

Sound Switch

Students change one beginning sound to make and mark new one-syllable words.

1RF2.b "Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	pin	tin	fin
b	bug	rug	hug
c	late	date	gate

2 WRITE IT _____

can	
hop	

HOW TO RUN THIS PAGE

Read every word choice aloud so students can focus on sounds, not print. Model the routine with a different word, such as fan, by asking students to switch /f/ to /r/. Students create a new word by replacing one phoneme, then circle or write the word they made.

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 “We will change one sound to make a new word. Listen to each word and sound change, then circle the new word you hear.”

ROW	SAY	STUDENTS CIRCLE
a	Say pin. Change /p/ to /t/. Which word do you hear: pin, tin, or fin? Circle the new word you hear.	tin
b	Say rug. Change /r/ to /b/. Which word do you hear: bug, rug, or hug? Circle the new word you hear.	bug
c	Say late. Change /l/ to /g/. Which word do you hear: late, date, or gate? Circle the new word you hear.	gate

PART 2 • WRITE IT

SAY “Say each printed word. For can, change /k/ to /m/, and for hop, change /h/ to /m/. What new word do you hear? Write it in its box.”

- Box 1 (beside can): **man**
- Box 2 (beside hop): **mop**

WHAT TO ACCEPT

Circle tin, bug, and gate. Students should write man and mop, accepting clear phonetic spelling only when it represents the correct changed word.