Sound Trail

Blend and count phonemes in a short story.

2.FFR.2.B "Demonstrate the ability to blend words with four and five phonemes, including words with consonant digraphs (e.g., th, sh, ch) and consonant blends (e.g., fr, st, bl)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB First listen as your teacher says separated sounds. Blend each set aloud into a whole word; your teacher checks and helps you retry if needed. Then read the story, circle four 4-sound words and four 5-sound words, and mark their counts.

Tia's Pond Walk

1. On a damp path, Tia saw a small thrush. The bird sat near a flat stump and sang. Tia stood still. She did not rush. She hoped to spot the bird's nest before the rain began.
2. Then Tia heard a splash by the pond. A frog swam past a clump of green plants. Its strong legs made it zip through the water. Tia saw the frog stop on a rock.
3. At home, Tia drew the thrush and the frog. She wrote, "I saw a splash, a stump, and a fresh green plant." Her dad read the list. Tia tapped each sound as they blended the words.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what 5-sound word names what the thrush sat near?

2. Listen to your teacher say /s/ /p/ /l/ /ă/ /sh/. Blend them aloud, then write the word from paragraph 2.

3. Listen to your teacher say /f/ /r/ /ĕ/ /sh/. Blend them aloud, then write the word from Tia's list.

3 YOUR TURN

Your own words

Write two new words that are not in the story. Write one word with 4 sounds and one word with 5 sounds, show each sound with slash marks, and use a consonant digraph or consonant blend in at least one word. Give your sound sets to your teacher or partner to say separately. Listen and actually blend each into the whole word aloud. Your listener checks the word and helps you retry if needed.

ANSWER KEY # Sound Trail

PART 1 · READ AND MARK

First listen as your teacher says separated sounds. Blend each set aloud into a whole word; your teacher checks and helps you retry if needed. Then read the story, circle four 4-sound words and four 5-sound words, and mark their counts. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what 5-sound word names what the thrush sat near?	**stump**
2	Listen to your teacher say /s/ /p/ /l/ /ă/ /sh/. Blend them aloud, then write the word from paragraph 2.	**splash**
3	Listen to your teacher say /f/ /r/ /ĕ/ /sh/. Blend them aloud, then write the word from Tia's list.	**fresh**

PART 3 · YOUR TURN (SAMPLE ANSWER)

brush: /b/ /r/ /ŭ/ /sh/ = 4 sounds.
stamp: /s/ /t/ /ă/ /m/ /p/ = 5 sounds.

Oral check: The teacher says /b/ /r/ /ŭ/ /sh/ separately; the learner blends brush. The teacher confirms or helps the learner retry.

Accept any correctly marked words with four or five phonemes, with the correct number written above each word. For Part 3, accept two words not in the passage with accurate phoneme counts and slash-marked sounds, including at least one word with a consonant digraph or blend. Oral round before marking: say /f/ /r/ /ĕ/ /sh/ (fresh, 4), /th/ /r/ /ŭ/ /sh/ (thrush, 4), /s/ /t/ /ŭ/ /m/ /p/ (stump, 5), and /s/ /p/ /l/ / ă/ /sh/ (splash, 5), one sound at a time. Listen to the learner blend each whole word; model a correction and retry as needed. Written answers alone do not complete the oral practice. Story examples with four sounds include damp, small, thrush, flat, still, spot, nest and frog; five-sound examples include stump, splash, clump, strong and plant. Count phonemes, not letters; th/sh/ng each represent one sound here. Accept dialect-appropriate vowels and accessible communication support; no timer or independent decoding is required.