Read It Again

Students reread short controlled sentences and identify matching decodable words.

K.DSR.1.A "Use knowledge of letter-sound correspondences to read and reread controlled decodable sentences and texts that include phonic elements and irregular words (Reading Fluency, K-12)."

NAME _____ DATE _____

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

1 READ AND CIRCLE

a	sit	sat	sip
b	did	dig	dim
c	hot	hog	hop

2 READ AND MATCH

sit	•	•	hop
dig	•	•	sit
hop	•	•	dig

ANSWER KEY # Read It Again

HOW TO RUN THIS PAGE

Before the lesson, write or display these three sentences in large clear print where every child can see them: The cat can sit. The dog can dig. The hen can hop. Teach or review their letter-sound patterns and the irregular word The as needed. Point under each word as children use the displayed letters to read the sentence, with help blending. Then have each child reread the same visible sentence; listen and support correction. Repeating a spoken sentence alone is not reading. Use the choice and matching activities afterward; no timer.

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 AND CIRCLE

SAY "Look at the sentence I have displayed. Point to each word and use its letters to read it with support. Now read the same sentence again. Then read the choices and circle the sentence's last word."

ROW	SAY	STUDENTS CIRCLE
a	Show the printed sentence "The cat can sit." and guide the child to decode and reread it while pointing. Then read these choices together: sit, sat, sip. Which word ends the displayed sentence? Circle it.	**sit**
b	Show the printed sentence "The dog can dig." and guide the child to decode and reread it while pointing. Then read these choices together: did, dig, dim. Which word ends the displayed sentence? Circle it.	**dig**
c	Show the printed sentence "The hen can hop." and guide the child to decode and reread it while pointing. Then read these choices together: hot, hog, hop. Which word ends the displayed sentence? Circle it.	**hop**

PART 2 · READ AND MATCH

SAY "Read each word on the left with me two times. Then find the same word on the right. Which word matches? Draw a line to it."

- **sit** matches **sit**
- **dig** matches **dig**
- **hop** matches **hop**

WHAT TO ACCEPT

Circle sit in row 1, dig in row 2, and hop in row 3. Accept lines from sit to sit, dig to dig, and hop to hop, even if lines cross. Observe each child reading and rereading the displayed sentence from its letters, with appropriate phonics/irregular-word support. Oral echo alone and correct circle choices alone do not demonstrate sentence decoding. Give correction and another supported reread; do not time the child.