Sound Switch

Listen for the sounds at each end of a word.

2.LF.9.e "With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline pan, net, and pit in the story. Circle the letters that spell the first and last sounds in each word so you can switch those sounds.

Mia's Sound Game

1. Mia set a pan on the table. She had a sound game to play while her dad made lunch. Mia said pan slowly. She listened for the first and last sounds.

2. A net hung beside the door. Mia said net as she looked at its tiny holes. She tapped the table once for each sound she heard. Then she tried to move the last sound to the front.

3. Outside, Mia saw a pit in the dirt where a seed would go. She said pit and listened again. In her game, the middle sound stays put. The first and last sounds trade places.

2 ANSWER WITH EVIDENCE

Use the passage

1. Say pan. Put its last sound first and its first sound last. What word do you hear?

2. Say net. Put its last sound first and its first sound last. What word do you hear?

3. Say pit. Put its last sound first and its first sound last. What word do you hear?

3 YOUR TURN

Your own words

Choose a three-sound word that is not in the story. Write it, then write what you hear when you say its last sound first and its first sound last.

ANSWER KEY

Sound Switch

GRADE 2 · 2.LF.9.e

PART 1 · READ AND MARK

Underline pan, net, and pit in the story. Circle the letters that spell the first and last sounds in each word so you can switch those sounds. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Say pan. Put its last sound first and its first sound last. What word do you hear?	**nap**
2	Say net. Put its last sound first and its first sound last. What word do you hear?	**ten**
3	Say pit. Put its last sound first and its first sound last. What word do you hear?	**tip**

PART 3 · YOUR TURN (SAMPLE ANSWER)

bat becomes tab.

Prompt students to say each word slowly if needed. For Your Turn, accept a new three-sound word and a response that keeps the middle sound in place and switches the first and last sounds.