

Sound Stretch Quest

Students blend and count sounds in words with blends and digraphs.

1.FFR.2 "Phonological and Phonemic Awareness: The student will orally identify and produce various phonemes (individual sounds) within words to develop phonemic awareness in support of decoding (reading) and encoding (spelling)..."

NAME _____

DATE _____

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

1 BLEND IT _____

a	fresh	flash	frost
b	stump	stamp	stand
c	chant	chest	check

2 COUNT SOUNDS _____

brush	
think	
crunch	

HOW TO RUN THIS PAGE

Read every choice and word aloud because students may not read the print independently. In Part 1, students listen for first and last sounds, then blend four or five phonemes to choose a word. In Part 2, students stretch each word, say its phonemes, and write the number of sounds.

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

PART 1 • BLEND IT

SAY “I will read the words in each row and then say the sounds slowly. What first sound and last sound do you hear? What word do the sounds make? Circle the printed word.”

ROW	SAY	STUDENTS CIRCLE
a	Here are fresh, flash, and frost. What word do these sounds make: /f/ /r/ /e/ /sh/? Circle the word.	fresh
b	Here are stump, stamp, and stand. What word do these sounds make: /s/ /t/ /a/ /m/ /p/? Circle the word.	stamp
c	Here are chant, chest, and check. What word do these sounds make: /ch/ /e/ /s/ /t/? Circle the word.	chest

PART 2 • COUNT SOUNDS

SAY “I will read each word. What sounds do you hear when you stretch the word slowly? Count the sounds on your fingers, then write the number of sounds in the box.”

- Box 1 (beside brush): **4**
- Box 2 (beside think): **4**
- Box 3 (beside crunch): **5**

WHAT TO ACCEPT

Part 1 answers are fresh, stamp, and chest. Part 2 answers are 4, 4, and 5. Accept oral segmentations that count each consonant in a blend separately and each digraph, such as sh, th, and ch, as one sound.