

Sound-to-Word Hunt

Students blend short-vowel sounds to find and build CVC words.

CCSS.ELA-Literacy.RF.K.3 "Know and apply grade-level phonics and word analysis skills in decoding words."

NAME _____

DATE _____

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

1 FIND THE WORD _____

a	map	mat	mop
b	sit	sat	sip
c	rug	run	bug

2 FILL THE SOUND _____

m_p	
p_n	
h_t	

HOW TO RUN THIS PAGE

Say each sound slowly from left to right, then blend the sounds into a word. For example, /f/ /i/ /n/ blends to fin. On this sheet, students listen, look closely at letters, and use sounds to identify or complete short 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 • FIND THE WORD

SAY “Look at the three words in each row. I will say the sounds and then say the whole word. Which printed word matches the word you hear?”

ROW	SAY	STUDENTS CIRCLE
a	Listen: /m/ /a/ /t/, mat. Which word says mat? Circle it.	mat
b	Listen: /s/ /i/ /t/, sit. Which word says sit? Circle it.	sit
c	Listen: /r/ /u/ /g/, rug. Which word says rug? Circle it.	rug

PART 2 • FILL THE SOUND

SAY “Each word has one letter missing. Listen to the word I say, stretch the middle sound, and write the missing vowel letter in the box. For m_p, I say map. For p_n, I say pin. For h_t, I say hot. What letter belongs in each box?”

- Box 1 (beside m_p): **a**
- Box 2 (beside p_n): **i**
- Box 3 (beside h_t): **o**

WHAT TO ACCEPT

Circle mat, sit, and rug in Part 1. In Part 2, accept a, i, and o in either lowercase or uppercase if each letter clearly completes the spoken word.