

Sounds Make Words

Students blend spoken sounds and choose words by meaning.

K.F.PA.2.c "Know that sounds are put together to make words and that words have distinct meanings."

NAME _____

DATE _____

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

1 BLEND IT _____

a	mat	map	mop
b	fun	fan	fin
c	rug	ran	red

2 WORD MEANING _____

a	pen	pig	pan
b	log	dog	dig
c	cap	can	cat

HOW TO RUN THIS PAGE

Read each row aloud while students look at the large printed words. In Part 1, students listen for sounds joining into a word. In Part 2, students show that different words name different things.

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

PART 1 • BLEND IT

SAY “Look at each row. I will say the sounds and read the words. Put the sounds together in your mind, then circle the word you hear.”

ROW	SAY	STUDENTS CIRCLE
a	Listen to these sounds: /m/ /a/ /p/. I will read the words: mat, map, mop. Which word do the sounds make? Circle it.	map
b	Listen to these sounds: /f/ /i/ /n/. I will read the words: fun, fan, fin. Which word do the sounds make? Circle it.	fin
c	Listen to these sounds: /r/ /u/ /g/. I will read the words: rug, ran, red. Which word do the sounds make? Circle it.	rug

PART 2 • WORD MEANING

SAY “Look at each row. I will tell you what I mean and read the words. Circle the word that has that meaning.”

ROW	SAY	STUDENTS CIRCLE
a	I mean something you write with. I will read the words: pen, pig, pan. Which word has that meaning? Circle it.	pen
b	I mean an animal that barks. I will read the words: log, dog, dig. Which word has that meaning? Circle it.	dog
c	I mean an animal that says meow. I will read the words: cap, can, cat. Which word has that meaning? Circle it.	cat

WHAT TO ACCEPT

Part 1 answers are map, fin, and rug. Part 2 answers are pen, dog, and cat; accept a clear circle around the intended word.