

Sound Snap

Teacher-led oral blending and onset-rime listening practice.

KRF2.c "Blend and segment onsets and rimes of spoken words."

NAME _____

DATE _____

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

1 BLEND IT _____

a	map	mop	moon
b	sun	sit	sock
c	tip	tap	top

2 MATCH PARTS _____

cat	•	•	ig
hen	•	•	at
pig	•	•	en

HOW TO RUN THIS PAGE

Read each prompt aloud and have students say the sounds quietly before they mark the page. Students blend a first sound with the rest of a word, then listen for the part that comes after the first sound. You may model the routine with /f/ and /ish/ before beginning.

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 “Listen to the first sound and the rest of the word. I will read the choices in each row. Say the sounds together, then circle the word you hear.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: /m/ ... /op/. I will read map, mop, moon. Which word do you hear? Circle it.	mop
b	Listen: /s/ ... /un/. I will read sun, sit, sock. Which word do you hear? Circle it.	sun
c	Listen: /t/ ... /op/. I will read tip, tap, top. Which word do you hear? Circle it.	top

PART 2 • MATCH PARTS

SAY “Point to each word with me as I read cat, hen, pig. Say each word slowly. What part do you hear after the first sound? Draw a line from each word to its matching part on the right.”

- **cat** matches **at**
- **hen** matches **en**
- **pig** matches **ig**

WHAT TO ACCEPT

Blend It answers are mop, sun, and top. Match cat to at, hen to en, and pig to ig. Accept clear circles and lines, and use students' oral responses to confirm the sound work.