Word Sound Hunt

Teacher-led practice decoding short words in sentences and alone.

K.F.P.2 "Decoding with Phonics: Use grade-level phonics skills to decode words in context and in isolation."

NAME _____ DATE _____

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

1 CIRCLE IT

Read with support

I can hop.
The pig is big.
I see the sun.

a	**hop**	**hot**	**top**
b	**bag**	**big**	**bug**
c	**run**	**fun**	**sun**

2 MATCH RHYMES

cat	•	•	**top**
pin	•	•	**hat**
hop	•	•	**fin**

ANSWER KEY # Word Sound Hunt

HOW TO RUN THIS PAGE

First model pointing to the letters of map, saying /m/ /a/ /p/ and blending map. Retain the listening and rhyme tasks. After each circle, have the child point to the selected printed hop, big or sun, map its letters to sounds, and blend/read the whole word with help. Then apply that word while reading its supplied short sentence together; check sounds and whole-word accuracy, give feedback and reread as 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 "I will read each sentence and the words in the row. Listen for the word that fits the sentence, then circle it. After choosing, point to each letter of your word, say its sound with my help, and blend the sounds to read the word. Then follow the printed sentence as we read it together and reread your word in it."

ROW	SAY	STUDENTS CIRCLE
a	Listen: "I can hop." The words are hop, hot, top. Which word fits the sentence?	**hop**
b	Listen: "The pig is big." The words are bag, big, bug. Which word fits the sentence?	**big**
c	Listen: "I see the sun." The words are run, fun, sun. Which word fits the sentence?	**sun**

PART 2 · MATCH RHYMES

SAY "Say each word on the left with me. Can you draw a line from each word on the left to the word on the right that rhymes with it?"

- **cat** matches **hat**
- **pin** matches **fin**
- **hop** matches **top**

WHAT TO ACCEPT

Circle hop, big, and sun. Match cat to hat, pin to fin, and hop to top. Accept lines that clearly connect each correct pair. In addition, observe each child using printed letters and component sounds to blend/read hop (/h/ /o/ /p/), big (/b/ /i/ /g/) and sun (/s/ /u/ /n/), then reading the word within the supplied supported sentence. Use the short vowel sounds in those words; model or cue as needed, give feedback and retry. Teacher demonstration or whole-word echo alone does not replace the child's supported letter-to-sound blending.