



# High Frequency Word Walls

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# Using a High-Frequency Word Wall Effectively

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- Post all the letters of the alphabet in a highly visible place in the classroom.
- Leave room beneath each letter of the alphabet for a selection of high frequency words.
- Explain to children that the word wall is a tool that will help them in their reading and writing.



# Using a High-Frequency Word Wall Effectively

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- Be selective about the words you put up.
  - Limit choices to HFWs kids need in their writing and reading.
  - Some words should serve as examples of decoding and spelling patterns.
  - You can create additional word banks, walls, etc., that focus on important content vocabulary or word patterns/chunks.
- Add the words gradually.
  - 2-3 words/week in K
  - 5 words/week grades 1-6



# Using a High Frequency Word Wall Effectively

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- Make the words accessible where everyone can see them.
- Use large, black, block, lower case letters.

## ■ 72 pt. font

- Put students' names on the word wall either as a separate feature or mixed in with other high frequency words underneath each alphabet letter.
- Hold students accountable to use the word wall for the words they use in any writing they do.



# Using a High Frequency Word Wall Effectively

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- Practice words for 5-10 minutes daily.
- Use a variety of review activities.
- Stop adding words to the wall around mid-April. (P. Cunningham)
  - Review all the words on the wall for the remainder of the year.



# Using a High Frequency Word Wall Effectively

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- Teachers who “do” word walls (rather than just “have” word walls) report that ALL students can learn at least 95% of these critical high frequency words by the end of the school year.



# Word Wall Cautions

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- Do not spend time focusing on the configuration (shapes) of words.
  - Shape: on, ate, tent
  - But what about: stick, sting, sling, string, sink, stink, stick
- Sight word reading must involve remembering the letters in the words; these are the distinctive features that make one word different from another. (Torgesen, 2004.)



# Word Wall Cautions

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- Do not put words on different colors of paper or use different colors of ink.
  - For early readers:
    - Color is a distracter.
    - Color provides a superior clue to words for non or beginning readers, i.e., the Stroop Test.



# What is a Sight Word?

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“Sight words are words that readers have read accurately on earlier occasions. They read the words by remembering how they read them previously. The term sight indicates that sight of the word activates that word in memory, including information about its spelling, pronunciation, typical role in sentences, and meaning.” (Ehri, 1998)



## What is a Sight Word? cont...

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“Sight of the word activates its pronunciation and meaning in memory immediately without any sounding out or blending required. Sight words are read as whole units with no pauses between sounds.” (Ehri, 2002)

“Sight words include any word that readers have practiced reading sufficiently often to be read from memory.” (Ehri, 2002)



# High Frequency Words

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■ Number of Words	■ Frequency of Use
8	18%
25	33%
107	50%
203	70%
1,000	89%
3,000	97%
4,000	99%



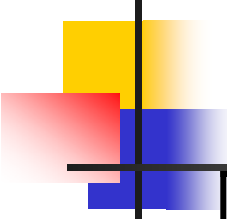
# Basic Rimes

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- 500-600 primary-grade words can be derived from the following set of only 38 rimes (Adams, 1990).
- Rime = same spelling pattern
  - gate & skate "rime"
- Rhyme = same sound
  - gate & wait "rhyme"

# Basic Rimes

(Adams, 1990)



-ack	-all	-ain	-ake	-ail
-ame	-an	-ank	-ap	-ash
-at	-ate	-aw	-ay	-eat
-ell	-est	-ice	-ike	-ick
-ide	-ight	-ill	-in	-ine
-ing	-ink	-ip	-ir	-ock
-oke	-op	-ore	-or	-uck
-ug	-ump	-unk	*-(y) (E. Fry)	

# Basic Rimes

## Suggested Teaching Order

(Edward Fry's Frequency List)



-ay	-ill	-ip	-at	-am	-ag
-ack	-ank	-ick	-ell	-ot	-ing
-ap	-unk	-ail	-ain	-eed	-y
-out	-ug	-op	-in	-an	-est
-ink	-ow	-ew	-ore	-ed	-ab
-ob	-ock	-ake	-ine	-ight	-im
-uck	-um				



# Word Wall Activities

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## ■ Write, Spell, and Read (Pretest)

- Have students number their paper from 1-5.
- Call out the five new words, using each word in a sentence.
- As you call out each word, have a child locate the word.
- Have the children chant the spelling of the word.
- Orally spell the word while writing, then slide a finger under the word and read it.
- When all 5 words have been written, point to the words and have the children spell each word as they touch the letters and check and correct their own work.



# Word Wall Activities cont.

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## Write, Spell, and Read cont.

- The first 2 days practice the new words.
- The rest of the week mix-in some review of other words from the wall.
- Words that children need the most practice with should be practiced frequently.



# Word Wall Activities cont.

## Review Rhyme with the Word Wall

- Number papers from 1-5.
- Students must write the word that rhymes with the word you give them.
  - #1 Begins with /t/ and rhymes with *walk*.
  - #2 Begins with /b/ and rhymes with *my*.
  - #3 Begins with /f/ and rhymes with *run*.
  - #4 Begins with /l/and rhymes with *bike*.
  - #5 Begins with /g/ and rhymes with *stood*.
  - To check say, "#1 rhymes with *walk*. What did you write?" Children respond, "talk, t-a-l-k, talk."



# Word Wall Activities cont.

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## Cross Checking with the Word Wall

- Students decide which word begins correctly, makes sense, and write the word.
  - Write *t* on the board. Say, "The first word begins with a *t* and fits in this sentence: *Paula likes to \_\_\_\_\_ on the telephone.*"
  - Write *r* on the board. Say, "#2 begins with *r* and fits in this sentence: *Carlos had to \_\_\_\_\_ fast to win the race.*"



# Word Wall Activities cont.

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## Sentence Dictation

- Dictate a sentence or two using words from the word wall. Remind students to begin their sentences with a capital letter. You can dictate sentences to practice and review using .,?, and !



# Word Wall Activities cont.

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## Ruler Tap

- The teacher says a word and then taps out several letters in the word without saying those letters. The children spell those letters silently to themselves. When the tapping stops, the students finish spelling the word out loud.
- Example: Say, *“people”*. Tap, tap, tap. The children think *p-e-o* silently to themselves and then call out *p-l-e, people*.



# Word Wall Activities cont.

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## Be a Mind Reader

- The teacher thinks of a word on the wall and then gives 5 clues for that word.
- Have students number their papers from 1-5.
- Tell them you will give them 5 clues.
- By the fifth clue, everyone should guess your word, but if they “read your mind” they might get the word before the fifth clue.



# Word Wall Activities cont.

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## Be a Mind Reader cont.

- The first clue is always: “I’m thinking of a word on the word wall.”
- Next to #1 students should write what they think the word might be.
- Each succeeding clue should narrow down the choices until by clue five there is only one right choice.



# Word Wall Activities cont.

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## Be a Mind Reader cont.

- As you give clues, students write the word they believe it is next to each number.
- If succeeding clues confirm the word a student has already written, they write the same word again by the next number.



# Word Wall Activities cont.

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## Be a Mind Reader cont.

- Clues may include any features of the word you want the children to notice.
  - i.e., It has more than two letters.
  - It has less than 5 letters.
  - It has a silent e.
  - It begins with /tr/.
  - It has two vowels.



## Word Wall Activities cont.

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### Be a Mind Reader cont.

- After clue 5, show students the word you wrote down and say, “I know that you have the word next to #5, but who has it next to number 4? 3? 2? 1?”
- Some students will have “read your mind” and will be as pleased as punch with themselves.



# Word Wall Activities cont.

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## Be a Mind Reader cont.

### ■ Example:

- I'm thinking of a word on the word wall.
- It has 4 letters.
- It begins with */th/*.
- The vowel says */e/*.
- The word finishes this sentence: "I gave my books to - - - -." (them)



# Word Wall Activities cont.

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## Wordo

- You need a photocopied sheet for each child (9 boxes for young children) or (25 boxes for older children).
- Small pieces of paper, tokens, or something that students can use to cover words as they fill the blocks.



# Word Wall Activities cont.

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## Wordo cont.

- Call on students to select words to include in the game.
- As each word is selected, children will write the word on their Wordo sheet in any blank they choose, and you will write it on an index card.
- Shuffle the cards and call the words out one at a time. Have students chant the spelling of the word and then cover it.



# Word Wall Activities cont.

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## Wordo cont.

- The first student to have a row covered (horizontally or vertically) wins.
- Be sure and have the winner tell you the words he/she covered and check to see that those words were all called.
- Students clear their cards and play again.
- The student who won can become the caller and you can play on their sheet.



# Wordo

went	ride	come
they	here	thing
make	what	made



# Wordo

your	new	their	right	to
always	through	where	no	we're
write	usually	you're	before	until
there	too	want	because	threw
know	they're	two	were	knew



# Sample Lesson Grade 1

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- January 8-12, 2001
- New words: about, on, these, but, play
- On-the-back activity using “about”
  - “If you know the “out” pattern in the word “about” you can read and write other words that have that same pattern.”
    - The dog wants to go out.
    - Don’t shout at me!
    - We caught a trout when we went fishing.
    - Tanner is a Boy Scout.



# Sample Lesson Grade 1

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- Tuesday:
- Review word wall words: about, on, these, but, play
  - On-the-back activity: Adding inflectional endings to word wall words.
  - play
  - plays
  - player
  - played
  - playing



# Sample Lesson Grade 1

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- Wednesday:
  - Review word wall words with VCe pattern.
    - these, like, make, time, made
  - On-the-back activity using “make”.
    - I like to bake cookies.
    - Do you like chocolate cake?
    - Please rake up the leaves!
    - You can shake a rattle.
    - Don't wake the baby!



# Sample Lesson Grade 1

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- Thursday:
- Review words: we, with, had, my, friend
- On-the-back activity: Dictation
  - I had fun with my friend.
  - We played with my dog.



# Sample Lesson Grade 1

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- Friday:
- Post test on words: about, on, these, but, play
- On-the-back activity: Be a Mind Reader
  - I'm thinking of a word on the word wall.
  - The word has 3 letters.
  - The word has a short a in the middle.
  - The word rhymes with the word "man".
  - The word fits in this sentence: "I \_\_\_\_ count to 100."



# Sample Lesson Grade 1

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February 5-9, 2001

- New words: first, more, which, part, each
- Monday:
  - Spelling pretest
  - On-the-back activity using “more”
    - “If you know the “ore” pattern in the word “more” you can read and write other words that have that pattern.”
      - I have a sore leg.
      - My sister tore a hole in her new coat.
      - What was the final score at the Jazz game?
      - The store is closed.
      - Washing dishes is my least favorite chore.



# Sample Lesson Grade 1

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- Making words lesson “ore” rime
- Letters: e, o, u, c, m, p, r, t
  - 2 letter words: up, to
  - 3 letter words: top, mop, cop, cot, pot, rot
  - 4 letter words: tore, more, core, come
  - 5 letter word: comet
  - 7 letter word: compute
  - 8 letter word: computer
- Sort for patterns: op, ot, ore
- Transfer words: stop, shore, drop, dot



# Sample Lesson Grade 1

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- Tuesday:
  - Word wall review 5 new words
  - On-the-back activity using “each”
    - If you know the “each” pattern in the word each you can read and write other words that have that same pattern.”
      - I love to walk on the beach.
      - Did you eat your peach?
      - I can’t reach that box up there.
      - I love to teach first graders.
      - He spilled bleach on his new shirt.



# Sample Lesson Grade 1

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- Wednesday:
  - Review word wall words: go, play, part, look, friend
  - On-the-back activity: Using review word wall words plus inflectional endings.
    - Chris is going to college.
    - Karl Malone is a player on the Jazz Team.
    - I am missing two parts of my puzzle.
    - Have you looked at your new book yet?
    - My friends are coming to the party.



# Sample Lesson Grade 1

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- Thursday:
  - Review word wall words: which, one, with, come, what
  - On-the-back activity: Using word wall words to write asking sentences.
    - Which one is first?
    - Can I come with you?
    - What did she do?



# Sample Lesson Grade 1

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- Friday:
  - Post test on the word wall words that were introduced on Monday: first, more, which, part, each
  - On-the-back activity: Be a Mind Reader
    - I'm thinking of a word on the word wall.
    - My word has 4 letters.
    - My word has a silent e on the end.
    - My word rhymes with cake.
    - My word fits in this sentence: "I know how to \_\_\_\_\_ a peanut butter sandwich."