

Stretch and Spell

Students listen for sounds, then spell simple spoken words.

CCSS.ELA-Literacy.L.K.2d "Spell simple words phonetically, drawing on knowledge of sound-letter relationships."

NAME _____

DATE _____

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

1 SOUND START _____

a	f	v	j
b	f	v	j
c	j	f	v

2 STRETCH WRITE _____

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to listen and mark or write. Students show this skill by choosing letters for beginning sounds and writing letters that match the sounds they hear in simple words.

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

PART 1 • SOUND START

SAY “I will say a word and read the letters in each row. Listen for the first sound in the word, then circle the letter that spells that sound.”

ROW	SAY	STUDENTS CIRCLE
a	The letters are f, v, j. Say fish. What letter spells the first sound in fish? Circle it.	f
b	The letters are f, v, j. Say van. What letter spells the first sound in van? Circle it.	v
c	The letters are j, f, v. Say jam. What letter spells the first sound in jam? Circle it.	j

PART 2 • STRETCH WRITE

SAY “For the first box, say map slowly. What letters can you write to spell map? For the second box, say rug slowly. What letters can you write to spell rug? For the third box, say ten slowly. What letters can you write to spell ten?”

- Box 1: **map**
- Box 2: **rug**
- Box 3: **ten**

WHAT TO ACCEPT

Circle-row answers are f, v, j. For writing, the conventional spellings are map, rug, and ten, and accept reasonable phonetic attempts that represent the sounds the student hears.