# Word Switch

Read similar words, then change one sound to spell a new word.

**RF.K.3** "Know and apply phonics and word analysis skills in decoding and encoding words. Demonstrate knowledge of the alphabetic principle. Form/print all upper and lowercase letters correctly, using a common path of movement..."

NAME _____ DATE _____

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

## 1 READ AND CIRCLE

a

| | | |
|---|---|---|
| **pen** | **pan** | **pin** |

b

| | | |
|---|---|---|
| **cat** | **cot** | **cut** |

## 2 SWITCH SOUNDS

# Word Switch



## HOW TO RUN THIS PAGE

Have each child read the choices aloud before you say the target word, pausing after the first sentence of each row prompt. Listen for accurate reading and ease of recall, and record any support separately.

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

## PART 1 · READ AND CIRCLE

**SAY** "Read each word aloud to me before I say my word. Then circle the word I say."

| ROW | SAY | STUDENTS CIRCLE |
|---|---|---|
| a | Read each word aloud to me first. I say pin. Which word did I say? Circle it. | **pin** |
| b | Read each word aloud to me first. I say cat. Which word did I say? Circle it. | **cat** |

## PART 2 · SWITCH SOUNDS

**SAY** "Fold the top of the page back so all printed words are hidden, and keep them hidden while you write. In the first box, change the first sound in pin to /t/, say your new word, and write it. In the second box, change the last sound in cat to /p/, say your new word, and write it."

- Box 1: **tin**
- Box 2: **cap**

## WHAT TO ACCEPT

Circle pin and cat after the child reads each row aloud. Accept tin and cap in the boxes; record oral reading and any support separately from the written answers.