



Instructional Routine: High Frequency or Irregular Words

Preparation: Write the target word on the classroom white board in red marker. Write the target word in a simple sentence on the white board using a black marker.

Routine:

1. Introduce the target word.

- a. State target word and have students repeat.
- b. Read the word in the sentence.

2. Lead the students to analyze target word.

- a. Clap and count the syllables (even if just one syllable).
- b. Spell the word chorally with students while pointing to each letter.
- c. Demonstrate that some letters can be sounded out by underlining those letters in green while sounding them out.
- d. Explain that a heart is around the letters we must learn by heart.

3. Model writing the word.

- a. Model writing the word on paper, saying each letter while you write.
- b. Make lines under the letters you can sound out.
- c. Draw a heart around the letters you must remember.
- d. Swoop your finger under the whole word as you repeat the word.

4. Guided practice:

- a. Direct students to write the word.
- b. Have students write the word on paper.
- c. Have students say each letter while they write.
- d. Students make lines under the letters they can sound out.
- e. Draw a heart around the letters they must remember.
- f. Students swoop their finger under the whole word and repeat the word chorally.

5. Check for student accuracy

- a. Students hold up paper towards teacher.
- b. Provide affirming or corrective feedback as needed.

6. Multi-sensory practice:

- a. Complete arm tapping steps with students
 - i. Students stand up and hold their paper in their non-dominant hand.
 - ii. Direct students to keep their eyes on their word while arm tapping. (Say: Get ready to arm tap. Eyes on your word.)
 - iii. Arm-tap the word while naming each letter using their dominant hand. (Right-Handed Students' Starting Point: Left Shoulder; Left-Handed Students' Starting Point: Right wrist)
 - iv. Underline the word by sweeping left to right while stating the word.
 - v. Repeat steps 2 and 3, two more times.

7. Provide multi-modal independent practice

- a. Students sit down
- b. Students write the target word using pencil/paper while naming each letter aloud as they write the word.
- c. Then they repeat the whole word. (Repeat 3-5 times.)
- d. Students may underline/heart letters if this scaffold is still needed.
- e. Provide praise and corrective feedback.

Extension activity:

Students compose a sentence using the word and write with a pencil. Students underline the target word with a red crayon/pencil.

Teaching Materials

1. [UFLI Irregular/High Frequency Word - Explanation and Teaching Materials](#)
2. Sample UFLI Heart Word Cards: [Irregular Word Cards - Printable FINAL \(ufl.edu\)](#)

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