

Word Hunt

Students listen for and match high-frequency words in sentences and alone.

1.F.F.1.a "Increase sight word vocabulary using decoding skills by reading grade- appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity."

NAME _____

DATE _____

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

1 HEAR IT _____

a	some	come	home
b	said	sand	sail
c	bump	pump	jump

2 MATCH WORDS _____

was	•	•	where
look	•	•	was
where	•	•	look

HOW TO RUN THIS PAGE

Read each sentence and each choice aloud, allowing a brief pause before students mark. Students use the spoken sentence and the word forms to recognize both regularly and irregularly spelled high-frequency words in context and in isolation.

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

PART 1 • HEAR IT

SAY “Listen to the sentence for each row. Then listen as I read the three words, and circle the word you heard in the sentence.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: “Come with me.” The words are some, come, home. Which word did you hear? Circle it?	come
b	Listen: “Dad said yes.” The words are said, sand, sail. Which word did you hear? Circle it?	said
c	Listen: “We can jump.” The words are bump, pump, jump. Which word did you hear? Circle it?	jump

PART 2 • MATCH WORDS

SAY “Point to each word in the left column as we read it together. Can you draw a line from each left word to the same word in the right column?”

- **was** matches **was**
- **look** matches **look**
- **where** matches **where**

WHAT TO ACCEPT

Circle come in row 1, said in row 2, and jump in row 3. Accept lines matching was to was, look to look, and where to where.