**Objective**
The student will read high frequency words.

**Materials**
- High frequency word cards (Activity Master PHFWC.001 - PHFWC.050)
  *Select target words.*
- Bowling ball pattern (Activity Master P.046.AM1)
  *Make multiple copies, laminate, and cut.*
  *Attach a high frequency word to each ball. Write a score from one-to-ten on the back of each ball.*
- Bag
  *Place the balls in the bag.*
- Student sheet (Activity Master P.046.SS)

**Activity**
Students practice reading high frequency words while playing a bowling game.
1. Place the bag of bowling word cards on a flat surface. Provide students with a student sheet.
2. Taking turns, students select a bowling ball word out of the bag and read it orally.
3. If able to read the word, receives the score written on the back of the card. If unable to read the word, receives no points for a "gutter ball."
4. Record points on the score card.
5. Continue until student sheet is complete.
6. Peer evaluation

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**Word Bowling Score Card**

<table>
<thead>
<tr>
<th>Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danny</td>
<td>8</td>
<td>0</td>
<td>7</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keisha</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Extensions and Adaptations**
- Use other high frequency words.
Word Bowling

bowling ball patterns
<table>
<thead>
<tr>
<th>Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
is  that  of
the  and  you
as  his  with  

for  on  are
<table>
<thead>
<tr>
<th>this</th>
<th>at</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>they</td>
<td>be</td>
<td>I</td>
</tr>
</tbody>
</table>
or
had
word
from
one
by
your

when

can

said

use

there
she
do
how

an
each
which
first
their

water
if

been
will
oil

about

who

call

up

other
made
may
come
its
get
part
Phonics

High Frequency Word Cards

only  sound  little

over  take  new

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her

like

make

him

into

would
time

them

then

des

some

so
High Frequency Word Cards

has

write

more

look

two

go
<table>
<thead>
<tr>
<th>number</th>
<th>could</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>people</td>
<td>way</td>
</tr>
</tbody>
</table>
my

than

live

me

back

give
thing, just, our, most, after, very
### High Frequency Word Cards

<table>
<thead>
<tr>
<th>name</th>
<th>good</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>think</td>
<td>say</td>
</tr>
</tbody>
</table>
great
though
much
where
help
before
follow  came  want

some  tell  boy
Phonics

High Frequency Word Cards

show
also
around

farm
three
small
<table>
<thead>
<tr>
<th>well</th>
<th>end</th>
<th>put</th>
</tr>
</thead>
<tbody>
<tr>
<td>does</td>
<td>set</td>
<td>another</td>
</tr>
</tbody>
</table>
High Frequency Word Cards

- went
- men
- why
- turn
- ask
- here
<table>
<thead>
<tr>
<th>read</th>
<th>home</th>
<th>different</th>
</tr>
</thead>
<tbody>
<tr>
<td>need</td>
<td>land</td>
<td>us</td>
</tr>
<tr>
<td>try</td>
<td>hand</td>
<td>picture</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>move</td>
<td>kind</td>
<td>again</td>
</tr>
</tbody>
</table>
spell

air

off

change

away

play
<table>
<thead>
<tr>
<th>letter</th>
<th>mother</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>animal</td>
<td>house</td>
<td>point</td>
</tr>
</tbody>
</table>
near
answer
found
every
add
study
learn
America
world
still
should
high
food  between  own
below  country  plant
<table>
<thead>
<tr>
<th>city</th>
<th>eye</th>
<th>though</th>
</tr>
</thead>
<tbody>
<tr>
<td>start</td>
<td>earth</td>
<td>light</td>
</tr>
</tbody>
</table>
while  might  something
few  along  close
<table>
<thead>
<tr>
<th>open</th>
<th>next</th>
<th>hard</th>
</tr>
</thead>
<tbody>
<tr>
<td>seem</td>
<td>begin</td>
<td>example</td>
</tr>
</tbody>
</table>
always

both

together

life

those

paper
<table>
<thead>
<tr>
<th>got</th>
<th>run</th>
<th>important</th>
</tr>
</thead>
<tbody>
<tr>
<td>group</td>
<td>often</td>
<td>until</td>
</tr>
</tbody>
</table>
white  took  began
walk  grow  sea
face  watch  far

tea

enough  eat
<table>
<thead>
<tr>
<th>really</th>
<th>let</th>
<th>girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>color</td>
<td>almost</td>
<td>above</td>
</tr>
</tbody>
</table>
mountain

sometimes

soon

cut

talk

young