

Sound Spotters

Students listen for first, middle, and last sounds in short words.

CCSS.ELA-Literacy.RF.K.2d "Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)"

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	s	m	t
b	a	e	i
c	p	d	g

2 WRITE IT _____

cat	
mop	
fin	

HOW TO RUN THIS PAGE

Model by saying map slowly and separating its first, middle vowel, and last sounds. Then read every printed word and letter choice aloud, and have children say each word slowly before marking.

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

PART 1 • CIRCLE IT

SAY “Listen as I read each word and the letters. Say the word slowly, listen for the sound I ask about, and circle its letter.”

ROW	SAY	STUDENTS CIRCLE
a	The letters are s, m, and t. Say sun slowly. What first sound do you hear in sun? Circle its letter.	s
b	The letters are a, e, and i. Say bed slowly. What middle sound do you hear in bed? Circle its letter.	e
c	The letters are p, d, and g. Say pig slowly. What last sound do you hear in pig? Circle its letter.	g

PART 2 • WRITE IT

SAY “Say each printed word slowly with me. In the box beside cat, write the letter for its first sound. In the box beside mop, write the letter for its middle sound. In the box beside fin, write the letter for its last sound.”

- Box 1 (beside cat): **c**
- Box 2 (beside mop): **o**
- Box 3 (beside fin): **n**

WHAT TO ACCEPT

Circle rows: s, e, g. Write boxes: c, o, n. Accept uppercase or lowercase letters when they represent the requested sound.