Double the End

Hear short-vowel words and choose or write their spellings.

1.LF.31.i "With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE IT

a	puf	puff	pufe
b	bel	bele	bell
c	miss	mis	mise

2 WRITE IT

ANSWER KEY

Double the End

HOW TO RUN THIS PAGE

Read each prompt aloud without pointing to the correct spelling. In the writing part, dictate each word without showing its spelling, and note any support a student needs.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE IT

SAY "I will say a word for each row. Look at the three spellings and circle the one that spells my word correctly."

ROW	SAY	STUDENTS CIRCLE
a	The word is puff. Which spelling is correct? Circle it.	**puff**
b	The word is bell. Which spelling is correct? Circle it.	**bell**
c	The word is miss. Which spelling is correct? Circle it.	**miss**

PART 2 · WRITE IT

SAY "Now listen to each new word. Say it softly, then write it in its box. Box one: cuff. Box two: hill. Box three: pass."

- Box 1: **cuff**
- Box 2: **hill**
- Box 3: **pass**

WHAT TO ACCEPT

Circle answers: puff, bell, miss. Accept cuff, hill, and pass in the boxes; record prompting separately from spelling accuracy.