Sound Spotters

Students identify and say first, middle, and last sounds in words.

1.RF.3 "Identify and produce beginning, middle (medial), and final sounds in single-syllable words."

NAME _____ DATE _____

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

1 CIRCLE IT

a	fan	pan	tan
b	pin	pen	pan
c	cap	cat	can

2 SAY AND WRITE

mat	
bug	
hop	

ANSWER KEY

Sound Spotters

GRADE 1 · 1.RF.3

HOW TO RUN THIS PAGE

Read each row's words aloud so students can listen for sounds before circling. For the boxes, say each printed word, listen to each student produce the requested sound, then have the student write its letter. Note oral accuracy and any prompts separately.

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 "I will read the words in each row. Listen for the sound I ask about, then circle one word."

ROW	SAY	STUDENTS CIRCLE
a	Listen: fan, pan, tan. Which word starts with the same sound as fox? Circle it.	**fan**
b	Listen: pin, pen, pan. Which word has the same middle sound as bed? Circle it.	**pen**
c	Listen: cap, cat, can. Which word ends with the same sound as sun? Circle it.	**can**

PART 2 · SAY AND WRITE

SAY "I will say each word beside a box. For mat, say its first sound, then write its letter. For bug, say its middle sound, then write its letter. For hop, say its last sound, then write its letter."

- Box 1 (beside mat): **Say /m/ and write m.**
- Box 2 (beside bug): **Say /ʌ/, the short-u sound, and write u.**
- Box 3 (beside hop): **Say /p/ and write p.**

WHAT TO ACCEPT

Circle fan, pen, and can, in that order. In the boxes, check the spoken sound as well as the written letter; a correct letter alone does not show that the student produced the sound.