Sound by Sound

Students segment spoken words, then record the number of sounds.

1.2.PA.5 "Students will segment phonemes in spoken words with 4-6 phonemes into individual phonemes (e.g., string = /s/ /t/ /r/ /i/ /ng/)."

NAME _____ DATE _____

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

1 SAY AND CIRCLE

a	5	4	3
b	5	4	6
c	4	5	6

2 SAY AND WRITE

ANSWER KEY

Sound by Sound

GRADE 1 · 1.2.PA.5

HOW TO RUN THIS PAGE

Read each word aloud and give students time to think. Listen to each student say the individual sounds in order before the student circles or writes a number. Record oral accuracy and any support you give separately, since a number alone does not show segmentation.

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

PART 1 · SAY AND CIRCLE

SAY "I will say a word. Repeat it and say its sounds one at a time while I listen. Then circle the number of sounds you said."

ROW	SAY	STUDENTS CIRCLE
a	Listen to frog. What sounds do you hear in frog? Say them in order, then circle how many you said.	**4**
b	Listen to plant. What sounds do you hear in plant? Say them in order, then circle how many you said.	**5**
c	Listen to splint. What sounds do you hear in splint? Say them in order, then circle how many you said.	**6**

PART 2 · SAY AND WRITE

SAY "We will do one box at a time. Say each sound aloud while I listen, then write the number of sounds in the box. First box, what sounds do you hear in crisp? Second box, what sounds do you hear in thrush?"

- Box 1: **5**
- Box 2: **4**

WHAT TO ACCEPT

Listen for frog: /f/ /r/ /o/ /g/; plant: /p/ /l/ /a/ /n/ /t/; splint: /s/ /p/ /l/ /i/ /n/ /t/; crisp: /k/ /r/ /i/ /s/ /p/; thrush: /th/ /r/ /u/ /sh/. Accept a marked or written count only when the student also says the individual sounds in order.