

Sound Switch Studio

Students listen for first sounds, vowel sounds, and changed sounds, then spell short words.

1.2 "Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts..."

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	map	sun	fan
b	cake	map	rain
c	tip	lap	tin

2 WRITE WORDS _____

HOW TO RUN THIS PAGE

Read every choice aloud before students mark it. In Part 1, students show what they hear by circling a printed word. In Part 2, say each word slowly, then have students stretch the sounds and write the word.

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

PART 1 • CIRCLE IT

SAY “Listen closely as I read each question and all of the words in its row. Circle one word in each row.”

ROW	SAY	STUDENTS CIRCLE
a	Which printed word begins with the same first sound as moon: map, sun, or fan?	map
b	Which printed word has the short /a/ sound as in cat: cake, map, or rain?	map
c	Say lip. Change /l/ to /t/. Which printed word do you hear: tip, lap, or tin?	tip

PART 2 • WRITE WORDS

SAY “Listen to each word. Stretch its sounds, then write the word in the box I name. What word will you write in the first box when I say ship? What word will you write in the next box when I say flag? What word will you write in the last box when I say rain?”

- Box 1: **ship**
- Box 2: **flag**
- Box 3: **rain**

WHAT TO ACCEPT

Part 1 answers are map, map, and tip. In Part 2, accept legible phonetic spellings that correctly represent the target sounds, with conventional spellings ship, flag, and rain as the goal.