Split and Read

Students break two-syllable words into parts, then match and find them.

1.FFR.3.D "Decode multisyllabic words following basic patterns by breaking the words into syllables."

NAME _____ DATE _____

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

1 MATCH PARTS

rabbit	**sun-set**
napkin	**rab-bit**
sunset	**nap-kin**

2 CIRCLE WORDS

a	**basket**	**kitten**	**sunset**
b	**rabbit**	**magnet**	**picnic**
c	**picnic**	**sunset**	**helmet**

ANSWER KEY

Split and Read

GRADE 1 · 1.FFR.3.D

HOW TO RUN THIS PAGE

Model splitting the printed word insect into in-sect, sounding out each syllable and blending. Then hear each learner decode the printed task words BEFORE you pronounce them. Cover Part 1's right column until students have split and read the left words; provide feedback after each attempt.

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

PART 1 · MATCH PARTS

SAY "With the right column covered, mark a syllable break in each left word. Sound out each printed part, then blend and read the whole word to me. Now uncover the parts and draw matching lines."

- **rabbit** matches **rab-bit**
- **napkin** matches **nap-kin**
- **sunset** matches **sun-set**

PART 2 · CIRCLE WORDS

SAY "First mark syllable breaks and read every word in the row to me. Sound out the parts and blend; I will listen before helping. Then answer my clue and circle a word."

ROW	SAY	STUDENTS CIRCLE
a	After reading the row: Which word names something that can hold fruit?	**basket**
b	After reading the row: Which word names something that can attract a paper clip?	**magnet**
c	After reading the row: Which word names something worn to protect your head?	**helmet**

WHAT TO ACCEPT

Check printed-word splitting and student blending, not matching alone: rab-bit, nap-kin, sun-set; bas-ket, kit-ten, sun-set; rab-bit, mag-net, pic-nic; pic-nic, sun-set, hel-met. Match the same parts. Circle basket, magnet, helmet. Record independent reading or needed support; reteach after attempts.