

Sound Snap

Teacher-led listening practice with syllables, word parts, and sounds.

ELA.K.F.1.2 "Demonstrate phonological awareness. a. Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial..."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	cupcake	cookie	carrot
b	●	●●	●●●
c	mop	map	moon

2 WRITE SOUNDS _____

1	
2	
3	

HOW TO RUN THIS PAGE

Read each prompt aloud while students look at the large choices. Students blend spoken parts, count syllables, and identify sounds in a spoken word by circling or writing letters.

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 carefully to the word parts and words I say. In each row, listen to the choices, then circle your answer.”

ROW	SAY	STUDENTS CIRCLE
a	I say cup, cake. The words are cupcake, cookie, and carrot. What word do you hear? Circle it.	cupcake
b	Say robot slowly. How many word parts do you hear? Circle the dots that show how many.	2 dots
c	I say /m/ and /op/. The words are mop, map, and moon. What word do you hear? Circle it.	mop

PART 2 • WRITE SOUNDS

SAY “Say map with me. What letter writes the first sound in box 1 and the middle sound in box 2? What letter writes the last sound in box 3?”

- Box 1 (beside 1): **m**
- Box 2 (beside 2): **a**
- Box 3 (beside 3): **p**

WHAT TO ACCEPT

Circle answers are cupcake, 2 dots, and mop. Accept uppercase or lowercase m, a, and p in boxes 1, 2, and 3.