

Sound Tap Count

Students tap and count the sounds in four- and five-phoneme words.

1.FFR.2.C "Demonstrate the ability to segment 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 _____

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

1 CIRCLE DOTS _____

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

2 WRITE COUNT _____

fresh	
blend	
shelf	

HOW TO RUN THIS PAGE

Read each word aloud and have students repeat it slowly while tapping once for each sound they hear. Students show the sound count by circling a dot group or writing a number, while you listen for separate sounds in blends and digraphs.

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 DOTS

SAY “Listen to each word. Say it slowly and tap each sound. Which dots show how many sounds you hear? Circle them.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: chest. Say chest slowly and tap its sounds. Which dots show how many sounds you hear? Circle them.	4 dots
b	Listen: brush. Say brush slowly and tap its sounds. Which dots show how many sounds you hear? Circle them.	4 dots
c	Listen: stamp. Say stamp slowly and tap its sounds. Which dots show how many sounds you hear? Circle them.	5 dots

PART 2 • WRITE COUNT

SAY “I will point to and read each printed word. Say the word slowly and tap each sound. How many sounds do you hear? Write that number in the box.”

- Box 1 (beside fresh): **4**
- Box 2 (beside blend): **5**
- Box 3 (beside shelf): **4**

WHAT TO ACCEPT

Circle 4 dots for chest, 4 dots for brush, and 5 dots for stamp. Accept 4 for fresh, 5 for blend, and 4 for shelf, as long as the student can orally tap the separate phonemes.