

Sound to Spelling

Students use sounds and meaning to choose and write simple words.

1.F.P.3 "Encoding with Phonics: Use grade-level phonics skills to encode words in context and in isolation."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	dig	dog	dot	
b	pen	hem	hen	
c	sun	run	sum	
d	pin	big	mug	pig

2 WRITE WORDS _____

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to mark their answers. In Part 1, students use the spoken sentence and phonics patterns to identify a word spelling. In Part 2, students encode short words by writing the letters for each sound.

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 to each sentence and the words in the row. Find the spelling that matches the word you hear, then circle it.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: “The dog is on a log.” Read these words with me: dig, dog, dot. Which spelling matches the word dog?	dog
b	Listen: “I see a red hen.” Read these words with me: pen, hem, hen. Which spelling matches the word hen?	hen
c	Listen: “The sun is hot.” Read these words with me: sun, run, sum. Which spelling matches the word sun?	sun
d	Listen: “The pig is in the mud.” Read these words with me: pin, big, mug, pig. Which spelling matches the word pig?	pig

PART 2 • WRITE WORDS

SAY “Say “map.” What letters will you write in the first box for map? Now say “sun.” What letters will you write in the second box for sun?”

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

WHAT TO ACCEPT

Part 1 answers are dog, hen, sun, and pig. In Part 2, accept map and sun with clear letters in the correct order, using either uppercase or lowercase letters.