

Sound and Memory Words

Students listen for short-vowel spellings and trace common irregular words.

1.LU.2.C "Use conventional spelling of words with commonly taught spelling patterns and for frequently occurring irregular words."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	cup	cap	cop
b	pen	pin	pan
c	peg	pug	pig

2 TRACE WORDS _____

s a i d
w a s
o n e

HOW TO RUN THIS PAGE

Students choose words by their middle vowel sounds and trace high-frequency words with spellings that must be remembered. Before starting, you may model listening for the middle vowel sound in the word map.

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 “Look at the words in each row. I will read them, then ask about the middle sound. Can you circle one word in each row?”

ROW	SAY	STUDENTS CIRCLE
a	Read with me: cup, cap, cop. Which word has /ă/ in the middle? Circle it.	cap
b	Read with me: pen, pin, pan. Which word has /ĕ/ in the middle? Circle it.	pen
c	Read with me: peg, pug, pig. Which word has /ī/ in the middle? Circle it.	pig

PART 2 • TRACE WORDS

SAY “Look at the gray word in each box. Can you trace each word carefully?”

- Box 1: **said**
- Box 2: **was**
- Box 3: **one**

WHAT TO ACCEPT

Circle cap, pen, and pig in the three rows. Accept tracing that follows the gray models for said, was, and one, with recognizable letter forms.