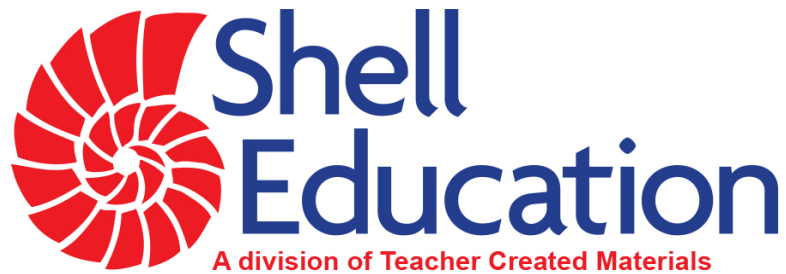


Sample Pages from



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# 180 Days of HIGH-FREQUENCY WORDS for Prekindergarten

DAY 1 Name: \_\_\_\_\_

I	see	the	a
black	red	brown	tan

the

Words 1-10

I see the

I see the bear

Directions: Read the words. Use the key to color the picture. Read the sentence word the in the sentence.

130219-180 Days of High-Frequency Words

12

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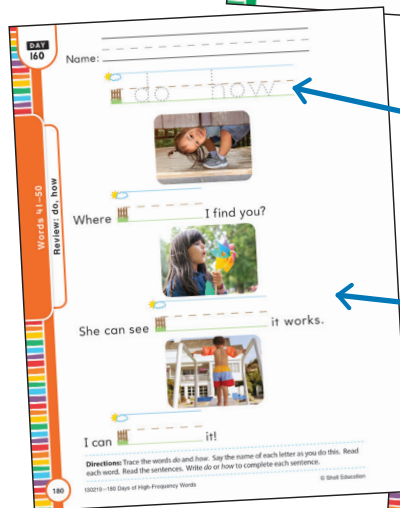
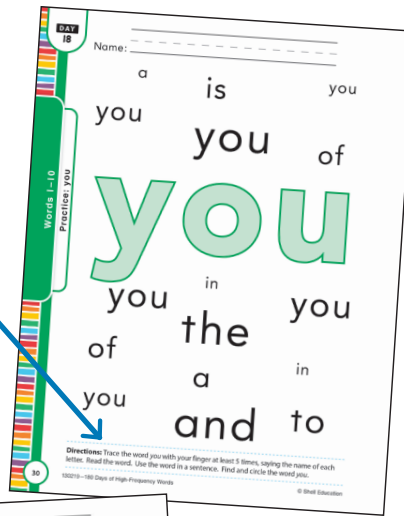
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# How to Use This Book

## Using the Practice Pages

The practice pages in this book provide instructional opportunities for each of the 180 days of the school year. Activities are organized by the introduction, practice, and review of five groups of 10 words from Dr. Fry's list. Teachers may plan to prepare packets of the practice pages for students. Each day's activities are aligned to the reading standards that can be found on page 12.

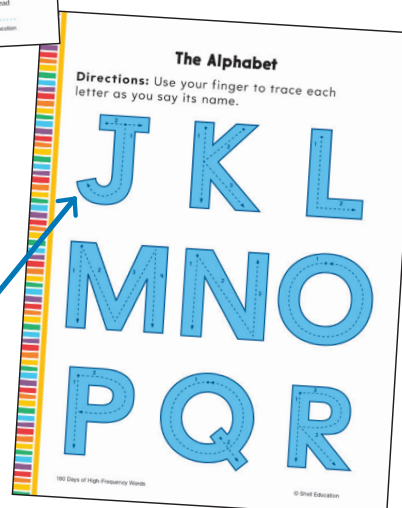
Easy-to-follow directions help adults support students as they complete the activities.



Students practice writing letters and words to build fluency and recognition.

Students have multiple opportunities to make and read high-frequency words in a variety of ways.

Extra resources at the end of the book and in the Digital Resources support students' learning as they complete the practice pages and learn to read the high-frequency words.



# Standards Correlations

Shell Education is committed to producing educational materials that are research and standards based. To support this effort, this resource is correlated to the academic standards of all 50 states, the District of Columbia, the Department of Defense Dependent Schools, and the Canadian provinces. A correlation is also provided for key professional educational organizations.

To print a customized correlation report for your state, please visit our website at [www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations) and follow the online directions. If you require assistance in printing correlation reports, please contact the Customer Service Department at 1-800-858-7339.

## College and Career Readiness Standards

The activities in this book are aligned to the following college and career readiness (CCR) standards:

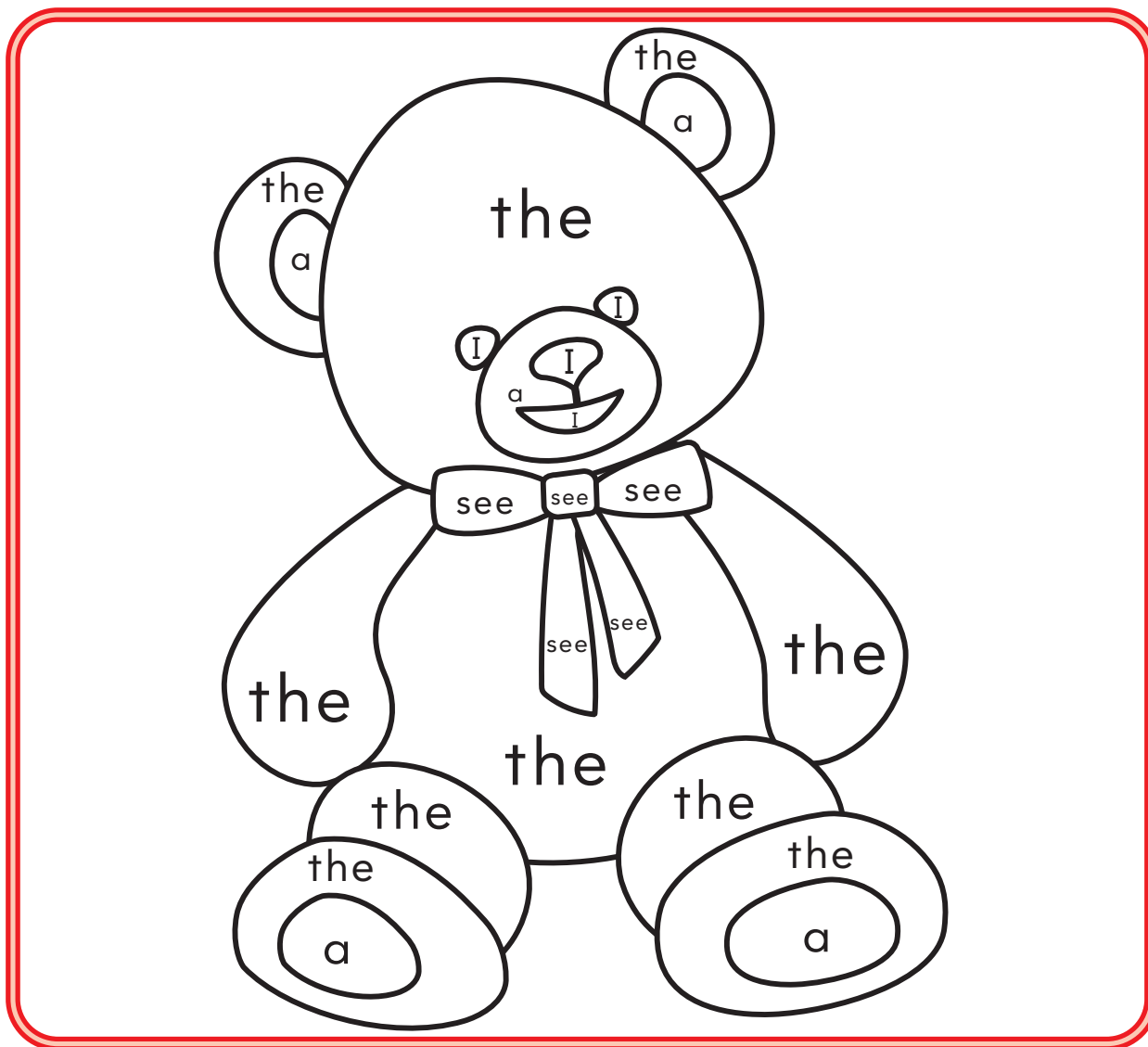
Print Concepts	<ul style="list-style-type: none"><li>• Recognize and name all upper- and lowercase letters.</li><li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li></ul>
Fluency	<ul style="list-style-type: none"><li>• Read emergent-reader texts with purpose and understanding.</li></ul>
Phonics and Word Recognition	<ul style="list-style-type: none"><li>• Know and apply grade-level phonics and word-analysis skills in decoding words.</li><li>• Read common high-frequency words by sight.</li><li>• Recognize and read grade-appropriate words.</li></ul>

## TESOL and WIDA Standards

In this book, the following English language development standards are met: Standard 1: English language learners communicate for social and instructional purposes within the school setting. Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

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

I	see	the	a
black	red	brown	tan



I see the bear.

**Directions:** Read the words. Use the key to color the picture. Read the sentence. Circle the word *the* in the sentence.

Practice: the

Words 1-10

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

the



The  is  .  
bike pink

2



I like the  .  
ice cream

3

**Directions:** Trace the word *the* with your finger at least 5 times, saying the name of each letter. Read the word. Color the word. Use the word in a sentence. Then, read the pages and circle the word *the* on each page.

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

no

of

go

of

am

o

f

of

of

up

the

of

of

a

me

so

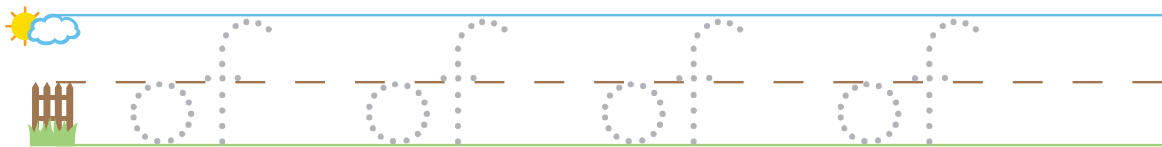
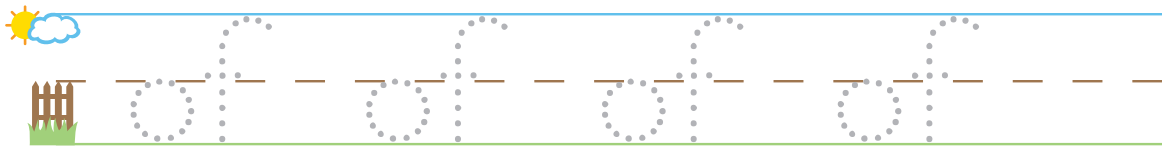
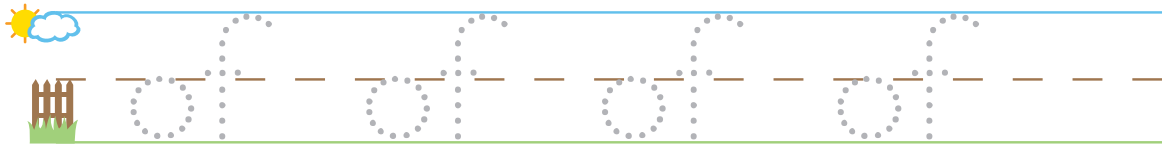
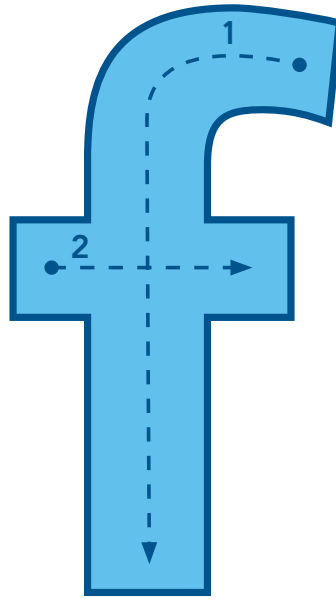
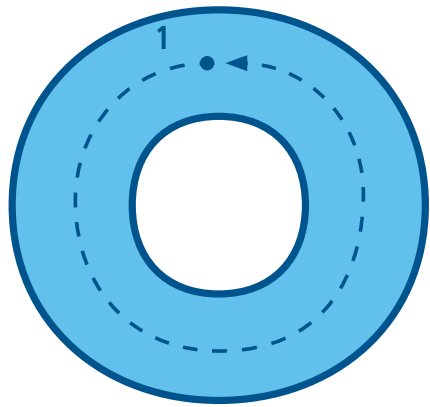
Practice: of

Words 1–10

**Directions:** Trace the word *of* with your finger at least 5 times, saying the name of each letter. Read the word. Use the word in a sentence. Find and circle the word *of*.

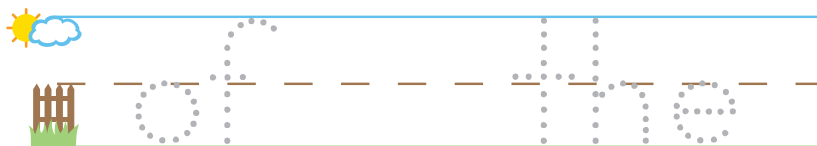



Name: \_\_\_\_\_




**Directions:** Trace the word *of* with your finger at least 5 times, saying the name of each letter. Read the word. Use the word in a sentence. Then, trace the words.

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




at  \_\_\_\_\_ beach



lots  \_\_\_\_\_ cats



over  \_\_\_\_\_ moon



Review: of, the

Words 1–10

**Directions:** Trace the words *the* and *of*. Say the name of each letter as you do this. Read each word. Read the phrases. Write *the* or *of* to complete each phrase.