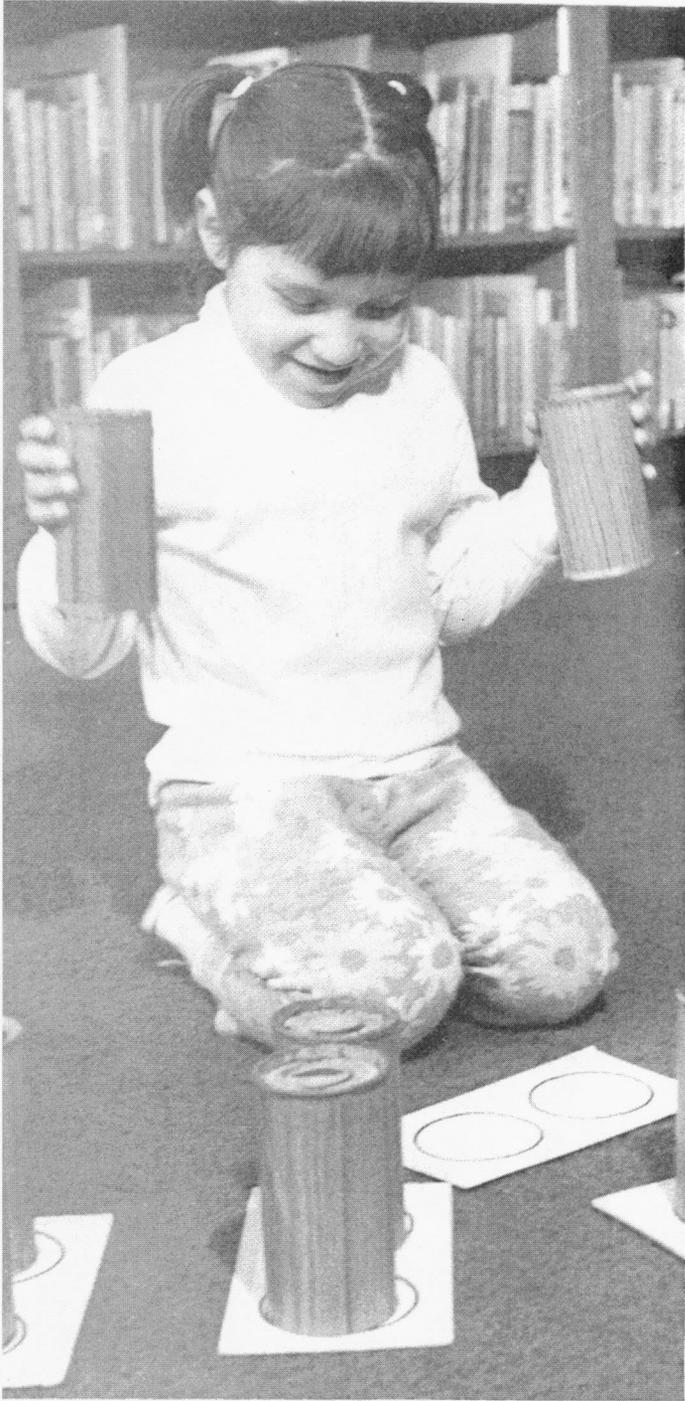


*Sounds and Letters*



# Sound Boxes

*Skills* Developing auditory perception; discriminating between similar sounds; making selections; matching.



The child sorts the containers according to the sound made when he shakes them, placing each identical pair on an answerboard.

## ACTIVITY

The teacher might discuss the activity as follows: "Shake this box and listen to how it sounds. Can you find the box that sounds exactly like this one? Good. Put them together on an answerboard. Can you find another pair?"

## GETTING STARTED

Tell me how you did your work, Patricia.

Which pair makes the least amount of sound? Which one makes the harshest sound? The softest? Which is the most pleasing to you?

Which pair was the easiest for you to find? Was there one which was hard to find?

What do you think might be in this pair? Could it be rocks? Could it be feathers? Why?

Which pair has a sound which you might hear at a swimming pool, washing dishes, or in the bathtub?

How many pairs jingle?

How can you describe the sounds of these pairs?

## IDEAS FOR

## FOLLOW-UP DISCUSSION



Tagboard cut into squares.

Felt marking pen.

Empty school milk cartons.

Two each: 1/2 cup rice, 1/2 cup salt or sand, sets of jingle bells, sets of pennies, small balls, 1 cup of water, 1/4 cup beans, "moo" toys.

Masking tape to seal boxes.

Spray paint.

Container for cards and boxes.

## MATERIALS

# Alphabet Train

*Skills* Pairing capital and small letters of the alphabet; selecting first sounds of words; experiencing alphabetical order; strengthening left-to-right progression.



The child takes the objects and puts them into the alphabet train according to their beginning sound. The “cat” goes into the car marked “c,” the rat goes into the one marked “r,” and so forth.

## ACTIVITY

The teacher might discuss this activity as follows: “Choose one object from the box. What is it? What sound does it begin with? What letter does it begin with? Can you find that letter on the alphabet train? Yes, there it is! What about this next object?”

## GETTING STARTED

What word starts with the letter “s”? The letter “c”? The letter “m”? What sound does “fork” begin with? Where would a “man” go in the alphabet train? Where would a “pen” go?

## IDEAS FOR FOLLOW-UP DISCUSSION

How many letters are there in the alphabet? How many letters are after “s”? After “x”?

What letter comes between “a” and “c”? Between “n” and “p”?

Show me a short letter. A tall one. A wiggly one. A straight one. One with a dot over itself.

Name two letters at the beginning of the alphabet. One at the end.

Show me all the letters that are in your name.

26 small milk cartons with the tops cut off.

Colored paper in various colors to cover the cartons.

Clear contact paper to cover the colored paper.

Marking pen to write the letters of the alphabet on the cars.

Small cardboard circles for wheels.

Brass fasteners to attach wheels to cars.

Yarn to link the 26 cars together.

Engine.

Two or more objects beginning with each sound of the alphabet to go inside the train car; for example, *apple, anchor, bed, bone, cat, car, doll, duck.*

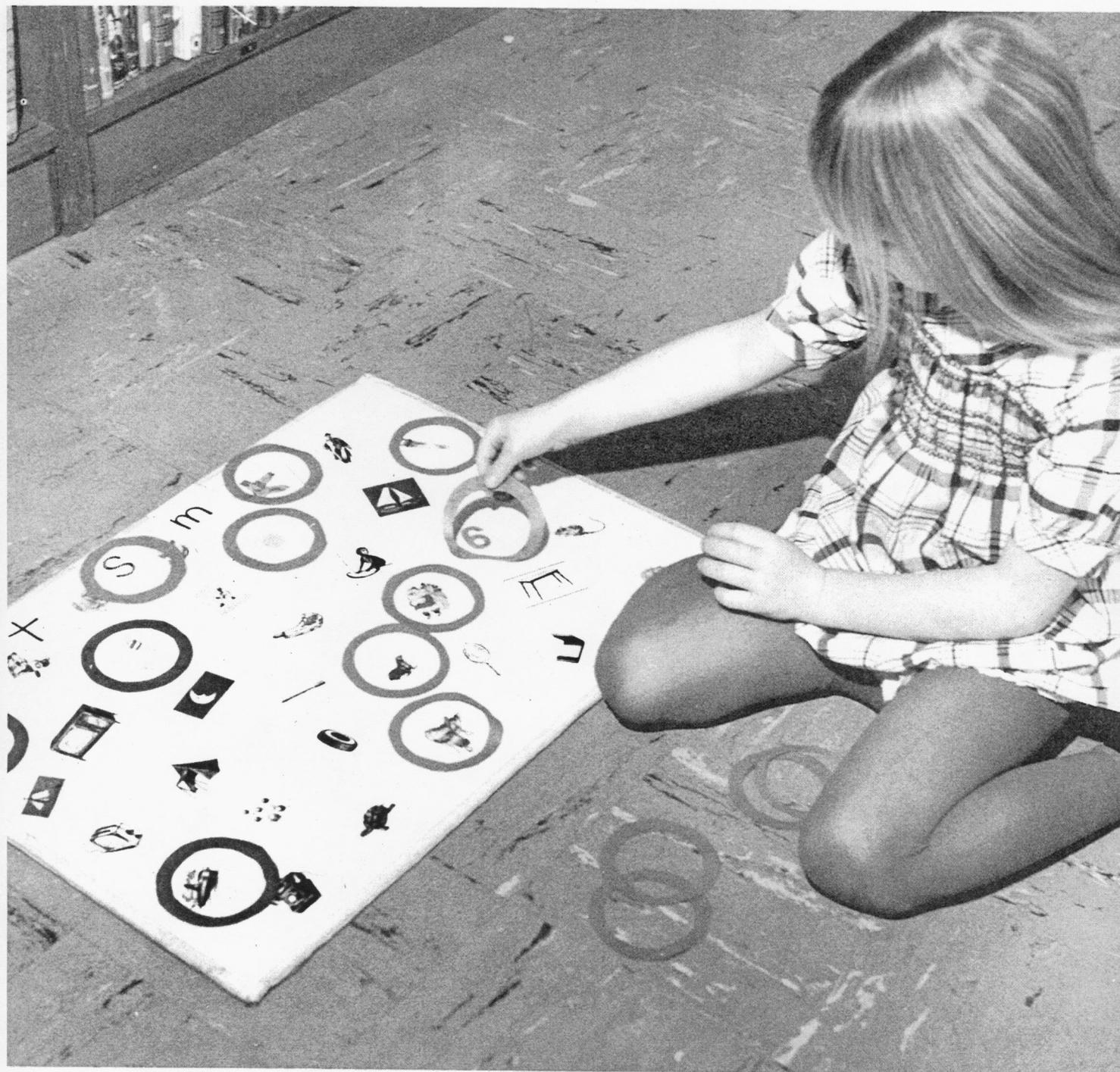
Container for objects.

Container for train and boxed objects.

## MATERIALS

# Phonics Boards

*Skills* Developing auditory perception; selecting beginning sounds; reproducing sounds; classifying according to the first sound in words; learning names of objects.



The child says the name of each object and circles all the ones that begin with a particular sound. The teacher and the child decide together which of the three sounds the child will listen to.

## ACTIVITY

The teacher might discuss the activity as follows: "What sound would you like to listen for this time, Starlette?—'mmm', 'sss', or 't'? Okay, let's see if you can find something that begins like 'mmm.' Say the names of the pictures: 'soap'—does that begin like 'mmm'? How about this one?—'table'—does that begin like 'mmm'? How about this one then—'mountain.' Does that begin like 'mmm'? Good for you, Starlette! Put one of the rings around it. See if you can find the others by yourself."

## GETTING STARTED

What sound were you listening for?

Let's say the names of all the things that start like that.

How many rings did you use for this workjob?

Does your name begin like this sound? How about mine? What is the first sound in your name?

## IDEAS FOR

## FOLLOW-UP DISCUSSION

18" x 24" tagboard and cardboard.

10 pictures for each beginning sound.

Rubber cement.

Clear contact paper to protect answerboard.

Masking tape to strengthen all edges.

10 plastic bracelets or rings cut from heavy plastic.

Container for bracelets or rings.

## MATERIALS

*Note:* Several different games can be made, each with a different set of three sounds. (By grouping the sounds in threes, the child can use the same answerboard three separate times, selecting a different sound each time.)

# Phonics Arrow Game

*Skills* Developing auditory perception; listening for and selecting first sounds in words; reproducing sounds; naming pictures of objects; associating sound and symbol.



The child takes the phonics cards and looks at the letter whose sound he is to listen for. Then he names the pictures at the bottom of the card and finds the one he is looking for. He turns the arrow to the picture whose beginning sound matches the letter at the top of the card. When he has finished, the child turns the arrows back to the letters.

## ACTIVITY

The teacher might discuss the activity as follows: "What sound does this letter make? Let's say the names of each of the pictures at the bottom and find which one begins with the sound of 'sss.' (They name the pictures.) Now, which one starts like 't'? Fine. Can you do the next one?"

## GETTING STARTED

What sound were you listening for?

Let's say the names of the pictures you turned the arrow to and listen for that sound. Can you fix this mistake? Good!

## IDEAS FOR FOLLOW-UP DISCUSSION

- Eight squares of tagboard, cardboard, and clear contact paper.
- Eight arrows cut from tagboard and covered with clear contact paper.
- Masking tape to strengthen edges.
- Pictures of the sound to be listened for.
- Pictures of other sounds among which the child is to discriminate.
- Container for cards.

## MATERIALS

*Note:* Secure the arrows with the brass fasteners to the tagboard before backing it with cardboard. This prevents the brass fasteners from pulling out with use.

A set of cards can be made for each beginning sound. A set of cards can also be made for selecting sound *anywhere* in the word. For example, the child may be asked to listen for the sound of "sss" and be given pictures of a cat, a horse, and a table. The child who is ready may be asked to indicate the position of the sound in the word. A number 1 might designate the beginning position, number 2, the middle, and number 3, the end.

# First-Sound Sorting Boxes

*Skills* Developing auditory perception; classifying according to the first sound of each word; matching sounds and symbols.



The child sorts the objects into the boxes matching the initial sound of each object with the appropriate letter.

## ACTIVITY

The teacher might discuss the activity as follows: "Pick up one of the objects from the box. What is it? Does that word start like this—'rrrr'—(pointing to the box with the 'r' on it)? Does it start like 'nn' (pointing to that letter)? Does it start like 'd'? Yes! Let's say it together. Can you hear that first sound of 'd'? Put it in the box. Now, take the next object and see if you can find this one yourself."

## GETTING STARTED

Say the names of the things in the "nnn" box. Do they all begin with "nnn"?

## IDEAS FOR FOLLOW-UP DISCUSSION

Show me something beginning with "rrr" that could help a person draw a straight line. Something hard. Something cold inside.

Show me something beginning with "nnn" that you could eat. Something you could mend a rip with. Something you could use to catch a goldfish with.

Show me something beginning with "ddd" you could buy something with.

Three boxes, each designated with one letter.

Spray paint.

Objects to be sorted according to their initial sounds;

r: rock, ruler, raisins, robot, refrigerator, rocker, rice

n: net, notebook, needle, nine, necklace, nuts, nail

d: dove, desk, devil, dog, dime, doll, dish

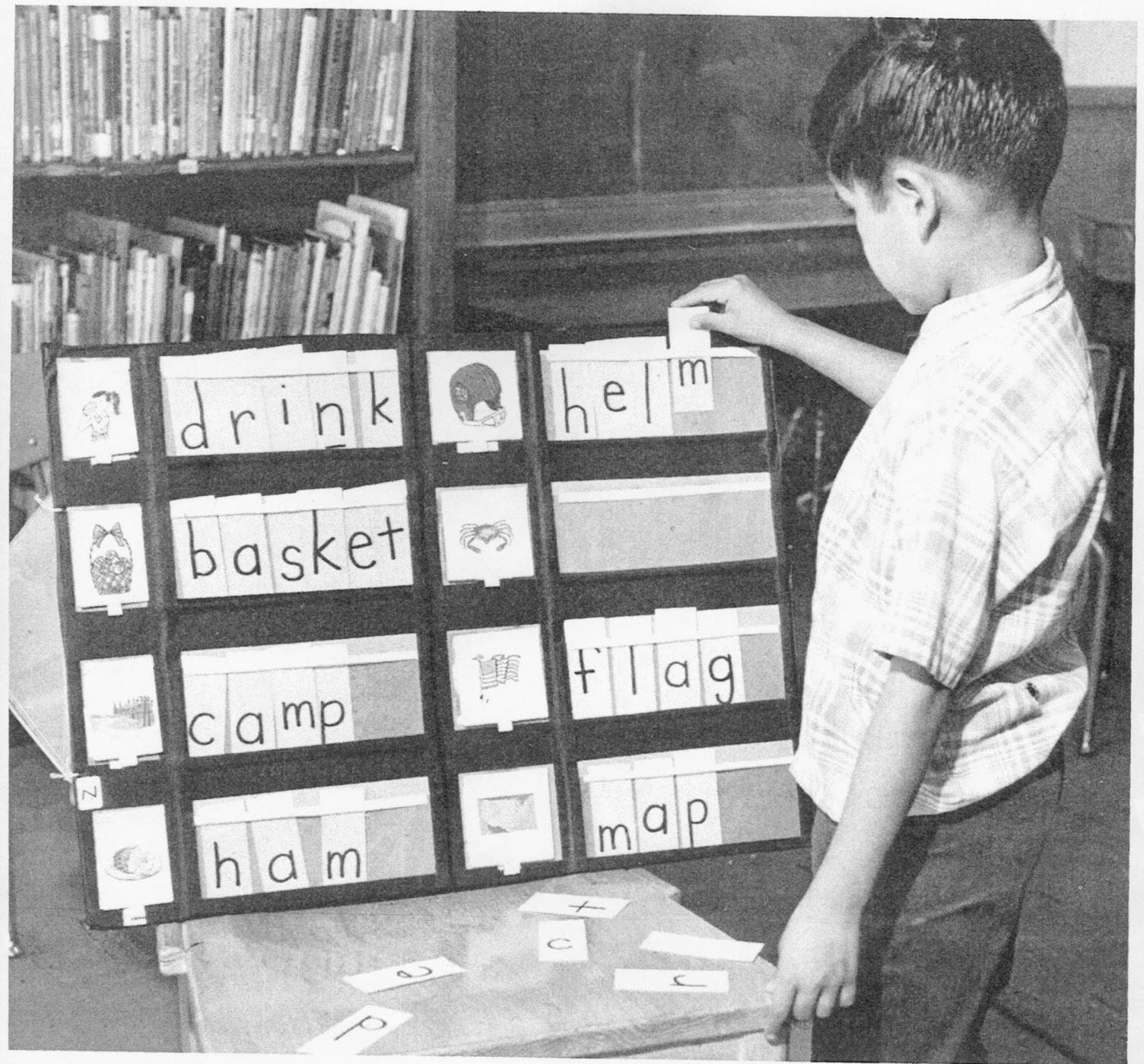
Container for objects.

Container for boxes and boxed objects.

## MATERIALS

# Peek a Boo Word Game

*Skills* Strengthening visual memory; observing the position of letters in words; learning to read; reproducing words from a pattern; strengthening left-to-right progression.



The child “peeks” under the picture by lifting up the tab and sees the letters that spell the word. Then he takes the letters and “spells” out the word by placing the letters in the transparency pockets.

## ACTIVITY

The teacher might discuss the activity as follows: “What is this a picture of? Do you know how to spell this word? Peek under the picture and see what letters you will need. (Child looks.) Can you find those letters? Only peek when you *really* need to—try to stretch your memory!!”

## GETTING STARTED

(Looking at a word where the letters are not in the correct order) What does this word say? Let’s look under the picture and check to be sure the letters are in the right order. (Child looks.) Are they exactly the same? Can you fix it?

## IDEAS FOR FOLLOW-UP DISCUSSION

I see a mistake in this word, Moses. Can you find it and fix it?

How many words are there?

Can you tell me what letter “horses” begins with?

Which one is the shortest?

Can you tell me which word is the longest—has the most letters in it?

Which one is the shortest?

Which is your favorite picture? Practice for a while on this word and see if you can walk to the board at the front of the room and write the word without forgetting the order of the letters.

18" x 24" tagboard and cardboard.

Eight transparencies cut into 9" x 3" strips.

Cloth tape.

Pictures of familiar objects glued to 3" x 3" squares of tagboard hinged with cloth tape to a second 3" x 3" square and glued to answerboard.

Marking pen to write words under pictures and on cards.

3" x 1-1/2" strips of lightweight cardboard with letters written on them.

Container for letters.

## MATERIALS

# Supermarket

*Skills* Developing auditory perception; selecting and reproducing beginning sounds in words; classifying according to first sounds; associating sound and symbol.



The child takes the objects and sorts them into the bags according to their first sound. **ACTIVITY**

The teacher, pointing to the letters on the outside of the bags, might ask, "How does this letter sound? And this one? Can you find the objects that will go into each bag? How about this—what is it? Does it begin with this sound? With this one? Then where will you put it? Do the next one while I watch." **GETTING STARTED**

Show me something you might eat for breakfast. What sound does it begin with? **IDEAS FOR FOLLOW-UP DISCUSSION**

Is there something hard? What do you do with it? What is its first sound?

What do you put on a sandwich? What kind of a sandwich would you use it on? What sound does it begin with?

Show me something that begins with the same sound as Michael's name.

Close your eyes. Name as many things as you can that you put in the "sss" bag. Good for you, Lisa. Now let's check.

Three paper bags with a letter written on the outside.

A series of objects whose names begin with the sounds on the bags.

Container for objects.

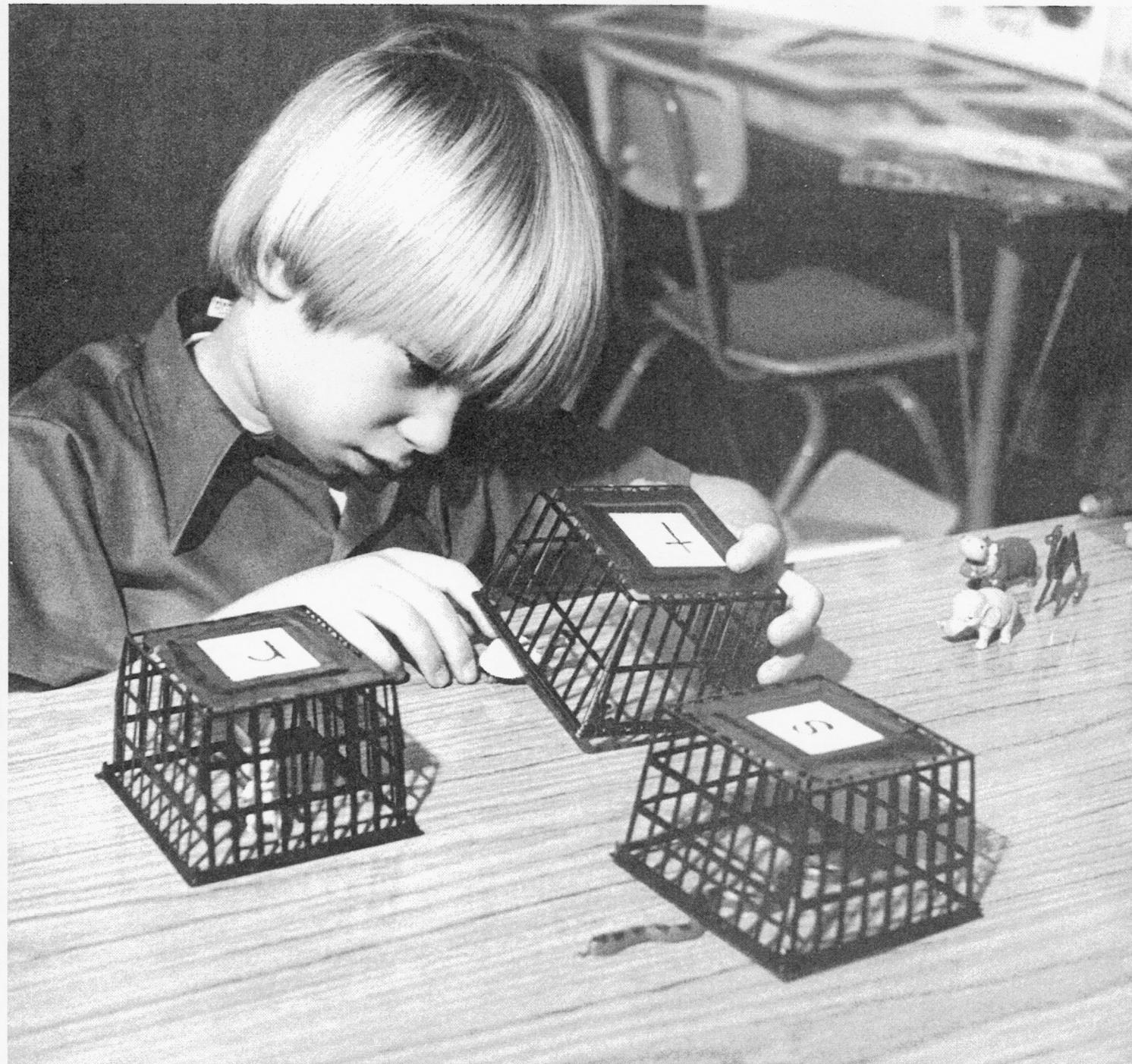
Container for the bags and boxed objects.

*Note:* Similar games can be made for other beginning sounds where the letter is written on an object such as clothing, birds, buttons, or car engines. The child then matches these with corresponding objects such as clothes lines, nests, shirts, or cars which are identified with the appropriate beginning sounds.

## **MATERIALS**

# Animal Cages

*Skills* Developing auditory perception; identifying and reproducing beginning sounds in words; associating sound and symbol.



The child says the name of the animal and listens for the beginning sound. He places the animals in the appropriate cages according to the beginning sound.

The children should have an understanding of beginning sounds and be familiar with the names of the animals they will use before they begin this workjob.

The teacher might ask the child, "What is the name of this animal? What sound does it begin with? Can you find the letter which makes that sound and put the animal in that cage?"

Show me an animal whose name begins with the sound of "l".

If I were going to write down the word "rhinoceros," which letter would I write first? How about "tiger"? Or "walrus"?

Name the animals for me.

Show me an animal that lives in the trees. One that loves to swim. One that is very large and heavy.

If I gave you a turtle, which cage would he go in? What if I gave you a cat? A leopard?

## ACTIVITY

## GETTING STARTED

## IDEAS FOR FOLLOW-UP DISCUSSION

One toy animal of each kind: deer, monkey, rhinoceros, lion, tiger, camel, zebra, bear, gorilla, hippopotamus, fox, seal, walrus.

Empty strawberry baskets with one letter affixed to each: *d m r l t c z b g h f s w.*

Container for animals.

Container for boxed animals and "cages."

*Note:* If three baskets are stacked and taped together the "cages" will be very sturdy.

## MATERIALS



*Numeral cards  
should be available  
to any children who  
need them when  
working with  
mathematics activities.*