

Sound Tap Search

Students blend and segment sounds, then mark the words and sound counts they hear.

ELA.1.F.1.2 "Demonstrate phonological awareness. a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. b. Orally blend initial, medial..."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	splash	slosh	smash
b	●●●●	●●●●●	●●●●● ●
c	sunshine	sandwich	sunset

2 TAP AND WRITE _____

thunder	
picnic	
blanket	

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to listen, say the sounds, and mark the page. Students blend sound sequences into words and segment words by tapping each phoneme, including words with blends, digraphs, and more than one syllable.

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 closely as I read each row. Say the sounds softly to yourself, then circle your answer.”

ROW	SAY	STUDENTS CIRCLE
a	Listen to these sounds: /s/ /p/ /l/ /a/ /sh/. Which word do the sounds make? I will read the choices: splash, slosh, smash. Circle the word you hear.	splash
b	Say crunch with me. Now stretch crunch: /k/ /r/ /u/ /n/ /ch/. How many sounds did you hear? Circle the dots that show how many.	5 dots
c	Listen to these sounds: /s/ /u/ /n/, /sh/ /i/ /n/. Which two-part word do the sounds make? I will read the choices: sunshine, sandwich, sunset. Circle the word you hear.	sunshine

PART 2 • TAP AND WRITE

SAY “Point to each printed word as I say it: thunder, picnic, blanket. For each word, tap every sound and write the number of sounds in its box.”

- Box 1 (beside thunder): **5**
- Box 2 (beside picnic): **6**
- Box 3 (beside blanket): **7**

WHAT TO ACCEPT

Circle rows: splash, 5 dots, sunshine. Write boxes: thunder 5, picnic 6, blanket 7; accept correctly formed numerals that clearly show these counts.