

# Learning together

## Identifying High-Frequency Words for Better Comprehension

ACTIVITY #3

SEQUENCE: READING STRATEGIES —  
1<sup>ST</sup> CYCLE – PRIMARY

By **Marie-Lou Laplante**,  
Educational Specialist, for Institut TA



### Purpose of the activity

Help your child recognize words by noticing words or groups of words that appear often in a text.



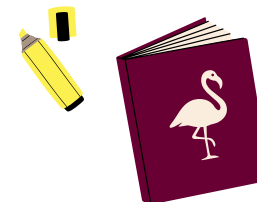
### Relevance of the activity

Your child is learning letter-sound relationships to read words and, at the same time, is starting to build a mental word bank of words they see often. These are called high-frequency words. This helps them instantly recognize words in a text. Both of these processes are essential for becoming an efficient reader.



### Supplies

- Text *Flamie, the Pink Flamingo!* (see Appendix)
- A highlighter (optional)
- A list of high-frequency words (optional)
- the texts your child reads at school
- a book at your child's reading level



## LET'S GO!

### What?



Today, we are going to find words or groups of words that appear often in a text.

### Why?



To become an efficient reader, it is important to recognize some words quickly. By seeing them often, your brain remembers what they look like, a bit like taking a picture of the word. You can then recognize words like I, you, he, and, for without having to sound them out.

### When?



Before you start reading a sentence or a text, take a very short moment to notice the words that appear often in the text.

### How?



You will see that in the English language, there are words that are used more often than others. They are called high-frequency words. It is by reading them often that you will be able to recognize them quickly.

When reading and writing, you must always check two things:

- **Is the word I read really the one written?**
- **Does the word I read make sense with the rest of the sentence?**

As in the following example:

I saw my friend the. → I saw my friend there.



We see here that I guessed the word by reading only the first letters. I didn't read what was written. Plus, it doesn't make any sense. So I must reread the sentence correctly.

Now, I'm going to show you the text *Flamie, the Pink Flamingo!*

Without reading it, can you point to the words you recognize right away?  
Can you say them for me?

Okay, we're going to highlight these words. Now, I will read the text aloud and when I get to these words, you will have to read them. Let's go!

*You can now practise this strategy with a book adapted to your child's reading level.*



## Don't forget!

If the text you are reading is printed,  
you can highlight high-frequency  
words to help you!



## Flamie, the Pink Flamingo!

Do you know Flamie? She is a beautiful pink bird, who lives in marshes and lakes. Flamie is very elegant with her pretty feathers and long, thin legs.

Flamie likes to be with other pink flamingos. Sometimes, they band together in big groups to eat and rest.

Do you know why Flamie is pink? It's because of the food that she eats. She eats small shellfish that look like tiny shrimp.

Flamie moves around easily in the water thanks to her webbed feet. They stop her from sinking into the silt and help her to balance.

When you see a pink flamingo like Flamie, take a moment to admire their beauty. Pink flamingos are extraordinary animals!



Source: Chat GPT

## List of high-frequency words (Giasson, 2011)

|       |      |
|-------|------|
| a     | for  |
| about | from |
| all   | have |
| an    | had  |
| and   | he   |
| are   | her  |
| as    | his  |
| at    | how  |
| be    | I    |
| but   | if   |
| by    | in   |
| could | his  |
| do    | it   |
| each  | many |

|       |       |
|-------|-------|
| more  | they  |
| of    | this  |
| one   | these |
| or    | to    |
| out   | two   |
| not   | up    |
| said  | was   |
| she   | we    |
| that  | were  |
| the   | when  |
| their | will  |
| them  | with  |
| then  | you   |
| on    | your  |