

Word Memory Match

Teacher-led practice identifying and writing common irregular words.

K.F.P.3.b "Identify and encode irregularly spelled high- frequency words."

NAME _____

DATE _____

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

1 HEAR IT _____

a	sad	said	sand
b	saw	wax	was
c	have	gave	hate

2 WRITE IT _____

HOW TO RUN THIS PAGE

Some words we use often have letter patterns children need to remember. Read each word aloud, give wait time, and watch as children identify or write the word.

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 word first. Then listen as I read the words in the row, and circle the printed word that matches the word you heard.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: said. I will read the choices: sad, said, sand. Which printed word matches the word you heard? Circle it.	said
b	Listen: was. I will read the choices: saw, wax, was. Which printed word matches the word you heard? Circle it.	was
c	Listen: have. I will read the choices: have, gave, hate. Which printed word matches the word you heard? Circle it.	have

PART 2 • WRITE IT

SAY “Look at the three boxes. In the first box, can you write the word the? In the next boxes, can you write of, then you?”

- Box 1: **the**
- Box 2: **of**
- Box 3: **you**

WHAT TO ACCEPT

Circle-row answers are said, was, and have. Accept readable uppercase or lowercase spelling in the boxes: the, of, you.