Sound Word Hunt

Students blend and read printed short words before using them in sentences.

1.2.B.i "decoding words in isolation and in context by applying common letter sound correspondences;"

NAME _____ DATE _____

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

1 CIRCLE IT

a	**cat**	**can**	**cap**
b	**run**	**rug**	**red**
c	**bed**	**hen**	**pen**

2 MATCH SOUNDS

m	•	•	**top**
s	•	•	**map**
t	•	•	**sun**

ANSWER KEY # Sound Word Hunt

HOW TO RUN THIS PAGE

Read directions, not target words, before each child tries. Model blending fin separately. Hear each child blend and read the printed choices; record accuracy and support before feedback. Then display The cat has a nap. I can run fast. The hen is in the nest. Hear the child read one complete printed sentence.

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 "Say the sounds and blend each printed word. Read the words to me before I help. Then choose the word that fits my sentence."

ROW	SAY	STUDENTS CIRCLE
a	First read each printed choice. The blank has a nap. Which word fits?	**cat**
b	First read each printed choice. I can blank fast. Which word fits?	**run**
c	First read each printed choice. The blank is in the nest. Which word fits?	**hen**

PART 2 · MATCH SOUNDS

SAY "Blend and read every printed word in the right column before my feedback. Say each first sound and match its letter. Then read one complete sentence from our displayed sentence card."

- **m** matches **map**
- **s** matches **sun**
- **t** matches **top**

WHAT TO ACCEPT

Circle cat, run, hen; match m/map, s/sun, t/top. Observe whole-word decoding before pronunciation is supplied and reading of one displayed complete sentence. Record independent attempts separately from prompted reading; correct marks alone are insufficient.