



What is Money?

High-Frequency Words

Introduce the Lesson

Introduce the Text Display the book and read the title and the author's name. Point to the title and say: *The title has three words: What is Money? I see two of these words all the time: What and is. These words are important to know, because I read them everywhere!*

Introduce the Strategy Open the book to page 4. Say: *This woman is paying for something. I'll read the text: People use money to buy things. I can use picture clues and letter clues to figure out how to read the words people and money.*

There are other words on this page that I recognize just because I see them so often. I don't really need to figure them out. Point to the word to. Say: I see this word in so many places! I can read it easily: to. Point to the word to on the next page. Here it is again. The word to is used twice on only two pages.

Demonstrate and Collaborate

Read page 7. Then say: *Remember the easy word from the other page? That word, for, is on this page, too. Who can point to the word for? We can also learn from this picture. What can you see in this picture? Tell your learning partner.*

After children have a few moments to talk, meet as a group. Make a list on chart paper of high-frequency words that the children recognize. Continue reading the book, adding to the list as you move forward. Then read the list of words together.

Support Independent Practice

- Ask partners to use classroom books to find words from the list you have just created. Partners should then take turns reading the words.
- Use *Words I Know* to reinforce high-frequency words. Partners can take turns pointing to the words and reading the words that they recognize.
- Use ads, newspapers, and recycled environmental print. Help children locate high-frequency words that they can read.

Objectives

Children will be able to:

- read common high-frequency words by sight.

Support Learners

If children need extra support in order to read high-frequency words by sight, **then**

- ensure that children clearly understand what a "word" is and how to recognize a word. A clear understanding of this concept will provide a foundation for children to read fluently.
- build a list of sight words, beginning with the names of the children in your class. Children will see these names day after day. As children recognize classmates' names, remind them that they are reading.
- create word cards with high-frequency words. Have children use magnetic letters to spell the words. Then read the words together.

Resources in this Bundle

Use these texts for further practice with high-frequency words:

- *Presidents' Day*
- *Police Officers*
- *The American Flag*

Words I Know

Name _____

Date _____

at	an	the	and
am	can	do	in
is	see	me	no
to	it	my	we

Directions: Point to words you know. Read the words aloud.