

Sound Tap Count

Students tap each phoneme, then mark how many sounds they heard.

1.2.A.vii "segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;"

NAME _____

DATE _____

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

1 TAP AND CIRCLE

a	● ● ●	● ● ● ●	● ● ● ● ●
b	● ● ● ●	● ● ● ● ●	● ● ●
c	● ● ● ● ●	● ● ●	● ● ● ●

2 COUNT SOUNDS

map	
frog	
crisp	

HOW TO RUN THIS PAGE

Read each word aloud and have students stretch it, tapping once for every sound. Listen for separate sounds in consonant blends, since each consonant in a blend gets its own tap.

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

PART 1 • TAP AND CIRCLE

SAY “For each row, I will say a word. Say it slowly, tap once for each sound you hear, and circle the dots that match your taps.”

ROW	SAY	STUDENTS CIRCLE
a	Say flag slowly. What sounds do you hear, one at a time? How many taps did you make? Circle the dots that show how many.	4 dots
b	Say stamp slowly. What sounds do you hear, one at a time? How many taps did you make? Circle the dots that show how many.	5 dots
c	Say milk slowly. What sounds do you hear, one at a time? How many taps did you make? Circle the dots that show how many.	4 dots

PART 2 • COUNT SOUNDS

SAY “Look at the first word, map. Say it slowly, tap each sound, and write the number of taps in the box. Now do the same for frog and crisp.”

- Box 1 (beside map): **3**
- Box 2 (beside frog): **4**
- Box 3 (beside crisp): **5**

WHAT TO ACCEPT

Accept 4 for flag, 5 for stamp, and 4 for milk. Accept 3 for map, 4 for frog, and 5 for crisp, provided the student can orally segment the sounds when asked.