Sound Team Hunt

Students blend and read words with consonant teams, then spell two words.

1.2.B.ii "decoding words with initial and final consonant blends, digraphs, and trigraphs;"

NAME _____ DATE _____

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

1 CIRCLE IT

a	**chip**	**ship**	**slip**
b	**shrub**	**stub**	**scrub**
c	**mash**	**mask**	**math**
d	**math**	**mash**	**match**

2 WRITE IT

ANSWER KEY

Sound Team Hunt

GRADE 1 · TEKS 1.2.B.ii

HOW TO RUN THIS PAGE

Read directions, but do not pronounce target words before the child tries. Model blending a different word such as flag. Hear each child blend and read all printed row words; record independent accuracy and support before feedback. Keep separate sounds in blends and one sound for each digraph or trigraph.

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 "Look at each printed word, say its sounds, and blend to read it before I help. Then use my sound question to circle a word."

ROW	SAY	STUDENTS CIRCLE
a	First blend and read this row. Which word starts with /sh/?	**ship**
b	First blend and read this row. Which word starts with /s/ /k/ /r/?	**scrub**
c	First blend and read this row. Which word ends with /s/ /k/?	**mask**
d	First blend and read this row. Which word ends with /ch/ spelled t-c-h?	**match**

PART 2 · WRITE IT

SAY "For the first box, listen: /s/ /t/ /o/ /p/. What word do the sounds make, and can you write it? For the second box, listen: /f/ /i/ /sh/. What word do the sounds make, and can you write it?"

- Box 1: **stop**
- Box 2: **fish**

WHAT TO ACCEPT

Circle ship, scrub, mask, match. Accept conventional stop and fish spellings. Observe reading before oral feedback: scr and sk are blends with separate sounds; sh and ch are digraphs; tch is a trigraph for /ch/. Record decoding accuracy and support, not just circles/spelling.