

Sound Detective

Students listen for beginning sounds and count phonemes.

CCSS.ELA-Literacy.RF.1.2 "Demonstrate understanding of spoken words, syllables, and sounds (phonemes)."

NAME _____

DATE _____

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

1 FIRST SOUND _____

a	map	sun	lip
b	fish	top	moon
c	bed	jam	van

2 COUNT SOUNDS _____

a	● ●	● ● ●	● ● ● ●
b	● ●	● ● ●	● ● ● ●
c	● ●	● ● ●	● ● ● ●

HOW TO RUN THIS PAGE

Read all printed words and prompts aloud, since students respond by listening rather than reading. In Part 1, students identify a word by its first sound. In Part 2, model stretching a different word, such as rain, and tapping /r/ /ai/ /n/ before students count the sounds they hear.

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

PART 1 • FIRST SOUND

SAY “I will read the words in each row. Listen to the first sound in each word. Can you circle the word that begins with the sound I say?”

ROW	SAY	STUDENTS CIRCLE
a	Listen: map, sun, lip. Which word starts with /m/? Circle it.	map
b	Listen: fish, top, moon. Which word starts with /f/? Circle it.	fish
c	Listen: bed, jam, van. Which word starts with /j/? Circle it.	jam

PART 2 • COUNT SOUNDS

SAY “Say each word slowly with me. Can you tap each sound you hear and circle the dots that show how many sounds are in the word?”

ROW	SAY	STUDENTS CIRCLE
a	Say at slowly. How many sounds do you hear? Circle the dots that show how many.	2 dots
b	Say fish slowly. How many sounds do you hear? Circle the dots that show how many.	3 dots
c	Say jump slowly. How many sounds do you hear? Circle the dots that show how many.	4 dots

WHAT TO ACCEPT

Part 1 answers are map, fish, and jam. Part 2 answers are 2 for at, 3 for fish, and 4 for jump. Count spoken phonemes, not letters.