

Sound to Word

Teacher-led spelling practice with short high-frequency words.

K.FFW.2.C "With prompting and support, use phoneme/grapheme (sound/symbol) correspondences to spell grade-level high-frequency words with accuracy."

NAME _____

DATE _____

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

1 LISTEN WRITE _____

2 MORE WORDS _____

HOW TO RUN THIS PAGE

Read each word and its sounds aloud, then give students time to write in the next box. Students use the sounds they hear to choose letters and spell each high-frequency word accurately.

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

PART 1 • LISTEN WRITE

SAY “Listen to each word, say its sounds with me, and write the word in the box. In the first box, say we: /w/ /ē/. What letters spell we? In the second box, say go: /g/ /ō/. What letters spell go?”

- Box 1: **we**
- Box 2: **go**

PART 2 • MORE WORDS

SAY “Listen to each word, say its sounds with me, and write the word in the box. In the first box, say me: /m/ /ē/. What letters spell me? In the second box, say she: /sh/ /ē/. What letters spell she? In the third box, say no: /n/ /ō/. What letters spell no?”

- Box 1: **me**
- Box 2: **she**
- Box 3: **no**

WHAT TO ACCEPT

Accept only the conventional spellings: we, go, me, she, and no. Provide prompting for sounds and letter formation as needed, but do not mark incorrect spellings correct.