



Sound Check: First Sound

What is the first sound?



Name _____

Date _____

RF.K.2d

For the grown-up · 2 minutes before the page



/v/



/k/

van

key

Watch me

Say: "Listen: van. /v/ /v/ van. The first sound in van is /v/."

We do

Say key together: What is the first sound? /k/.

You do

Say each word and ask: what is the first sound? Tick the sound. Count /g/ even with a small "uh": stop sounds are hard to say alone. If the child says a letter name, ask once: what sound?



1



pizza

Say: pizza. What is the first sound?

Answer: /p/

☐

2



nose

Say: nose. What is the first sound?

Answer: /n/

☐

3



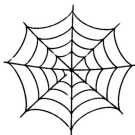
leg

Say: leg. What is the first sound?

Answer: /l/

☐

4



web

Say: web. What is the first sound?

Answer: /w/

☐

5



gate

Say: gate. What is the first sound?

Answer: /g/

☐

Score: _____ / 5



Pip says: listen with your ears. No letters needed!

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Class Tracker

Start-of-year check: one row for each child



Class _____ Date _____

RF.K.1d

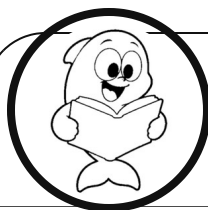
Child	Capitals /26	Small /26	Sounds /26	Rhyme /5	Syllables /5	First sound /5	Name ✓	Group
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								

G Got it **N** Nearly **NY** Not yet Bands: see "How to Read the Check". Check again in January.



Rusty says: every child grows at their own pace!

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How to Read the Check

What the scores tell you and what to do next



RF.K.1d

How to give it

1. One child at a time, in a quiet corner, 5 to 8 minutes. In class, spread the checks across the day; the others work on trace, find and Roll and Cover pages from days 1 to 5. At home: about 15 minutes, one sitting.
2. Day 6: letter names (both cards), rhyme, syllables and the name page. Day 7: letter sounds (same record sheet) and first sound. No letter drill before the check.
3. Say "Thank you!" after every answer. Never correct during the check.
4. Stop if the child is tired or upset, and finish another day.

Part of the check	Got it	Nearly	Not yet
Letter names, capitals (/26)	22 to 26	12 to 21	0 to 11
Letter names, small letters (/26)	22 to 26	12 to 21	0 to 11
Letter sounds, small letters (/26)	18 to 26	8 to 17	0 to 7
Rhyme (/5)	4 or 5	2 or 3	0 or 1
Syllables (/5)	4 or 5	2 or 3	0 or 1
First sound (/5)	4 or 5	2 or 3	0 or 1

Got it

Keeps pace with the daily lessons. On review days, give a challenge: read am and at early, or find the first sound in friends' names.

Nearly

Daily lessons plus 3 extra minutes with index cards (on a ring) of only the letters and sounds the child missed: say each one, then its key picture.

Not yet

Daily lessons plus 5 extra minutes (in class a small group; at home just you and your child): 2 or 3 letters at a time, name, sound and key picture, with sound games. Check again in 4 weeks.

Use the band of the lowest part to choose the help. These bands help us plan lessons and groups. They are not a test score, a grade or a label for a child. Many children start kindergarten knowing few letters and catch up fast with daily teaching. If you are worried about a child, talk with your school's reading specialist. Check every child again in January and in May.



Splash says: small steps every day add up!

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