Word Trail

Read familiar words and short printed sentences with teacher support.

K.F.F.1.a "Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled high-frequency words in isolation and context with increasing automaticity, including first and last names of students and others."

NAME _____ DATE _____

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

1 CIRCLE IT

Read with support

I hop and run.
The dog was wet.
We said yes.

a	**can**	**and**	**in**
b	**the**	**was**	**she**
c	**said**	**we**	**see**

2 MATCH WORDS

Ana	•	•	**was**
can	•	•	**Ana**
was	•	•	**can**

ANSWER KEY # Word Trail

HOW TO RUN THIS PAGE

Keep the listening and matching tasks. Then have each child actually read and, was and said from the printed choices in isolation and within the three printed sentences. Support regular sound blending and explicitly teach unexpected sound-spelling parts of was and said; check the child's reading, give specific feedback and invite a supported reread. Names may be read together; add the child's own first and last name on a card when useful.

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 "I will read each sentence two times. Listen for where a word comes in the sentence. Which printed word answers the question? Circle it. After circling, point to your chosen word and read it with support. Follow the printed sentence as we read together, then read it again so I can help you check the word."

ROW	SAY	STUDENTS CIRCLE
a	Listen: I hop and run. Which printed word comes after hop? Circle it.	**and**
b	Listen: The dog was wet. Which printed word comes after dog? Circle it.	**was**
c	Listen: We said yes. Which printed word comes after we? Circle it.	**said**

PART 2 · MATCH WORDS

SAY "I will point to and read each word on the left, one at a time. Can you find the same word on the right and draw a line to it? Keep going until each left word has one line. Read can and was from the print; I will help with the sounds and any unexpected spelling. Read Ana with me as a name, then reread the words after feedback."

- **Ana** matches **Ana**
- **can** matches **can**
- **was** matches **was**

WHAT TO ACCEPT

Circle rows: second cell, second cell, first cell. Match Ana to Ana, can to can, and was to was. Accept a clearly intended circle or line. Also observe actual child reading of and, was and said in isolation and the supplied sentences. Support decoding of regular parts and direct teaching of unexpected vowel spellings; give feedback on the print-to-word response and reread as needed. Matching alone is not the reading check. Repetition aims at growing accuracy/ease, not a timed test; supported responses are valid.