Mouth Sound Detectives

Students say sounds and notice how their mouths make them.

RF.K.2.c "Distinguish between sounds (phonemes) using knowledge of place and manner of articulation."

NAME _____ DATE _____

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

1 FEEL YOUR MOUTH

a	n	m	s
b	p	t	k

2 KEEP IT GOING

a	t	k	s
b	v	b	d

ANSWER KEY

Mouth Sound Detectives

HOW TO RUN THIS PAGE

Read each row aloud and have each child say the sounds before circling. Watch how the child uses their lips and tongue and whether they can keep a sound going. Allow think time, and record oral responses and support separately from circles.

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

PART 1 · FEEL YOUR MOUTH

SAY "Say each sound after me. Feel what your lips and tongue do, then circle one letter."

ROW	SAY	STUDENTS CIRCLE
a	Listen: /n/, /m/, /s/. Say each sound. Which sound do you make with your lips closed in a hum? Circle its letter.	**m**
b	Listen: /p/, /t/, /k/. Say each sound. Which sound closes both lips, then pops open? Circle its letter.	**p**

PART 2 · KEEP IT GOING

SAY "Some sounds can keep going. Say each sound aloud and notice if it keeps going or stops, then circle one letter."

ROW	SAY	STUDENTS CIRCLE
a	Listen: /t/, /k/, /s/. Say each sound. Which sound can you keep going? Circle its letter.	**s**
b	Listen: /v/, /b/, /d/. Say each sound. Which sound can you keep going? Circle its letter.	**v**

WHAT TO ACCEPT

The circled letters are m, p, s, and v, in order. Note whether each child says and compares the sounds aloud, and record any support separately from the circled answers.