Sound Detective

Listen for matching sounds, then say the sounds in spoken words.

1.RF.2 "Demonstrate proficiency of identifying, blending, and segmenting phonemes (sounds) in spoken words. Isolate and identify individual phonemes in spoken words. Recognize initial, final and medial phonemes in spoken words..."

NAME _____ DATE _____

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

1 SOUND MATCH

a	fan	pot	dog
b	hot	hit	hen
c	lip	sun	rug

2 SAY SOUNDS

map	
stop	

ANSWER KEY

Sound Detective

GRADE 1 · 1.RF.2

HOW TO RUN THIS PAGE

Read each row aloud so students can choose by listening, not by reading the printed words. For the boxes, listen to each learner say the sounds aloud and record oral accuracy and any support separately from the written counts.

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

PART 1 · SOUND MATCH

SAY "I will read the words in each row. Listen for the sound I ask about, then circle one word."

ROW	SAY	STUDENTS CIRCLE
a	Listen to fan, pot, dog. Which word begins with the same sound as pig? Circle that word.	**pot**
b	Listen to hot, hit, hen. Which word has the same middle sound as bed? Circle that word.	**hen**
c	Listen to lip, sun, rug. Which word ends with the same sound as cup? Circle that word.	**lip**

PART 2 · SAY SOUNDS

SAY "Listen: map. Say each sound in map aloud, one at a time, then write how many sounds you said in the first box. Now listen: stop. Say each sound in stop aloud, one at a time, then write how many sounds you said in the second box."

- Box 1 (beside map): **3**
- Box 2 (beside stop): **4**

WHAT TO ACCEPT

Circle pot, hen, and lip. For the boxes, listen for /m/ /a/ /p/ and /s/ /t/ /o/ /p/; the written counts are 3 and 4.