

Sound Spy Words

Students listen for sounds, then use letters to spell made-up words.

K.LU.2.C "Phonetically spell words containing unknown letter-sound correspondences."

NAME _____

DATE _____

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

1 FIRST SOUND _____

a	m	n	b
b	d	t	p
c	f	b	v

2 WRITE SOUNDS _____

HOW TO RUN THIS PAGE

Read each prompt aloud and give students time to listen closely. Students first connect a beginning sound to a letter, then stretch out made-up words and write the letters they hear. This shows how students use known letter sounds to make a phonetic spelling for an unfamiliar word.

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

PART 1 • FIRST SOUND

SAY “Listen to each made-up word. Say the word slowly in your mind, then listen for its first sound.”

ROW	SAY	STUDENTS CIRCLE
a	The choices are m, n, and b. What letter shows the first sound in mip? Circle it.	m
b	The choices are d, t, and p. What letter shows the first sound in tob? Circle it.	t
c	The choices are f, b, and v. What letter shows the first sound in vug? Circle it.	v

PART 2 • WRITE SOUNDS

SAY “Look at the three empty boxes. In the first box, how can you write the made-up word lat? In the second box, how can you write pem? In the third box, how can you write zog?”

- Box 1: **lat**
- Box 2: **pem**
- Box 3: **zog**

WHAT TO ACCEPT

Circle answers are m, t, and v. For the boxes, accept sound-based spellings that represent the sounds in order, including reasonable developmental vowel spellings.