

Sound Snap

Students blend spoken phonemes and record sounds in a word.

K.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	am	at	up
b	shop	shut	ship
c	stop	step	stamp

2 SOUND BOXES _____

1	
2	
3	

HOW TO RUN THIS PAGE

Read each sound sequence slowly, then repeat it once before students mark the page. Model the routine first with a different word, such as fan, by stretching its sounds and pushing them together.

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 “Listen to the sounds in each row. I will read the choices, then you will circle the word the sounds make.”

ROW	SAY	STUDENTS CIRCLE
a	Listen: /a/ /t/. The choices are am, at, and up. Which word do the sounds make? Circle it.	at
b	Listen: /sh/ /i/ /p/. The choices are shop, shut, and ship. Which word do the sounds make? Circle it.	ship
c	Listen: /s/ /t/ /o/ /p/. The choices are stop, step, and stamp. Which word do the sounds make? Circle it.	stop

PART 2 • SOUND BOXES

SAY “Say ship slowly with me: /sh/ /i/ /p/. What letters show the first sound? Write them in box 1. What letter shows the middle sound, and what letter shows the last sound? Write them in boxes 2 and 3.”

- Box 1 (beside 1): **sh**
- Box 2 (beside 2): **i**
- Box 3 (beside 3): **p**

WHAT TO ACCEPT

Circle at, ship, and stop. In the sound boxes, accept sh, i, p in order, including developmentally appropriate letter formation.