

Sound Beat Hunt

Teacher-led practice with syllables and beginning sounds.

1RF2 "Demonstrate understanding of spoken words, syllables, and sounds (phonemes)."

NAME _____

DATE _____

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

1 SYLLABLE BEATS

a	● ●	●	● ● ●
b	● ●	● ● ●	● ● ● ●
c	● ●	● ● ●	●

2 FIRST SOUND

HOW TO RUN THIS PAGE

Read each prompt aloud, giving students time to listen and mark their page. Students show phonological awareness by counting syllables in spoken words and identifying the first sound they hear.

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

PART 1 • SYLLABLE BEATS

SAY “Listen to each word. Tap the word parts you hear, then circle the dots that show how many parts you heard.”

ROW	SAY	STUDENTS CIRCLE
a	Say picnic with me: picnic. How many word parts, or syllables, do you hear? Circle the dots that show how many.	2 dots
b	Say tomato with me: tomato. How many word parts, or syllables, do you hear? Circle the dots that show how many.	3 dots
c	Say fish with me: fish. How many word parts, or syllables, do you hear? Circle the dots that show how many.	1 dots

PART 2 • FIRST SOUND

SAY “Look at the three boxes. In the first box, what letter spells the first sound in moon? In the second box, what letter spells the first sound in sun? In the third box, what letter spells the first sound in fan?”

- Box 1: **m**
- Box 2: **s**
- Box 3: **f**

WHAT TO ACCEPT

Syllable Beats answers are 2, 3, and 1 dots. Accept uppercase or lowercase m, s, and f in the writing boxes.