Listen Up!
Back to Beginning Sounds

Materials

1. For this activity, you will select a specific sound for children to listen to. Every time children hear the target sound in a word, they are to clap their hands, repeat the sound, hold up a counter, or choose some other designated way of responding.

NOTE: Begin with “continuous” consonants (f,l,m,n,r,s,v,z) before “stop” consonants (b,d,g,k,p,t)

Virginia SOLs: K.4, K.7

Procedure

1. Explain to the children that you are going to play a listening game. They are going to listen for words that begin with /s/ as in sun.

2. You will say a word. If they hear /s/, children are to slap their hands.

3. If they clap their hands after a word that does not contain the sound, ask the children to listen again as you repeat the word, emphasizing the beginning sound by extending it.

4. For children having difficulty demonstrating sounds, help them to hear the sounds by saying the words slowly, extending the sound.
Name-Recognition Photo Cards
Back to Beginning Sounds

Materials

1. One photo of each child in your class
2. Index cards, sentence strips, or tongue depressors
3. Pocket chart
4. Name-recognition song or rhyme

Virginia SOLs: K.4, 1.6

Procedure

1. Write each child’s name on an index card, a sentence strip, or a tongue depressor, and then attach his or her photo to it.
2. Place the name cards in the pocket chart or hold them up while you sing name-recognition songs.

First and Last Sounds
(sing to the tune of “Are You Sleeping?”)
What’s the first sound?
What’s the first sound?
In Hannah?
In Hannah?

/\H/ is the first sound,
/\H/ is the first sound,
In Hannah,
In Hannah.

EXTENSION
Save the photos of the children. Have students help you put the photos under the corresponding beginning letter on your alphabet chart.

Source:
Name Sound Substitutions
Back to Beginning Sounds

Procedure

1. Some teachers focus on one particular letter at a time as they introduce the alphabet and sound/symbol correspondences. This is an excellent time to encourage children to identify as many items in the classroom that begin with that sound and then to substitute that sound into the initial position of other words.

2. In emphasizing the letter T, for example, the teacher might ask children to name objects in the classroom that begin with /t/. Then they create new words by substituting /t/ for the initial sound of other objects; thus, a chair becomes a tair and a desk becomes a tesk.

EXTENSION
Students substitute the initial sound in their name for the target sound.

Virginia SOLs: K.4, K.7, 1.4
Round Robin
Back to Beginning Sounds

Procedure

Virginia SOLs: K.7, 1.4

1. Have children sit in a circle. Tell them that you are going on an imaginary trip.

2. You will say one item that you want to take on the trip. The children are to repeat the item and then name another item whose name begins with the same sound. For example, if you say, “I’m going to the park and I’m taking a ball”, the next child might say, “I’m going to the park and I’m taking a ball and a blanket.”

3. Continue around the circle until the children can think of no more words that begin with that particular sound.
Silly Greeting
Back to Beginning Sounds

Materials
1. Student photographs

Procedure
1. Collect or take student photographs.

2. During a morning group time, introduce a letter sound. Greet children by replacing the first letter of their names with the identified letter, such as Tally for Sally.

3. Show a few student’s pictures at one time and have the class greet their classmates with a “Good Morning” chant.

4. “I say good morning to Tary (Mary)/Good morning to Trew (Drew)/Good morning to Tustin (Dustin) and Talice (Alice) too!

Source:
Sing a Song of Sounds
Back to Beginning Sounds

Procedure

1. Have children sing the following song to the tune of “If You’re Happy and You Know It.”
   “If your name begins with /m/, stand up; If your name begins with /m/, stand up; If your name begins with /m/, stand up and take a bow; If your name begins with /m/, stand up!”

2. Repeat with different phonemes and movements such as clapping your hands, turning around, touching your toes, or jumping up and down.

Variation: Have children use picture cards with the song. For example, “If your picture begins with /s/, stand up…”

Source:
Sound Bags
Back to Beginning Sounds

Materials

1. Small bags labeled with an uppercase and lowercase version of a letter

Procedure

1. Assign each child a letter and a small plastic bag.

2. Ask children to search at home (with parent’s help) for 1-2 items that begin with the letter sound.

3. Have children bring items to school in bags and share with the class.

EXTENSIONS
Collect and keep the students’ bags to use in the following activities.

1. Create a center by placing three bags on a table. Dump out and shuffle the items from the bags. Students resort the items by placing them in the bags.

2. Spread items from the bags around the classroom. Students go on a treasure hunt around the classroom and find the items that go in their bag.

Virginia SOL: K.7
Sound I Spy
Back to Beginning Sounds

Materials

1. Familiar items from room
2. Chart paper

Procedure

1. Choose an item in the classroom.
2. Identify the beginning sound of the item such as /t/ in table.
3. Ask the children to identify other items in the room that share that beginning sound by saying, “I spy something that begins with the /t/ sound.” As students state items, write it on the chart paper under the header T.
The Cook Loves Peas
Back to Beginning Sounds

Materials

1. Pictures of food items or plastic play food

Virginia SOL: K.4

Procedure

1. Ask a group of children to sit in a large circle. Place the pictures of food pieces in the middle.

2. After each food item has been named, tell the children that the cook loves P’s and their job is to name other foods that cook will love that begin with the letter P.

3. Each child could repeat the saying by inserting the new items, such as the cook loves pizza, pears, peanuts, or pickles.

4. Encourage the children to use the pictures or play food as guides as well as thinking of other food names on their own.

5. The game is continued with a new initial letter name such as “The Cook loves Apples”.
The Sound Can
Back to Beginning Sounds

Materials
1. Large coffee can

Procedure
1. Decorate empty can.
2. Teach and focus for the day on one letter.
3. Send the can home with directions for a child that read, “Please fill this can with as many items that begin with the enclosed letter and return to school tomorrow.”

EVALUATION:
1. Write the names of each item on chart paper and include incorrect answers.
2. Discuss answers with the class.
3. Count the items in the can and place can in the ABC center for the remainder of the week.

Source:
Tongue Twisters
Back to Beginning Sounds

Materials
1. Alliterative sentences

Procedure
1. Ask children to repeat a variety of tongue twisters.
2. Encourage children to increase their speed or to make up some original verses.
3. Examples - “Sally sells seashells by the seashore” or “Bubby baby buggy bumpers” or “Busy Barry Bear barely bakes berries” or "Peter Pepper picked a peck of pickled peppers”.

EXTENSION
1. Pick three picture cards that share the same initial sound (e.g. top, tag, & ten). Use the cards to make a tongue twister sentence, such as Tilly has ten twisty tops with tags.
2. Create sentences (as a whole class activity or as a center for independent practice) that addresses alliteration and set sentence structure. Each word in the sentence should begin with the same initial sound. Sentence structure could follow a format such as:
The _______ _______ _______ _______.
(describing word) (color word) (noun) (action word/verb)
ex: The big blue bug barked.
The rowdy red robin rubbed.

Source:
Weird Words
Back to Beginning Sounds

Materials
1. Familiar words

Procedure
1. Select a familiar object in the room.

2. Substitute the first letter of the word with another letter sound, preferably a consonant sound the children are familiar with.

3. After saying this new word, ask the children to guess what object has been identified.

4. A child who correctly answers could use that same initial letter to make a new word.

5. The game could continue until all children have had their chance to make a new word with the beginning sound.

Source:
Beginning Sound Concentration

Phonological Awareness / Beginning Sounds

Materials

1. Beginning Sound Concentration Cards

Procedure

1. Place the picture cards face down in a rectangular array.

2. Children take turns flipping over two picture cards at a time. If the two pictures share the same beginning sound, the player keeps the cards. The player who makes a match gets another turn.

Beginning Sounds Concentration

- Cow
- Cookies
- Sandwich
- Sock
- Mouse
- Moon
Beginning Sound Concentration

1. Dog
2. Dolphin
3. Key
4. Kangaroo
5. Pig
6. Pizza
Beginning Sound Concentration

House, Chicken, Bike, Bear, Ring, Rain
Beginning Sounds Concentration

- Bow
- Boat
- Turtle
- Number 2
- Pen
- Popcorn
Getting to Know You
Phonological Awareness / Beginning Sounds

Materials
1. Paper Doll Outline

Virginia SOLs
K.7

Procedure
1. Have children practice attending to the beginning sounds by asking them to name their favorite hobby or treat. Explain that their “favorite” must begin with the same sound as their first name (e.g., Patty and peanut butter).

2. Have children draw pictures of themselves on paper dolls. Write each child’s “favorite” on the bottom of his or her doll.

3. Invite children to introduce themselves to the class. For example, “I am Sam and I like soccer and salamanders.” This is a great activity to use at the start of the school year!

Source:
Go Fish
Phonological Awareness / Beginning Sounds

Materials

1. Picture cards
2. Small pieces of magnetic tape
3. Fishing poles
4. Paper clips or small magnets

Procedure

1. Put a small piece of magnetic tape on the back of each card, which serve as fish. Spread the picture cards (the fish) out on the floor (the pond).

2. Using fishing poles with magnets or large paper clips, the children take turns catching “fish”.

3. When a child catches a fish, s/he must name the picture and pronounce its initial sound (e.g. “map, /m/”). If correct, the child keeps the fish.

Source: Lindsey, D. Postman Poquoson Primary School, Poquoson, VA.
A-Z Beginning Sound Cards

1. Apple
2. Bear
3. Cat
4. Dog
5. Elephant
6. Fish
7. Goat
8. Horse
9. Igloo
Sound Puppet
Phonological Awareness / Beginning Sounds

Materials

1. Puppet

2. Two picture sound cards per student

Virginia SOLs

K.4, K.7

Procedure

1. Distribute at least two picture cards to each of your students.

2. Explain to children that the “sound puppet” only likes things whose names begin with a sound it chooses. For example, if the puppet likes licorice, it will also like other things whose names being with /l/.

3. Tell children that the sound puppet will name an object. If they have any picture cards whose name begins with the same sound, the children are to hold up the card and say the sound. For example, if the puppet says, “I like tomatoes”, the children holding the ten, tie, and top picture cards should hold up their cards and say /t/.
Sound Shopping
Phonological Awareness / Beginning Sounds

Materials

1. Brown paper bags with one letter written on the outside
2. Beginning sound picture cards

Virginia SOLs

K.4, K.7

Procedure

1. Each child is given a bag with a letter and is instructed to “go shopping” and only buy those items that begin with the same letter that is on their bag.

2. As the children look through the picture cards spread on a table, they must make the sound of their letter and isolate the beginning sound of each picture to make a match.

3. After placing the correct pictures in the bag, each child shares with the group what was “bought” with the letter.

A–Z Beginning Sound Cards

1. Apple
2. Bear
3. Cat
4. Dog
5. Elephant
6. Fish
7. Goat
8. Horse
9. Igloo
<table>
<thead>
<tr>
<th>A</th>
<th>Z Beginning Sound Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jellyfish</td>
<td>King</td>
</tr>
<tr>
<td>Mouse</td>
<td>Chain</td>
</tr>
<tr>
<td>Penguin</td>
<td>Queen</td>
</tr>
</tbody>
</table>
A-Z Beginning Sound Cards
Spin-A-Letter/Pick-A-Sound
Phonological Awareness / Beginning Sounds

Materials

1. A spinner divided into 3 to 4 sections with a letter or word feature in each section
2. Picture cards
3. Tic-Tac-Toe grid

Virginia SOLs

K.4, K.7

Procedure

1. To begin play, children take turns drawing picture cards and turning them face up on their boards in a 3x3 array until all the spaces are filled.
2. The first player spins and removes all pictures that begin with the sound indicated on the spinner. The pictures go into his/her “point pile.”
3. That same player draws enough pictures from the pile to replace the gaps in their board before play moves to the next student.
4. Play continues until a player has removed all pictures and there are no more to be drawn as replacements. The winner is the player who has the most pictures in his/her pile.
5. VARIATION: You can use the same materials to play a Tic-Tac-Toe game. Players prepare boards as described above, but when they spin they can turn face down the pictures that have that feature. The student who turns down three in a row wins.

<table>
<thead>
<tr>
<th>A</th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>Bear</td>
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<td>Dog</td>
<td>Elephant</td>
</tr>
<tr>
<td>Goat</td>
<td>Horse</td>
</tr>
</tbody>
</table>
A–Z Beginning Sound Cards

- Jellyfish
- King
- Lamb
- Mouse
- Chain
- Octopus
- Penguin
- Princess
- Rain
A–Z Beginning Sound Cards
Materials

1. Chart paper
2. Markers

Virginia SOL: K.4

Procedure

1. Introduce this game to a group of children by saying, “We are going on a picnic and we need to bring several things that begin with a particular letter, such as the /m/ sound.” Examples could include macaroni salad, marshmallows, and a map.

2. Support the children in thinking of items that begin with the highlighted sound. These items could be written on the chart paper.

3. After a few items are identified, begin again with a new letter sound.

4. This activity could be modified for any theme, including a field trip, vacation, or camping trip.

5. Keep chart paper up so that during lunch/snack children can add the names of their food to the list. Items can also be added throughout the day, as children think of them.