Word Spotters

Students identify and match familiar high-frequency words.

ELA.K.F.1.4 "Recognize and read with automaticity grade-level high frequency words."

NAME _____ DATE _____

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

1 CIRCLE IT

a	we	see	my
b	we	my	see
c	my	we	see

2 MATCH WORDS

the	•	•	a
a	•	•	is
is	•	•	the

Word Spotters

HOW TO RUN THIS PAGE

Read directions and meaning clues aloud; students need not read directions. Before saying the printed target words for children, ask each learner to read my, we, see, the, a and is from the sheet in a mixed order. Record accurate ready recognition separately from reading after help. Model any uncertain word, then have the child return to it and read it again. After the existing choice/matching tasks, hear another mixed-order reading with feedback to develop increasingly ready recognition; no timed test is needed.

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

PART 1 · CIRCLE IT

SAY "Listen to each row. I will read the printed words, then ask you a clue. Circle the word that fits the clue."

ROW	SAY	STUDENTS CIRCLE
a	I will read these words: we, see, my. Which word means belonging to me? Circle it.	**my**
b	I will read these words: we, my, see. Which word means a group that includes me? Circle it.	**we**
c	I will read these words: my, we, see. Which word means look with your eyes? Circle it.	**see**

PART 2 · MATCH WORDS

SAY "First read the printed word on the left to me before I say it. Find the same word on the right and draw a line. If you need help, we will practice and return to that word. Then read the shuffled right column too."

- **the** matches **the**
- **a** matches **a**
- **is** matches **is**

WHAT TO ACCEPT

Circle row answers are my, we, and see. Match the to the, a to a, and is to is; accept clear lines that connect each identical word. Also hear actual child reading of all six printed target words and a supported rereading in mixed order. Record accurate ready recognition versus after help and support further practice; circling or matching identical print alone does not demonstrate automatic reading. No fixed timer, independent directions reading or all-word mastery quota.