Word Snap

Students read common words, then circle and match them.

1.FFR.3.E "Read grade-level high-frequency words, including decodable and irregular words with automaticity and accuracy."

NAME _____ DATE _____

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

1 READ IT

a	said	send	sand
b	cold	could	cloud
c	were	when	where

2 MATCH WORDS

play	•	•	have
come	•	•	play
have	•	•	come

ANSWER KEY # Word Snap

HOW TO RUN THIS PAGE

Model with a separate word, such as the. Before saying any task word, point to the printed words in mixed order and hear each learner read them. Record correct prompt recognition, effortful decoding, errors and support separately. Give feedback and rereading practice after the first attempt; this is not a speed race.

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

PART 1 · READ IT

SAY "Read each word I point to. Take the time you need; I will listen before helping. After you have read the words, listen for the word to circle."

ROW	SAY	STUDENTS CIRCLE
a	After the learner has read every word in this row independently, say: Which word says "said"?	**said**
b	After the learner has read every word in this row independently, say: Which word says "could"?	**could**
c	After the learner has read every word in this row independently, say: Which word says "where"?	**where**

PART 2 · MATCH WORDS

SAY "Read the left words to me before I say them. Then read the right words and draw lines between the same words."

- **play** matches **play**
- **come** matches **come**
- **have** matches **have**

WHAT TO ACCEPT

Circle said, could, where; match play/play, come/come, have/have. Marks alone do not establish reading. Observe each learner reading all printed words before pronunciation cues; note accurate, reasonably prompt recognition separately from supported or effortful reading. Practice difficult words and recheck in a different order.