

## Do You Have That Word?

### Purpose

Students will match oral words to printed words.

### Materials

*For the students:* copies of Black Line Master (BLM) *I Know That Word*, index cards, list of grade-level-appropriate words

### Activity

#### A. Pre-Activity Preparation

Write grade-level-appropriate sight words on index cards so that each student can have at least five cards.

- Write only one word on each index card.
- Write the same word on several cards so groups of students will have the same words.

#### B. Pre-Activity Discussion

1. Tell students that they are going to practice listening to words and finding those words when written.
2. Ask students what letter they would look for if you said a word with the /b/ sound. Write a “b” on the board.
3. Ask students what letter they would look for if you said a word with the /a/ (short) sound. Write an “a” on the board.
4. Ask students what letter they would look for if you said a word with the /t/ sound. Write a “t” on the board.
5. Ask students what word they would see when given these sounds [bat].
6. Tell students that the key to identifying written words is to listen for the consonants and vowels in spoken words.

#### B. Use the Index Cards

1. Hand out five index cards with grade-appropriate sight words printed on them to each student. Ask students to lay their cards out in front of them so they can see all of the words.
2. Tell the students to say their words or letter sounds silently to themselves so they are familiar with the words and/or letter sounds on their cards.

(continued)

### MEETING INDIVIDUAL NEEDS



Students who speak English as a second language might have trouble understanding some words. Give them pictures to accompany the written text.

### EXTENDING THE ACTIVITY



Divide the class into two groups. Give one group a list of words, and give the other group a set of pictures that match those words. Call out one of the words. Have one group present the picture and the other group show the printed word.

**Standards Links**  
**1.1.11, 1.1.14**

**Activity (continued)** 

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3. Tell the students that you will say a word aloud. Direct students to look at their five cards to determine if they have the word you stated.
4. Tell students to hold up the card with the appropriate word, if they have it. Explain to students that they will not have all of the words you say.
5. As you walk around the room, help students recognize words that may be unfamiliar to them.
6. Ask students to explain how they know which word is the correct one. Remind students to look for the consonants and vowels that they hear.
7. Continue reading the words and assisting students with ways to recognize words.

**C. Apply What Students Have Learned**


1. Hand out the BLM *I Know That Word*.
2. Explain that students will again be looking for the words you say.

**Questions for Review** 

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**Basic Concepts and Processes**

During the activity, ask students the following questions about matching oral words to printed words:

 What do you look for when I say the word [*insert word*]?  
(Examples might include: *mat, lip, ball, door, key, pig, kick, lock, pin, zip, mix, fish, jam, swim, girl, ink, and fox.*)



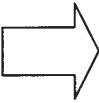


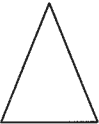
 How do you find written words that you hear?

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Name: \_\_\_\_\_

# I Know That Word

**Directions:** Listen to your teacher read a word.  
**Circle that word.**

	1	ball	mat	dip	cut
	2	lip	cat	pop	dot
	3	sun	box	zoo	tap
	4	did	fan	at	dog
	5	red	kit	log	bed
	6	mop	fox	bun	it

# I Know That Word

## Teacher Directions

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Pass out the BLM *I Know That Word*. Tell students that they will listen to a word that you say and then circle the same word that is written on their papers.

Do the first item together.

**Say:** *Find the number one next to the heart on the first line. The word you need to circle in this row is mat. Find the word mat in the first row and circle it.*

Check to make sure that each student understands the directions and is able to circle the correct word. Direct students to find the words for numbers two through six on their own. As you are reading the following directions, walk around the room to make sure each student is following directions.

**Say:** *Find the star, next to the number two. The word you need to circle in this row is dot. Find the word dot in the second row and circle it.*

**Say:** *Find the arrow, next to the number three. The word you need to circle in this row is sun. Find the word sun in the next row and circle it.*

**Say:** *Find the moon, next to the number four. The word you need to circle in this row is fan. Find the word fan in the row and circle it.*

**Say:** *Find the smiley face, next to the number five. The word you need to circle in this row is red. Find the word red in the row and circle it.*

**Say:** *Find the triangle, next to the number six. The word you need to circle in this row is fox. Find the word fox in the row and circle it.*

## Answer Key

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1. mat
2. dot
3. sun
4. fan
5. red
6. fox