My Mini-Book Print Hunt

Find where reading starts, follow the words, and tell a word from a letter.

Name: _____ Date: _____

Part 1 - Read Mina's Mini-Book Page

Say: I read words from left to right. Then I move down to the next line.

Mina's Kite

Mina makes a red kite.
The kite lifts in the wind.
Mina smiles.

Classroom mini-book page - original text.

1. Put your finger on the first story word. Show your teacher. Write that word.

2. Read the story with your finger. Move across each line. When you finish a line, move down. Your teacher will watch.

3. Find a mark that tells where a sentence ends. Copy one ending mark.

4. Find the word **red** in the story. Copy the whole word. Then copy just one letter from that word.

Whole word:

One letter:

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Part 2 - Try a New Mini-Book Page

Try it yourself. Read quietly with your finger first. Then answer.

Pip's Rest

Pip naps on a log.
A leaf lands on Pip.

Classroom mini-book page - original text.

1. Point to the first story word. Show your teacher. Write that word.

2. Read the page with your finger. Start at the left, move across, and then move down. Your teacher will watch.

3. Copy a mark that ends a sentence.

4. Copy the whole word **log**. Then copy only the letter **l**.

Whole word:

One letter:

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Answer Key and Teaching Notes

Materials supplied: Student Parts 1-2, including two original mini-book pages and primary writing lines. **Additionally needed:** one pencil per student; a finger, index card, or craft-stick pointer; and a clipboard or hard writing surface if needed.

Exact setup: Print one double-sided or two single-sided student pages per child. Give each child a pencil and pointer. Place Part 1 face up. Keep Part 2 face down until the independent check. Seat yourself where you can see each child's finger move across a printed line and return to the left side of the next line.

Teaching script: Say, “Books have words, spaces, capital letters, and ending marks. Watch my finger.” On a board, write *Sam has a hat.* on one line and *Sam can run.* below it. Say, “I begin at the left. I move across the words. When I reach the end of this line, I move down and begin at the left of the next line.” Point to *Sam*, sweep across the first line, then return to the left side of the second line. Say, “A word can have letters. In *hat*, *hat* is a word. *h* is one letter.” Do not use Mina's or Pip's text for the model.

Guided directions: Say, “Open to Part 1. Read Mina's page with your finger. First, show me where you begin. Next, copy what you find in the answer spaces.” Read the directions aloud once, but do not name answers. After Part 1, say, “Turn to Part 2. This is your own try. Use your finger before you write.” Do not prompt a location or supply a word during Part 2.

Observation method: During each page, watch the child's finger, not only the written answers. For reading order, look for a left-to-right sweep across the first printed story line followed by a return to the left side of the next printed line. Mark each behavior as Y = independently demonstrated, P = demonstrated after one neutral repeat of directions, or N = not yet demonstrated. A neutral repeat is: “Show where you start,” or “Read with your finger.” Do not point to the answer. Record Part 2 as the clearest independent evidence.

Checklist	Part 1	Part 2
Begins at first story word, not the title	Y / P / N	Y / P / N
Moves left to right, then returns to the left of the next line	Y / P / N	Y / P / N
Recognizes a sentence-ending period	Y / P / N	Y / P / N
Distinguishes a whole word from one letter	Y / P / N	Y / P / N

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Answers, Support, and Credit

1. Part 1: First story word: **Mina**. Sentence-ending mark: **.** Whole word: **red**. One letter from that word: **r**, **e**, or **d**. Reading-order evidence: finger begins at *Mina*, travels left to right across a printed line, then returns to the left side of the next printed line.

2. Part 2: First story word: **Pip**. Sentence-ending mark: **.** Whole word: **log**. One letter: **l**. Reading-order evidence: finger begins at *Pip*, travels left to right across the first printed line, then returns to the left side of the second printed line.

Scoring/rubric: For each page, accept correctly copied words regardless of handwriting size or letter formation if the intended letters are clear. A child demonstrates the targeted subset independently when the Part 2 checklist has Y for all four behaviors. If a child uses a pointer accurately but cannot yet copy a response, record the observed print-concept behavior and separately note the writing need.

Support and reteach: Cover all but one line with a blank strip if visual tracking is difficult. Repeat the direction, then wait. For reteach, use a new two-line sentence, not either assessment page. Have the child touch a whole word, then touch one letter inside it, and explain: “The word has letters.” Give the child another fresh two-line sentence after practice.

Source credit: “Mina's Kite” and “Pip's Rest” are original classroom instructional texts created for this worksheet, 2026. No external source was used.