

Name: _____ Date: _____

High-Frequency Words

Read It	Mark It	Write It
1.		<hr/> <hr/> <hr/>
2.		<hr/> <hr/> <hr/>
3.		<hr/> <hr/> <hr/>
4.		<hr/> <hr/> <hr/>
5.		<hr/> <hr/> <hr/>

Tip: Mark the irregular, unknown, or challenging spelling to help you remember it. Circle it or draw a heart above the letter or letters.

Name: _____ Date: _____

High-Frequency Hurdles #1

Read It	Mark It	Write It
1. could	could	<hr/> <hr/> <hr/>
2. would	would	<hr/> <hr/> <hr/>
3. should	should	<hr/> <hr/> <hr/>
4. couldn't	couldn't	<hr/> <hr/> <hr/>
5. shouldn't	shouldn't	<hr/> <hr/> <hr/>

Tip: Teach **could**, **should**, and **would** together. Emphasize the **-ould** spelling pattern and highlight the silent *l*, which many children leave out of their spellings.

Extension: Write and have children copy and complete sentence starters such as:
I wish I could _____. At school I should _____.

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High-Frequency Hurdles #2

Read It	Mark It	Write It
1. come	come	_____ - - - - - _____
2. some	some	_____ - - - - - _____
3. done	done	_____ - - - - - _____
4. one	one	_____ - - - - - _____
5. once	once	_____ - - - - - _____

Tip: Connect **one** to **done** and **once**. Contrast **one** with **won**. Discuss the meaning and spelling differences. Connect **come** and **some** and highlight the **o_e** spelling for the /u/ sound.

Extension: Write and have children copy and complete sentence starters, such as:
I have one _____. I once _____.

Name: _____ Date: _____

High-Frequency Hurdles #3

Read It	Mark It	Write It
1. do	do	_____ - - - - - _____
2. who	who	_____ - - - - - _____
3. to	to	_____ - - - - - _____
4. too	too	_____ - - - - - _____
5. two	two	_____ - - - - - _____

Tip: Connect **to**, **do**, and **who**. Discuss the confusion with **go**, **no**, and **so**—words many children learn early on. Contrast **to** with **two** and **too**. Discuss the different spellings and meanings.

Extension: Write and have children copy and complete sentence starters, such as:

I went to _____. I have two _____. Who is _____?

Name: _____ Date: _____

High-Frequency Hurdles #4

Read It	Mark It	Write It
1. today	today	<hr/> <hr/> <hr/>
2. together	together	<hr/> <hr/> <hr/>
3. through	through	<hr/> <hr/> <hr/>
4. really	really	<hr/> <hr/> <hr/>
5. eyes	eyes	<hr/> <hr/> <hr/>

Tip: Have children circle **to** in **today** and **together**.

Extension: Write and have children copy and complete sentence starters, such as:

Together we can _____. Today I will _____.

Name: _____ Date: _____

High-Frequency Hurdles #5

Read It	Mark It	Write It
1. of	of	_____ - - - - - _____
2. from	from	_____ - - - - - _____
3. for	for	_____ - - - - - _____
4. four	four	_____ - - - - - _____
5. before	before	_____ - - - - - _____

Tip: Contrast **for** with **four**. Discuss the different spellings and meanings. Have children create exemplar sentences for **of**, **for**, and **from** to connect to meaning and usage.

Extension: Write and have children copy and complete sentence starters, such as:
I am from _____. I _____ before I go to school. I have a lot of _____.

Name: _____ Date: _____

High-Frequency Hurdles #6

Read It	Mark It	Write It
1. have	have	<hr/> <hr/> <hr/>
2. give	give	<hr/> <hr/> <hr/>
3. live	live	<hr/> <hr/> <hr/>
4. love	love	<hr/> <hr/> <hr/>
5. above	above	<hr/> <hr/> <hr/>

Tip: No English words end in the letter **v**. If you hear the /v/ sound at the end, you must add an **e**. Connect to other words such as *love, glove, above, gave, save*.

Extension: Write and have children copy and complete sentence starters, such as:

We have to _____. I love to _____. Please give me a _____.

Name: _____ Date: _____

High-Frequency Hurdles #7

Read It	Mark It	Write It
1. you	you	<div></div> <div></div> <div></div>
2. your	your	<div></div> <div></div> <div></div>
3. you're	you're	<div></div> <div></div> <div></div>
4. its	its	<div></div> <div></div> <div></div>
5. it's	it's	<div></div> <div></div> <div></div>

Tip: Contrast *your/you're* and *its/it's*. Discuss the different spellings and meanings.

Extension: Write and have children copy and complete sentence starters, such as:
Your ___ is ___. You're a ___. The ___ hurt its ___. It's fun to ___.

Name: _____ Date: _____

High-Frequency Hurdles #8

Read It	Mark It	Write It
1. they're	they're	<hr/> <hr/> <hr/>
2. their	their	<hr/> <hr/> <hr/>
3. there	there	<hr/> <hr/> <hr/>
4. where	where	<hr/> <hr/> <hr/>
5. wear	wear	<hr/> <hr/> <hr/>

Tip: Contrast **their/there/they're**. Discuss the different spellings and meanings. Connect **there** and **where** and their shared spelling pattern **-ere**.

Extension: Write and have children copy and complete sentence starters, such as:

Where is the ____? There is a _____. Their dog is _____. They're happy to _____.

Name: _____ Date: _____

High-Frequency Hurdles #9

Read It	Mark It	Write It
1. the	the	_____ - - - - - _____
2. them	them	_____ - - - - - _____
3. then	then	_____ - - - - - _____
4. when	when	_____ - - - - - _____
5. whenever	whenever	_____ - - - - - _____

Tip: Words that begin with **th** and **wh** can cause challenges when reading and spelling, especially when they vary only slightly (e.g., **then/when, that/what**). Do lots of word-building activities with these words and have children create high-frequency word phrase cards to practice reading.

Extension: Write and have children copy and complete sentence starters, such as:
 When do we ____? Tell them that _____. The ____ is _____. I ____ whenever I'm happy.

Name: _____ Date: _____

High-Frequency Hurdles #10

Read It	Mark It	Write It
1. what	what	<hr/> <hr/> <hr/>
2. that	that	<hr/> <hr/> <hr/>
3. this	this	<hr/> <hr/> <hr/>
4. with	with	<hr/> <hr/> <hr/>
5. who	who	<hr/> <hr/> <hr/>

Tip: Words that begin with **th** and **wh** can cause challenges when reading and spelling, especially when they vary only slightly (e.g., **then/when, that/what**). Do lots of word-building activities with these words and have children create high-frequency word phrase cards to practice reading.

Extension: Write and have children copy and complete sentence starters, such as:

Who is ____? This is a _____. I will go with ____ to the _____. What can you ____?

Name: _____ Date: _____

High-Frequency Hurdles #11

Read It	Mark It	Write It
1. don't	don't	<hr/> <hr/> <hr/>
2. won't	won't	<hr/> <hr/> <hr/>
3. most	most	<hr/> <hr/> <hr/>
4. both	both	<hr/> <hr/> <hr/>
5. also	also	<hr/> <hr/> <hr/>

Tip: Connect **don't** (*do not*) and **won't** (*will not*). Point out the letter **o** for the **long-o** sound.

Extension: Write and have children copy and complete sentence starters, such as:

I don't have _____. I won't _____! Most of my friends _____. I have both a _____ and a _____.

Name: _____ Date: _____

High-Frequency Hurdles #12

Read It	Mark It	Write It
1. saw	saw	<hr/> <hr/> <hr/>
2. was	was	<hr/> <hr/> <hr/>
3. on	on	<hr/> <hr/> <hr/>
4. no	no	<hr/> <hr/> <hr/>
5. know	know	<hr/> <hr/> <hr/>

Tip: Discuss reversals *was/saw* and *on/no*. Highlight *a* for /u/ and *s* for /z/ in *was* and compare to *is* and *has*. Contrast *no* with *know*. Discuss the different spellings and meanings.

Extension: Write and have children copy and complete sentence starters, such as:

I know how to _____. I saw a _____. The _____ was _____.

Name: _____ Date: _____

High-Frequency Hurdles #13

Read It	Mark It	Write It
1. word	word	<hr/> <hr/> <hr/>
2. work	work	<hr/> <hr/> <hr/>
3. wash	wash	<hr/> <hr/> <hr/>
4. water	water	<hr/> <hr/> <hr/>
5. want	want	<hr/> <hr/> <hr/>

Tip: Focus on words that begin with **wa-** and how to pronounce the vowel sound. Explain that the **-or** spelling in **word** and **work** stands for the /ûr/ sounds.

Extension: Write and have children copy and complete sentence starters, such as:

My favorite word is _____. Put water in _____. I want to _____

Name: _____ Date: _____

High-Frequency Hurdles #14

Read It	Mark It	Write It
1. said	said	_____ - - - - - _____
2. they	they	_____ - - - - - _____
3. been	been	_____ - - - - - _____
4. again	again	_____ - - - - - _____
5. does	does	_____ - - - - - _____

Tip: Highlight specific sound-spellings that are frequently misspelled, such as **ai** for /e/ in **said** and **again**, and **ey** for /ā/ in **they**. Highlight the initial schwa sound for **a** in **again**. Highlight the **oe** spelling for /u/ in **does** (and connect to **do**). Contrast with **goes**. Point out **does** = **do** + **es**; **goes** = **go** + **es**.

Extension: Write and have children copy and complete sentence starters, such as:
 They can _____. I have been _____. I want to _____ again. My teacher said to _____.

Name: _____ Date: _____

High-Frequency Hurdles #15

Read It	Mark It	Write It
1. put	put	_____ _____ _____
2. push	push	_____ _____ _____
3. pull	pull	_____ _____ _____
4. buy	buy	_____ _____ _____
5. why	why	_____ _____ _____

Tip: Contrast **buy** with **by** (like *why*, *cry*, *try*) and **bye** (from *God be with ye*—an old way to say “goodbye”). Discuss the different spellings and meanings.

Extension: Write and have children copy and complete sentence starters, such as:

Please put the ____ in the _____. Why are you ____? I want to buy a _____.

Name: _____ Date: _____

High-Frequency Hurdles #16

Read It	Mark It	Write It
1. any	any	_____ - - - - - _____
2. many	many	_____ - - - - - _____
3. carry	carry	_____ - - - - - _____
4. very	very	_____ - - - - - _____
5. every	every	_____ - - - - - _____

Tip: Connect **any** and **many**. Highlight the /ē/ sound spelled **y** at the ends of these words. Point out the **e** in the middle of **every**, which most people do not pronounce (/evrē/) and is likely to be missing from children's spellings.

Extension: Write and have children copy and complete sentence starters, such as:

I have many _____. I can carry a _____. I am very _____.

Name: _____ Date: _____

High-Frequency Hurdles #17

Read It	Mark It	Write It
1. pretty	pretty	_____ - - - - - _____
2. people	people	_____ - - - - - _____
3. because	because	_____ - - - - - _____
4. eight	eight	_____ - - - - - _____
5. laugh	laugh	_____ - - - - - _____

Tip: This is an especially difficult group of words for children to master in spelling. Focus on the irregular or challenging parts of each word.

Extension: Write and have children copy and complete sentence starters, such as:

Many people _____. I see eight _____. _____ makes me laugh.

Name: _____ Date: _____

High-Frequency Hurdles #18

Read It	Mark It	Write It
1. different	different	<hr/> <hr/> <hr/>
2. other	other	<hr/> <hr/> <hr/>
3. are	are	<hr/> <hr/> <hr/>
4. were	were	<hr/> <hr/> <hr/>
5. we're	we're	<hr/> <hr/> <hr/>

Tip: Highlight specific sound-spellings that are frequently misspelled, such as the **e** in the middle of **different**, which most people do not pronounce (/difrunt/) and is likely to be missing from children's spellings.

Extension: Write and have children copy and complete sentence starters, such as:

A ___ is different from a ___. Are you ___? We're going to ___.

Name: _____ Date: _____

High-Frequency Hurdles #19

Read It	Mark It	Write It
1. earth	earth	_____ - - - - - _____
2. world	world	_____ - - - - - _____
3. children	children	_____ - - - - - _____
4. mother	mother	_____ - - - - - _____
5. father	father	_____ - - - - - _____

Tip: This is an especially difficult group of words for children to master in spelling. Focus on the irregular or challenging parts of each word.

Extension: Write and have children copy and complete sentence starters, such as:

Many children _____. The earth is _____. My mother/father can _____.

Name: _____ Date: _____

High-Frequency Hurdles #20

Read It	Mark It	Write It
1. answer	answer	_____ - - - - - _____
2. question	question	_____ - - - - - _____
3. another	another	_____ - - - - - _____
4. sentence	sentence	_____ - - - - - _____
5. animal	animal	_____ - - - - - _____

Tip: Highlight specific sound-spellings that are frequently misspelled, such as the **w** in **answer**, which is silent (etymology = I **sw**ear to tell the truth), and the **-tion** ending of **question**.

Extension: Write and have children copy and complete sentence starters, such as:
My favorite animal is _____. I need another _____. I will write a sentence about _____.

Name: _____ Date: _____

High-Frequency Hurdles #21

Read It	Mark It	Write It
1. great	great	<div></div> <div>- - - - -</div> <div></div>
2. picture	picture	<div></div> <div>- - - - -</div> <div></div>
3. country	country	<div></div> <div>- - - - -</div> <div></div>
4. mountain	mountain	<div></div> <div>- - - - -</div> <div></div>
5. enough	enough	<div></div> <div>- - - - -</div> <div></div>

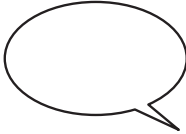
Tip: Highlight specific sound-spellings that are frequently misspelled, such as the **ea** spelling for the **long-a** sound in **great**, the **-tain** ending in **mountain**, the **-ture** ending in **picture**, and the **-ough** ending in **enough**.

Extension: Write and have children copy and complete sentence starters, such as:
It feels great when ____. *I have had enough ____.* *My country is ____.*

High-Frequency Word Map It

Section 11

Irregular
High-Frequency
Words

High-Frequency Words				
Name: _____ Date: _____				
Map It!				
Say It	Count It			
	○ ○ ○ ○ ○			
Map It				
Spell It (add ♥)				
Write It				
_____ - - - - - _____		_____ - - - - - _____		

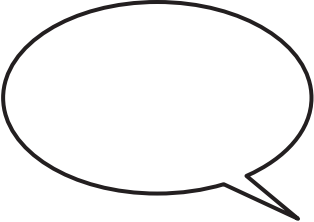

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To the teacher: Say a high-frequency word and have children repeat. Then, have them count (tap) the sounds as they point to each circle. Next, have them map each sound onto a box by marking each box with a dot. After that, have them spell the word by writing a letter or spelling in each box. Guide children to add a heart above any challenging spellings. Finally, have them write each word two times in their best handwriting.

Name: _____ Date: _____

Map It!

Say It	Count It
	

Map It				

Spell It (add ♥)				

Write It	
_____ - - - - - _____	_____ - - - - - _____