Word Group Hunt

Students sort familiar words into named groups.

L.1.5.a "Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent."

NAME _____ DATE _____

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

1 FIND ONE

(a)

pear	**shoe**	**bed**

(b)

fork	**hat**	**cat**

2 MAKE GROUPS

rice	•	•	**toy**
bird	•	•	**food**
kite	•	•	**animal**

ANSWER KEY

Word Group Hunt

HOW TO RUN THIS PAGE

Read the words aloud and give students time to make each mark. Watch for whether they choose words that belong in the named groups, and note any support you give.

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

PART 1 · FIND ONE

SAY "Words can belong to groups. A pencil and a crayon belong in a school tools group. Listen to each row, then circle the word that belongs in the group I name."

ROW	SAY	STUDENTS CIRCLE
a	Listen: pear, shoe, bed. Which word is a food? Circle it.	**pear**
b	Listen: fork, hat, cat. Which word names something you wear? Circle it.	**hat**

PART 2 · MAKE GROUPS

SAY "Listen to the words on the left: rice, bird, kite. The group words on the right are toy, food, animal. Draw a line from each word on the left to its group on the right."

- **rice** matches **food**
- **bird** matches **animal**
- **kite** matches **toy**

WHAT TO ACCEPT

Students circle pear and hat. They match rice to food, bird to animal, and kite to toy; accept lines that clearly connect each pair.