

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 HEAR AND CIRCLE

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

2 READ AND MATCH

sit	•	•	hop
dig	•	•	sit
hop	•	•	dig

HOW TO RUN THIS PAGE

Read each short sentence twice, inviting students to repeat it with you. Students listen for the final word, connect it to the printed decodable choices, and then reread familiar words while matching them.

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

PART 1 • HEAR AND CIRCLE

SAY “Listen to each short sentence two times. Say it with me both times. Then listen to the words in the row and answer the question.”

ROW	SAY	STUDENTS CIRCLE
a	Listen as I read, “The cat can sit.” I will read it again. Now read these words with me: sit, sat, sip. Which word did you hear at the end? Circle that word.	sit
b	Listen as I read, “The dog can dig.” I will read it again. Now read these words with me: did, dig, dim. Which word did you hear at the end? Circle that word.	dig
c	Listen as I read, “The hen can hop.” I will read it again. Now read these words with me: hot, hog, hop. Which word did you hear at the end? Circle that word.	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.