Stretch and Spell

Students spell CVC words by listening for every sound.

K.2.SE.2 "Students will represent all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling (e.g., "kat" for cat or "fer" for fur)."

NAME _____ DATE _____

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

1 TAP SOUNDS

2 STRETCH WORDS

ANSWER KEY # Stretch and Spell

HOW TO RUN THIS PAGE

Model tapping the three sounds in the spoken word "jam" without showing its spelling. Read each word aloud, give students time to write, and record any extra sound prompts you provide.

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

PART 1 · TAP SOUNDS

SAY "Tap the sounds you hear on your fingers, then write a letter for each sound. In the first box, write the word sun. In the second box, write the word pig."

- Box 1: **sun**
- Box 2: **pig**

PART 2 · STRETCH WORDS

SAY "Stretch each word quietly to yourself, then write a letter for each sound. In the first box, write the word bed. In the second box, write the word hop."

- Box 1: **bed**
- Box 2: **hop**

WHAT TO ACCEPT

Accept spellings that logically represent the beginning, middle, and ending sounds, even if they are not conventional. Note separately when a student needs help identifying a sound.