

Letter Sounds

PHONICS • SOUND PRACTICE

NAME _____

DATE _____

Say each word slowly. Put one sound in each box, then write the whole word.

Stretch the Sounds

1  **cat**

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 Write it: _____

2  **sun**

--	--	--

 Write it: _____

3  **pig**

--	--	--

 Write it: _____

4  **map**

--	--	--

 Write it: _____

5  **dog**

--	--	--

 Write it: _____

My Words

Write two of your own words that use today's sound.

MY WORD 1

MY WORD 2

Letter Sounds

Early decoding rests on hearing and segmenting sounds. Children stretch a word, place one sound per box, then build the whole word — picture cues support pre-readers.

Quick Start

LEARNING TARGET

Students segment simple three-sound (CVC) words into individual phonemes, place one sound per box, and write the word using letter-sound knowledge.

TIME

10–15 min

GROUPING

Whole group, small group, or centre

MATERIALS

Printed sheet, pencil; counters optional

Guiding questions: What is the first sound you hear? The middle? The last? How many sounds in all?

Facilitation Sequence

1 Launch

Model with "cat": stretch it slowly (/c/ /a/ /t/), tap one box per sound, then write each letter. Name the picture so pre-readers have the word.

2 Student work

Children say each word, push a counter or finger into each box per sound, then write. Circulate and stretch the word aloud for anyone stuck.

3 Consolidate & discuss

Count sounds together (all are three). Notice that letters and sounds line up one-to-one in these words.

4 Wrap-up

Children share a "my word." Celebrate invented spelling that matches the sounds; the segmenting is the goal.

Answer Key & How to Approach

Word	Sounds	How to Approach / Accept
cat	c · a · t (3 sounds)	One sound per box. Accept invented spelling that matches the sounds heard.
sun	s · u · n (3 sounds)	Stretch the word aloud if a child is stuck; tap each box.
pig	p · i · g (3 sounds)	Watch the middle vowel — the hardest sound to isolate.
map	m · a · p (3 sounds)	Model the final /p/ if it gets dropped.
dog	d · o · g (3 sounds)	Accept any clear letter that matches the sound.

Equity, SEL & Trauma-Informed Prompts

Equity	SEL	Trauma-Informed
Picture cues let pre-readers and emergent English speakers fully take part. Welcome home-language sound talk; many sounds transfer across languages.	Sounding out can feel risky. Celebrate approximations; build confidence by stretching words together before independent tries.	Keep a predictable routine and a low-stakes feel. Offer a quiet small-group option; never put a hesitant child on the spot.

UDL, Differentiation & Language Supports

More support	Ready for more	Language supports
Use counters to push into boxes; stretch the word aloud; provide a letter strip; do the first sound together.	Try four-sound words; change one sound to make a new word (cat → cap); add a picture for "my word."	Oral segmenting before writing; name the picture clearly; first-language discussion welcome.

Assessment Look-Fors & Next Steps

Criterion	Emerging → Developing → Proficient → Extend
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