Sound Letter Hunt

Connect letters and sounds, then say the sounds for the letters you chose or wrote.

CCSS.ELA-Literacy.RF.K.3a "Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant."

NAME _____ DATE _____

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

1 CIRCLE IT

a	**m**	**n**	**s**
b	**f**	**v**	**t**
c	**b**	**d**	**p**

2 WRITE IT

ANSWER KEY

Sound Letter Hunt

HOW TO RUN THIS PAGE

Read prompts aloud and support pointing, circling, or writing. After each response, point to the child's chosen or written letter and ask for its sound without first saying the sound again. Listen for the consonant sound rather than its letter name; model and have the child retry when needed.

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

PART 1 · CIRCLE IT

SAY "Listen to each sound question. Point to the letters as I read them, then circle the letter you choose. After circling, look at that letter and say its sound to me."

ROW	SAY	STUDENTS CIRCLE
a	Look at m, n, and s. Which letter makes /n/? Circle it.	**n**
b	Look at f, v, and t. Which letter makes /v/? Circle it.	**v**
c	Look at b, d, and p. Which letter makes /p/? Circle it.	**p**

PART 2 · WRITE IT

SAY "What letter makes /l/ in the first box, /m/ in the next box, and /r/ in the last box? Write each letter in its box. Now point to each letter you wrote and say its sound; I will listen and help you retry if needed."

- Box 1: **l**
- Box 2: **m**
- Box 3: **r**

WHAT TO ACCEPT

Circle answers are n, v, and p. In the boxes, accept recognizable lowercase or uppercase forms of l, m, and r. Check child sound production for n, v, p, l, m and r after the letter response. Accept the primary consonant sound, not only the letter name; support an accurate retry. This is a focused consonant set, not a claim to assess every consonant.