

Sound Steps

Students blend spoken sounds and count sounds in one-syllable words.

KRF2.d "Blend and segment 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 BLEND IT _____

a	mop	map	mad
b	sun	sad	sip
c	fan	fin	fun

2 COUNT SOUNDS _____

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

HOW TO RUN THIS PAGE

Model the routine first with a word not on the page, such as bed. Say /b/ /e/ /d/ for students to blend, then say a word slowly and tap once for each sound as students count.

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 “I will say three words in each row. Listen to the sounds I say, then circle the word the sounds make.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: /m/ /a/ /p/. I will read the words: mop, map, mad. Which word do the sounds make? Circle it.	map
b	Listen: /s/ /u/ /n/. I will read the words: sun, sad, sip. Which word do the sounds make? Circle it.	sun
c	Listen: /f/ /u/ /n/. I will read the words: fan, fin, fun. Which word do the sounds make? Circle it.	fun

PART 2 • COUNT SOUNDS

SAY “Say each word slowly with me. Tap once for each sound you hear, then circle the dots that show how many sounds you tapped.”

ROW	SAY	STUDENTS CIRCLE
a	Say cat slowly. Which dots show how many sounds you hear in cat? Circle them.	3 dots
b	Say up slowly. Which dots show how many sounds you hear in up? Circle them.	2 dots
c	Say stop slowly. Which dots show how many sounds you hear in stop? Circle them.	4 dots

WHAT TO ACCEPT

Part 1 answers are map, sun, and fun. Part 2 answers are 3 dots for cat, 2 dots for up, and 4 dots for stop; accept accurate oral tapping or touching for each phoneme.