Sound Switch Words

Students blend and remove beginning sounds, then circle the word they say.

K.RF.2.d "Blend, segment, and delete at the intra-syllable level (onset/rime, body/coda). Demonstrate proficiency in phonemic awareness skills, including:"

NAME _____ DATE _____

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

1 PUT TOGETHER

a	cat	mat	map
b	sun	fun	sit
c	big	pin	pig

2 TAKE AWAY

a	can	cat	at
b	in	pin	pan
c	fan	an	fin

ANSWER KEY

Sound Switch Words

HOW TO RUN THIS PAGE

Read each row's choices aloud from left to right, then read its prompt. Work in a small group so you can hear each student say the answer before circling. Allow think time, note oral accuracy, and record any support on a separate roster.

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

PART 1 · PUT TOGETHER

SAY "Listen to the sounds I say. Put them together, say the word so I can hear it, then circle it."

ROW	SAY	STUDENTS CIRCLE
a	The choices are cat, mat, map. What word do you make when you put /m/ and /at/ together? Say it, then circle it.	**mat**
b	The choices are sun, fun, sit. What word do you make when you put /s/ and /un/ together? Say it, then circle it.	**sun**
c	The choices are big, pin, pig. What word do you make when you put /p/ and /ig/ together? Say it, then circle it.	**pig**

PART 2 · TAKE AWAY

SAY "Now take away the first sound I say. Say what is left so I can hear it, then circle it."

ROW	SAY	STUDENTS CIRCLE
a	The choices are can, cat, at. Say cat. Take away /k/. What is left? Say it, then circle it.	**at**
b	The choices are in, pin, pan. Say pin. Take away /p/. What is left? Say it, then circle it.	**in**
c	The choices are fan, an, fin. Say fan. Take away /f/. What is left? Say it, then circle it.	**an**

WHAT TO ACCEPT

In order, accept mat, sun, pig, at, in, an. Check that the student says each answer aloud before circling; a circle alone does not demonstrate the sound skill.