



Spelling can be SCARY when you can't correctly identify all the **sounds** in words, but this phoneme segmenting practice can be helpful and even FUN!

Place one piece of candy in each of the boxes at the bottom of the Phoneme Sorting Sheet. Your child will stretch out the sounds in each word you say. They'll push one piece of candy up to the **middle** box, moving from left to right, to represent each sound.

Students who've completed a lot of the FFL lessons are equipped to spell a lot of the sounds they hear, too. Use a dry erase marker and have your child add letters to represent the sounds they hear in the **top** boxes. Kindly coach them to correct spellings as shown, below.

sweet – 4 /s/ /w/ /ee/ /t/

bat – 3 /b/ /a/ /t/

witch – 3 /w/ /i/ /tch/

treat – 4 /t/ /r/ /ea/ /t/

bat – 3 /b/ /a/ /t/

scare – 4 /s/ /c/ /a/ /re/

night – 3 /n/ /igh/ /t/

moon – 3 /m/ /oo/ /n/

sack – 3 /s/ /a/ /ck/

hurry – 3 /h/ /urr/ /y/

broom – 4 /b/ /r/ /oo/ /m/

chill – 3 /ch/ /i/ /ll/

fear – 3 /f/ /ea/ /r/

bones – 4 /b/ /o/ /ne/ /s/

rattle – 4 /r/ /a/ /tt/ /le/

trick – 4 /t/ /r/ /i/ /ck/

yum – 3 /y/ /u/ /m/

spook – 4 /s/ /p/ /oo/ /k/

boo – 2 /b/ /oo/

gum – 3 /g/ /u/ /m/

bag – 3 /b/ /a/ /g/

creepy – 5 /c/ /r/ /ee/ /p/ /y/

Challenge Words

spider – 5 /s/ /p/ /i/ /d/ /er/

monster – 6 /m/ /o/ /n/ /s/ /t/ /er/

costume – 6 /c/ /o/ /s/ /t/ /u/ /me/

