Sound Trail Notes

Listen for individual sounds in words with blends and digraphs.

2.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 _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each use of frog, brush, and stamp, then write 1, 2, 3, 4, or 5 above the sounds in each word to show their order.

Nia's Sound Walk

1. At the pond, Nia found a flat stone near a frog. She drew a small sound map in her notebook. The frog gave a quick croak, then hopped past green plants beside the water.
2. On a path, Nia saw a brush by a stump. A chipmunk ran from the brush and paused. Nia wrote the word stamp after she noticed a muddy stamp shape near the trail.
3. At home, Nia read her notes aloud to her brother. He listened for each sound, from the first sound to the last. Together, they used the sounds to say each word clearly.

2 ANSWER WITH EVIDENCE

Use the passage

1. Say frog slowly. What sound do you hear first? What sound do you hear last?

2. Write the four sounds in brush in order.

3. Blend these sounds: /s/ /t/ /a/ /m/ /p/. What word do you make?

3 YOUR TURN

Your own words

Write one word that has four or five sounds and has a consonant blend or digraph. Write the sounds in order.

ANSWER KEY

Sound Trail Notes

GRADE 2 · 2.FFR.2

PART 1 · READ AND MARK

Underline each use of frog, brush, and stamp, then write 1, 2, 3, 4, or 5 above the sounds in each word to show their order. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Say frog slowly. What sound do you hear first? What sound do you hear last?	**First: /f/. Last: /g/.**
2	Write the four sounds in brush in order.	**/b/ /r/ /u/ /sh/**
3	Blend these sounds: /s/ /t/ /a/ /m/ /p/. What word do you make?	**stamp**

PART 3 · YOUR TURN (SAMPLE ANSWER)

branch: /b/ /r/ /a/ /n/ /ch/

Accept accurate four- or five-phoneme words with a consonant blend or consonant digraph. Count each digraph, such as /sh/, /ch/, or /th/, as one sound, and count each sound in a blend separately.