Trail Sound Hunt

Read closely and separate each sound in words.

2.FFR.2.A "Isolate sounds in four and five phoneme words."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Read the passage slowly. Underline each word with four sounds and circle each word with five sounds to show the sounds you hear. With your teacher or partner, say frog, plant and snack. Say their sounds separately in order, without adding extra vowel sounds to consonants. Your listener checks and helps you try again if needed; then mark the words and write the sounds.

Mia's Trail Walk

1. On a crisp fall day, Mia and her dad hike along a trail. A small frog hops from a wet log. Mia stops to watch its green legs bend and stretch.
2. Near the pond, Dad sees a brown turtle beside a rock. The turtle pulls its head inside its shell. Soon, it swims through the water and rests under a plant.
3. At lunch, Mia opens a snack box. She bites a crisp pear and a sweet plum. Dad packs a fresh apple too. They eat, then place peels in a bin.

2 ANSWER WITH EVIDENCE

Use the passage

1. Find frog in paragraph 1. Say its four sounds separately to your teacher or partner, then write them in order.

2. In paragraph 2, which word has five sounds: pond, brown, or plant? Say the sounds separately to your teacher or partner, then write them in order.

3. Find snack in paragraph 3. Say its four sounds separately to your teacher or partner, then write them in order.

3 YOUR TURN

Your own words

Write two words that are not in the passage. Choose one word with four sounds and one word with five sounds, then write each sound in order. Say each whole word to your teacher or partner, then orally isolate each sound in order. Your listener checks the four- or five-sound count and helps you correct or repeat if needed before you record the sounds.

ANSWER KEY

Trail Sound Hunt

GRADE 2 · 2.FFR.2.A

PART 1 · READ AND MARK

Read the passage slowly. Underline each word with four sounds and circle each word with five sounds to show the sounds you hear. With your teacher or partner, say frog, plant and snack. Say their sounds separately in order, without adding extra vowel sounds to consonants. Your listener checks and helps you try again if needed; then mark the words and write the sounds. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Find frog in paragraph 1. Say its four sounds separately to your teacher or partner, then write them in order.	**/f/ /r/ /ŏ/ /g/**
2	In paragraph 2, which word has five sounds: pond, brown, or plant? Say the sounds separately to your teacher or partner, then write them in order.	**plant: /p/ /l/ /ă/ /n/ /t/**
3	Find snack in paragraph 3. Say its four sounds separately to your teacher or partner, then write them in order.	**/s/ /n/ /ă/ /k/**

PART 3 · YOUR TURN (SAMPLE ANSWER)

milk: /m/ /ĭ/ /l/ /k/
stamp: /s/ /t/ /ă/ /m/ /p/

Oral check example: The learner says milk, then its four separate sounds. The teacher confirms the count or models the needed correction, and the learner tries again.

For Questions 1 through 3, accept phoneme spellings that show the sounds in the correct order. For Part 3, accept two words absent from the passage if one has four phonemes and one has five phonemes, with each sound separated. Also listen to the learner's actual oral isolation for frog, plant, snack and the chosen words. Written symbols alone are insufficient. Frog /f/ /r/ /ŏ/ /g/ and snack /s/ /n/ /ă/ /k/ each have four sounds; plant /p/ /l/ /ă/ /n/ /t/ and stamp /s/ /t/ /ă/ /m/ /p/ each have five; milk has four. Count phonemes rather than letters (ck is one /k/). Accept dialect-appropriate vowel realizations and accessible communication support. Give correction/retry feedback without adding a timed or independent-reading requirement.