

Build Sound Words

Students connect heard sounds to letters, then write short words from oral sentences.

K.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 SOUNDS _____

a	m	s	t
b	f	n	p
c	a	i	o

2 WRITE WORDS _____

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to say the sounds quietly before marking or writing. Students first choose letters for sounds in spoken words, then encode three CVC words from oral sentence contexts.

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 SOUNDS

SAY “Listen to each word. Say the word slowly, listen for the sound I ask about, and circle the letter that spells that sound.”

ROW	SAY	STUDENTS CIRCLE
a	The word is map. Say map. What letter spells the first sound in map? Circle it.	m
b	The word is fin. Say fin. What letter spells the last sound in fin? Circle it.	n
c	The word is lip. Say lip. What letter spells the middle sound in lip? Circle it.	i

PART 2 • WRITE WORDS

SAY “Box 1. Listen: “Tim sat on the rug.” What word tells what Tim did? Say the word slowly, stretch its sounds, and write the word. Box 2. Listen: “The pin is in the bag.” What word names the small, sharp thing? Say the word slowly, stretch its sounds, and write the word. Box 3. Listen: “A bug is on a log.” What word names the little living thing? Say the word slowly, stretch its sounds, and write the word.”

- Box 1: **sat**
- Box 2: **pin**
- Box 3: **bug**

WHAT TO ACCEPT

Circle responses are m, n, and i. Accept uppercase or lowercase letters and recognizable phonetic spellings of sat, pin, and bug with the correct sounds in order.