

Sound Stretch Marks

Students hear, segment, count, and record sounds in one-syllable words.

CCSS.ELA-Literacy.RF.1.2d "Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)."

NAME _____

DATE _____

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

1 HEAR AND CIRCLE _____

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

2 WRITE SOUNDS _____

HOW TO RUN THIS PAGE

Read every prompt aloud and give students time to repeat each word slowly before marking. Students show phoneme segmentation by counting each sound they hear and by recording sounds from first to last 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 • HEAR AND CIRCLE

SAY “Listen to each word. Say it slowly and tap once for every sound you hear, then answer each question by circling one group of dots.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: me. How many sounds do you hear in me? Circle the dots that show the number of sounds.	2 dots
b	Listen: fish. How many sounds do you hear in fish? Circle the dots that show the number of sounds.	3 dots
c	Listen: stop. How many sounds do you hear in stop? Circle the dots that show the number of sounds.	4 dots

PART 2 • WRITE SOUNDS

SAY “In the first, second, and third boxes, listen to sun, map, and lip. For each word, what sounds do you hear from first to last, and can you write one letter for each sound in its box?”

- Box 1: **sun**
- Box 2: **map**
- Box 3: **lip**

WHAT TO ACCEPT

Circle rows: 2 dots for me, 3 dots for fish, and 4 dots for stop. Accept clear left-to-right sound-letter sequences s-u-n, m-a-p, and l-i-p, and record an oral response if a student cannot form the letters.