features of print.

Recognize and read grade-appropriate irregularly spelled words.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

## Words

all  
come  
did  
no  
were  
in  
the  
they

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## Before Reading

### Introduce Everyday Words

1. Gather students together on the rug or in their chairs.
2. Use the following details to explain *everyday words*.
  - Everyday words are all around. They are the most common words in English.
  - You can find them in books, on posters, and on signs.
  - We study everyday words so that we can remember them. We can read them easily wherever we see them.
  - With some words, we focus on each sound to read the word. With everyday words, we memorize the word and letters.
3. Write the focus words *all, come, did, no, and were* on the board.
4. Point to the word and its letters as you say-spell-say each word with students. Have each student say-spell-say each word as he or she “writes” the word with a finger on the rug or the table.
5. Write the review words *in, the, and they* on the board. Have students repeat as you touch and read each word.

### Introduce the Book

Use the following steps to introduce students to *Come Home, Cats*.

- Guide students to locate the front cover, back cover, and book pages.
- Read the title and the author’s name on the front cover. Explain that the title tells the reader about the book.
- Point to the cover image, and ask students what they see. Explain that the cover image tells the reader about the book.
- Read the summary on the back cover. Explain that the summary tells the reader about the book.
- Have students use the title, cover image, and summary to predict what the book is about.

### Get Ready to Read

Guide students to become readers. Say, “We are readers. Readers read words and look at images in books to learn or enjoy a story. Let’s practice what readers do.”

- Readers read words and pictures from left to right, top to bottom, and page to page.
- Readers practice the words and pay attention to the punctuation marks so they can read the way they speak.
- Readers talk about what they read.



## During Reading

### Read the Book

**Note:** If students have read *Where Are the Animals?* and completed the lesson, this book can be read independently. Skip to **After Reading** below.

Use the following steps to read each page.

1. Read the book aloud.
2. Explain what a sentence is. Say, “A sentence is a group of words that goes together to tell or to ask. Every sentence starts with a capital letter and ends with a punctuation mark.”
3. Point to each sentence on a page or spread. Say, “There are three sentences on these pages. Two sentences end with periods. These sentences are telling sentences. The other sentence ends with a question mark. This sentence is an asking sentence.”
4. Have students look and listen for everyday words. Run your finger beneath the words (and rebus images), and read the sentences fluently.
5. Have students run their fingers beneath the words (and rebus images) as they read the sentences fluently, reading the way they speak. Repeat this for each spread.
6. Have students read the book to themselves, friends, or an adult.



## After Reading

Use the following questions to discuss the book.

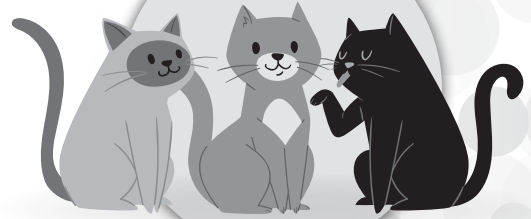
- What can you tell about the cats’ personalities?
- Why would the cats go into the trash?
- What other places might cats go?

Post the words on a word wall or *My Words* board to reference in the future.

### Revisit the Book

Use the following ideas to create independent workstations so students can revisit the book and everyday words on their own.

- **Copycat Book:** Copy the page. Provide scissors and writing tools. Have students cut the pages into strips. On the first strip, guide students to trace the title and write their names. On the next two strips, guide students to write the missing everyday words, draw friends, and draw friends away from home. Staple completed books together.
- **My Words Practice:** Copy the page. Provide scissors and glue. Guide students to refer to the book as they complete the activity.
- **Read to a Friend:** Place the book in an independent-reading area. Guide students to read the book aloud to each other, pointing to each word as they read. If possible, allow students to record themselves as they read.



# Come Home, Friends

by:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



The

□

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

in the

□

.



Did they

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

come

□

?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Write and Build

**Directions:** Read the sentence. Write the everyday words. Build the sentence.




The  were

cats

in the  .

grass

_____	_____
- - - - -	- - - - -
_____	_____
_____	_____
- - - - -	- - - - -
_____	_____


  .	were	the
	The	in

**Note:** To extend the lesson, have students write the sentence on the back of this page.

# Come Home, Cats




**Dona Herweck Rice**



The  were  
cats

in the .  
garden

Did they all come

 ? No.  
home



The  were

cats

in the  .

tree



Did they all come



? No.

home



The  were

cats

in the  .

trash

Did they all come



? No.

home





The  were

cats

in the  .

basket

Did they all come



? No.

home



The  were

cats

in the  .

grass

Did they all come



? No.

home

# High-Frequency Words

## New Words

all                      come

did                      no

were

## Review Words

in                      the

they