Sound Chunk Switch

Students blend spoken word parts and match words to their ending chunks.

CCSS.ELA-Literacy.RF.K.2c "Blend and segment onsets and rimes of single-syllable spoken words."

NAME _____ DATE _____

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

1 BUILD WORDS

a	cat	can	cap
b	sun	sin	sat
c	hip	hop	hot

2 MATCH ENDINGS

dog •	• am
jam •	• it
sit •	• og

ANSWER KEY

Sound Chunk Switch

KINDERGARTEN · RF.K.2c

HOW TO RUN THIS PAGE

Read every printed choice aloud because students are working with sounds, not independent reading. In Part 1, students blend a first sound with an ending chunk. In Part 2, students say a whole word slowly and identify the ending chunk after its first sound.

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

PART 1 · BUILD WORDS

SAY "Listen as I say two word parts. Put the parts together in your head, then listen to the words in the row. Which word do you hear?"

ROW	SAY	STUDENTS CIRCLE
a	Listen: /c/ ... /ap/. I will read cat, can, cap. Which word do you hear? Circle it.	**cap**
b	Listen: /s/ ... /un/. I will read sun, sin, sat. Which word do you hear? Circle it.	**sun**
c	Listen: /h/ ... /op/. I will read hip, hop, hot. Which word do you hear? Circle it.	**hop**

PART 2 · MATCH ENDINGS

SAY "Say each word in the left column slowly with me. Listen for the part after the first sound. I will read the ending chunks in the right column. Can you draw a line from each word to its ending chunk?"

- **dog** matches **og**
- **jam** matches **am**
- **sit** matches **it**

WHAT TO ACCEPT

Part 1: cap, sun, hop. Part 2: dog to og, jam to am, and sit to it. Accept a clear circle or line, even if it is not neatly drawn.