

Say It, Tap It, Write It

Say the word. Tap each sound. Write the letters.



cat

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sun

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pig

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map

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Sound Boxes: Facilitator Guide

KINDERGARTEN · READING · PHONICS

A guided phonics worksheet where students segment and map four specific CVC words (cat, sun, pig, map) using sound boxes and handwriting lines.

QUICK START

Learning target: Students will segment the CVC words cat, sun, pig, and map into three individual phonemes and map each sound to its corresponding letter.

TIME	GROUPING	MATERIALS
15-20 min	Small group or whole class guided instruction	printed worksheet · pencil

KEY VOCABULARY

sound

letter

GUIDING QUESTIONS

How many sounds do you hear when you say the word cat?

What is the middle sound you hear in the word sun?

Which letter makes the last sound in the word map?

Prerequisite knowledge: Students should be familiar with basic letter-sound correspondences for the consonants c, t, s, n, p, g, m and short vowels a, u, i.

FACILITATION SEQUENCE

1 Launch · 5 min

Watch and listen as the teacher models how to segment and map the word cat by tapping three times and writing 'c', 'a', 't' in the boxes.

Watch for: Students tapping their fingers in unison with the teacher's demonstration.

TEACHING TIP · A useful prompt here is: "Let's say the word cat together. Now let's tap the sounds: /k/ /æ/ /t/. How many sounds did we tap?"

TEACHING TIP · A useful prompt here is: "I will write 'c' in the first box, 'a' in the middle box, and 't' in the last box. One sound per box."

2 Student Work · 10 min

Say the name of each pictured word (sun, pig, map), tap the three individual sounds, write one letter in each box, and write the complete word on the line.

Watch for: Students isolating the short vowel sounds (/ʌ/ in sun, /ɪ/ in pig, /æ/ in map) and writing one letter per box.

TEACHING TIP · A useful prompt here is: "Say the word for this picture. Tap each sound before you write."

TEACHING TIP · A useful prompt here is: "What sound do you hear in the middle of pig?"

3 Consolidate & Discuss · 5 min

Point to their completed worksheets and blend the mapped sounds back together to read each word aloud.

Watch for: Students successfully blending the segmented sounds back into the whole words without omitting the middle vowel.

TEACHING TIP · A useful prompt here is: "Let's point to the boxes for map and blend the sounds: /m/ - /æ/ - /p/. What word does that make?"

TEACHING TIP · A useful prompt here is: "How does writing one letter in each box help us read the whole word?"

ANSWER KEY & HOW TO APPROACH

FOR THE TEACHER

Each word has three sounds. Slashes show spoken sounds, not letter names. cat: /k/ /æ/ /t/ (short a). Write c | a | t, then cat. sun: /s/ /ʌ/ /n/ (short u). Write s | u | n, then sun. pig: /p/ /ɪ/ /g/ (short i). Write p | i | g, then pig. map: /m/ /æ/ /p/ (short a). Write m | a | p, then map. Printed labels provide support. Listen to students segment and blend; copying alone does not show that they hear the sounds.

LIKELY STUDENT RESPONSES, MISCONCEPTIONS, AND HELPFUL TEACHER MOVES

Use these responses when students need another model.

STUDENTS MAY...	WHAT THAT MIGHT MEAN...	A HELPFUL NEXT MOVE...
Write the entire word sun inside the first sound box instead of one letter per box.	The student does not yet understand that each individual box represents a single phoneme.	Point to one box for each sound in sun: /s/ /ʌ/ /n/ (short u). Say, "One sound in each box. Which letter represents each sound?"
Omit the middle vowel letter, writing 'pg' for pig or 'mp' for map.	The student is struggling to isolate or represent the short vowel sound in the middle of the CVC word.	Slowly stretch out the word, exaggerating the middle vowel sound: 'p-iiiii-g'. Ask the student what sound their mouth is making in the middle.

EQUITY, SEL, AND TRAUMA-INFORMED PROMPTS

Equity

Offer more than one way to respond.

Offer counters or pointing to show each sound. Students may respond orally or use adult scribing.

SEL

Keep the focus on hearing and matching sounds.

Use errors to choose the next sound to practise.

Notice accurate sounds; neat handwriting is not assessed.

Trauma-Informed

Offer a quiet response option and a predictable routine.

Model cat first. Repeat the same routine for each word.

UDL, DIFFERENTIATION, AND LANGUAGE SUPPORTS

If students need more support

Try one word together before students continue.

Move one counter per sound.

An adult may write the letters the student identifies.

If students are ready for more

Optional: use spare paper.

Try a three-sound rhyme for cat, such as hat.

Say the sounds, then blend the new word.

Language supports

Say and identify the sounds together.

Model: 'The first sound in sun is /s/.'

Name each picture together first.

ASSESSMENT LOOK-FORS AND NEXT STEPS

WHAT TO LOOK FOR

CRITERION	WHAT IT LOOKS LIKE HERE	POSSIBLE EVIDENCE	HELPFUL NEXT STEP
Phoneme Segmentation	Student orally segments the target words into three distinct phonemes.	Student taps three times while saying /k/ - /æ/ - /t/ for cat.	Practise stretching the first two sounds in sun, then add the final /n/.
Sound-to-Letter Mapping	Student writes the correct corresponding letter in each of the three sound boxes.	The letters 'p', 'i', and 'g' are written in the three separate boxes for pig.	Provide a letter-sound key or alphabet strip for students struggling with letter formation.
Blending	Student reads the complete word on the handwriting line by blending the mapped sounds.	Student runs their finger under map and says 'map' smoothly.	Model continuous blending by sliding a finger under the letters without pausing between sounds.

Reteach: Model the middle vowel again if students omit it.