

Sound Spotters

Students listen for sounds at the beginning, middle, and end of words.

1.F.PA.6.a "Isolate and pronounce initial, medial, and final sounds in spoken one- syllable words, including words with digraphs and blends."

NAME _____

DATE _____

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

1 HEAR IT _____

a	b	r	sh
b	sh	i	p
c	n	g	ng

2 WRITE IT _____

HOW TO RUN THIS PAGE

Read each prompt aloud and pause so students can stretch the word and say the target sound. Students circle the printed sound or write the letter or letter pair that matches the sound they hear. Ask individual students to pronounce the sound before they mark their answer.

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

PART 1 • HEAR IT

SAY “Listen carefully as I read each word and the sound choices. Say the word slowly, then circle the sound you hear in the place I ask about.”

ROW	SAY	STUDENTS CIRCLE
a	Listen to brush. Say brush slowly. Which sound do you hear first, /b/, /r/, or /sh/? Circle the letters for that sound.	b
b	Listen to ship. Say ship slowly. Which sound do you hear in the middle, /sh/, /i/, or /p/? Circle the letters for that sound.	i
c	Listen to ring. Say ring slowly. Which sound do you hear last, /n/, /g/, or /ng/? Circle the letters for that sound.	ng

PART 2 • WRITE IT

SAY “In the first box, after you listen to clap and say it slowly, what letter will you write for its first sound? In the second box, after you listen to fish and say it slowly, what two letters will you write for its last sound? In the third box, after you listen to map and say it slowly, what letter will you write for its middle sound?”

- Box 1: **c**
- Box 2: **sh**
- Box 3: **a**

WHAT TO ACCEPT

Circle row answers are b, i, and ng. Accept uppercase or lowercase c, sh, and a in the writing boxes if the intended letters are clear.