

# Sound Letter Hunt

Students listen for beginning sounds and connect them to letters.

**K.FFR.3.B** "Identify common letter-sound correspondences."

NAME \_\_\_\_\_

DATE \_\_\_\_\_

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

## 1 CIRCLE IT \_\_\_\_\_

|   |   |   |   |
|---|---|---|---|
| a | m | n | w |
| b | c | s | t |
| c | p | d | t |

## 2 WRITE IT \_\_\_\_\_

|  |
|--|
|  |
|  |
|  |

**HOW TO RUN THIS PAGE**

Tell students that letters can stand for sounds they hear in words. Model with the sound /l/ and the letter l, then read each choice aloud before students mark their answers.

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 to the sound in each question. I will read the letters in the row, then you will circle the letter that says the sound.”

| ROW | SAY                                                | STUDENTS CIRCLE |
|-----|----------------------------------------------------|-----------------|
| a   | Look at m, n, w. Which letter says /m/? Circle it. | <b>m</b>        |
| b   | Look at c, s, t. Which letter says /s/? Circle it. | <b>s</b>        |
| c   | Look at p, d, t. Which letter says /t/? Circle it. | <b>t</b>        |

**PART 2 • WRITE IT**

**SAY** “In the first box, what letter says /b/? Write it. In the second box, what letter says /f/? Write it. In the third box, what letter says /r/? Write it.”

- Box 1: **b**
- Box 2: **f**
- Box 3: **r**

**WHAT TO ACCEPT**

Circle-row answers are m, s, and t. Accept recognizable uppercase or lowercase forms of b, f, and r in the writing boxes.