

Change that Vowel!

Literacy Skills / Letter Sounds



Materials

1. Words from current classroom literature or word study unit
2. Lower-case alphabet cards



Virginia SOLs

K.7, 1.6

Procedure

1. Choose and say a simple, single syllable word. Words with blends (e.g., plant), digraphs (e.g., that), r-controlled vowels (e.g., car), and/or preconsonantal nasals (e.g., hunt) will present more of a challenge for students.
2. One by one, place each letter that represents each sound in the word in a pocket chart. Have the children say each phoneme separately as you place the letters in the chart. Then have students blend the sounds together to form the word.
3. Use other vowel cards to replace the middle sound, creating new words. Discuss whether the words created make sense or are “nonsense” words.
4. Repeat with other single syllable words.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Guess My Letter

Literacy Skills / Letter Sounds



Materials

1. Large envelope
2. Laminated upper-case and lower-case letters



Virginia SOLs

K.4, K.7, 1.6

Procedure

1. Put uppercase and lowercase letters that children know in an envelope. Ask a child to pull a letter out of the envelope. The other children in the group close their eyes.
2. Tell the child to make the sound of the letter s/he is holding. The child puts the letter behind his/her back while the other children open their eyes.
3. The first child to guess what letter makes the sound wins the next turn. The child holding the card shows it to the other children. Students determine if it is an uppercase or lowercase letter.
4. If no one guesses the letter sound, show students the card and review the sound. The same child stays and chooses the next letter.

Hopscotch for Sounds

Literacy Skills / Letter Sounds



Materials

1. Bean bag or object for tossing
2. Colorful, laminated hopscotch squares taped to the floor or sidewalk chalk for outdoor play



Virginia SOLs

K.7, 1.4, 1.6

Procedure

1. Tape laminated hopscotch squares to the floor. Organize students in small groups or use as a work station.
2. Review with students how to play hopscotch. Student stands behind the line and tosses a bean bag. Student hops to the square on which the bean bag landed. When the student lands on the square, s/he says the letter sound and a word that starts with the sound.
3. VARIATION: This activity may be adapted for rhyme, syllables, word families, or sentence creation. For example, if a student lands on the word bell, s/he provides a rhyming word, such as tell.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Letter Hunt

Literacy Skills / Letter Sounds



Materials

1. Alphabet cards
2. Word document



Virginia SOLs

K.4, K.7, 1.6

Procedure

1. In advance, hide alphabet cards around the room.
2. Invite children to find a card, then sit down in a circle.
3. Have each child identify the name of his/her letter, the sound that matches the letter, and a word that begins with that sound. For example, “My letter is *b*, it makes the /*b*/ sound, and *ball* begins with the letter *b*.”
4. Invite children to hide their letters around the room and repeat the activity.

Letter Sound Sand Tray

Literacy Skills / Letter Sounds



Materials

1. Pie tins with sand
2. Box of pictures chosen from picture sorts or cut from a magazine



Virginia SOLs

K.4, K.7, 1.4, 1.6, 2.4

Procedure

1. This activity adds tactile modality to learning letter sounds by having children write the corresponding letter(s) in the sand.
2. Pick a picture from the box and say the initial, medial, and/or final sound of the word. The position of the sound depends on the focus of the lesson and the childrens' instructional level.
3. Students write the letter that corresponds to the sound in the sand.
4. Students lightly shake their pie tins to erase the letter. Repeat as a small group or include as a work station activity with students working in pairs.

Mirrors, Pipes, and Clay...Oh My!

Literacy Skills / Letter Soundss



Materials

1. Individual hand mirrors
2. Clay, Wikki Sticks, or shaving cream
3. PVC pipes



Virginia SOLs

K.4, K.7

Procedure

1. Name a letter. Ask students to form the letter using clay or Wikki Sticks, or by writing it in shaving cream. Demonstrate on the overhead projector. Describe the letter as you form it and have students repeat your description. For example, the letter F can be described as a candy cane with its arms sticking out. Also use positional and directional words such as, “start at the top and go down.”
2. After students make the letter, direct them to hold the hand mirror and make the letter sound while looking at their mouth. Discuss the positions of their teeth, tongue, and lips when they make the letter sound. It can be fun to look at a friend’s mouth, too.
3. Then, ask the children to hold the pipe to their mouths and ears like a telephone while making the letter sound. This will enable them to hear the letter sound more clearly. It can be helpful and fun to use the pipe and mirror at the same time.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Monster Puppets

Literacy Skills / Letter Sounds



Materials

1. Small paper bags
2. Glue
3. Crayons or markers
4. Craft supplies (construction paper, yarn, wiggly eyes)
5. Lower-case alphabet cards



Virginia SOLs

K.4, K.7, 1.6

Procedure

1. Distribute supplies. Direct children to make monster puppets by decorating paper bags. Glue a letter on the front of each puppet.
2. Invite two volunteers to the front of the class to spell a two-letter word with their puppets. Tap each child on the shoulder and ask the class to give the sound of that puppet. Have children blend sounds together to say the word.
3. Repeat with new volunteers. As children achieve mastery, move on to three and four letter words.

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Photo Line



Materials

1. Student photos
2. Index cards
3. Glue or tape
4. Permanent marker
5. Alphabet cards
6. Clothesline and clothespins



Virginia SOLs

K.4, K.7, 1.6

Procedure

1. Make individual photo cards by gluing or taping student pictures to index cards and writing the name of each student below his/her picture. Hang the alphabet cards on a clothesline, leaving space between each letter.
2. Randomly distribute photo cards to children.
3. Call out each letter sound. (e.g., “Who has a picture of a student whose name begins with the /a/ sound?”)
4. Invite the children, one at a time, to hang their photo cards on the clothesline next to the matching letters.
5. VARIATION: Have children match pictures by ending sound.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Roll a Letter, Pick a Sound

Literacy Skills / Letter Sounds



Materials

1. Prepare 30 index cards with simple word sort images. Images may emphasize beginning, ending, or medial sounds and/or word families. You need 10 cards for each sound or word family. Limit the total cards to 30, thus contrasting 3 sounds or word families at a time.

2. Label wooden cubes with the 3 sounds or word families. Since there are 6 sides to the cube, each sound will be repeated twice.

▶ Virginia SOLs

K.7, 1.6

Procedure

1. Students lay the 30 cards, face up on the floor. The cards should be shuffled.
2. The first player rolls the dice. The student says the sound that lands face up on the dice and finds a picture that matches the sound. For example, if the student rolls a /b/, s/he will select a picture of a bell.
3. The next student takes a turn. Eventually, there will not necessarily be a card that matches the sound rolled. If the student can not make a match, it is the next player's turn.
4. Students play until no cards remain. The student with the most cards wins.
5. VARIATION: This game may be made more or less difficult depending on the number of sounds and/or word families you choose to use. You may also include sounds on the dice that are not represented by picture cards. This game is simply a variation on a more standardized word sort. You may also include oddball picture cards and an oddball side to the dice for more advanced sorting.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Simon Says Sounds

Literacy Skills / Letter Sounds



Materials

1. Alphabet cards, enlarged and laminated



Virginia SOLs

K.4, K.7, 1.6

Procedure

1. Divide the class into partners and give each pair a set of alphabet cards.
2. Play Simon Says using commands such as “Simon says touch the letter F with your pinky; Simon says place the letter that makes the /s/ sound on the floor; Place the /d/ and /p/ letters on your shoe.”
3. Invite eliminated student pairs to sit near you and think of new commands for the others.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Sort by Sound

Literacy Skills / Letter Sounds



Materials

1. Bags of small objects (toothbrush, marble, mirror, dime)
2. Plastic letters or letter cards (three per student pair)



Virginia SOLs

K.4, K.7, 1.6

Procedure

1. Distribute letters and objects to partners. Have them group objects by initial sounds, placing them under the corresponding letters. Have children place the objects that do not match the letters back in the bag.
2. Ask children to sort the objects again by middle or ending sounds, using the same letters. Have children share results with classmates.
3. Invite children to exchange letters or bags of objects and repeat the activity.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Sound Switch

Literacy Skills / Letter Sounds



Materials

1. Large alphabet cards
2. Pocket chart



Virginia SOLs

K.4, K.7, 1.6

Procedure

1. Place letters in a pocket chart to form a simple one syllable word (e.g. cat). Distribute other letters to students.
2. Point to each letter in the pocket chart and have the class say the sound. Ask children to blend the sounds together to form the word.
3. Invite volunteers to create new words by placing their letters over those in the pocket chart, such as placing the letter m over c to form the word mat. Have children blend the new sounds together and decide whether or not the new word makes sense.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1-3

Vowel Sound Uno

Literacy Skills / Letter Sounds



Materials

1. Approximately 100 index cards with a one syllable word written on each card (allocate 6 cards for each long and short vowel sound). Write the words in various colors, not exceeding 4 color options.

2. Prepare 4 cards marked Wild Card



Virginia SOLs

K.4, 1.4

Procedure

1. Students play in groups of 4-6 players. Each player is dealt 7 cards and each group needs a remaining deck of cards from which to draw.
2. The first player turns up the card on the top of the deck. The next player tries to match the vowel sound or the color of the word on the turned up card. If the student has a match, s/he places her/his card on the top of the turned card. If the student does not have a match, s/he draws cards from the deck until they can match either the vowel sound or the color of the word.
3. The first student with 0 cards wins.



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Word Line

Literacy Skills / Letter Sounds



Materials

1. Words from current classroom literature
2. Chalk board and chalk (white and colored)



Virginia SOLs

K.7

Procedure

1. Use colored chalk to write one vowel (e.g., a) on the chalkboard three times. You will be building a separate word around each vowel. Have children identify the letter.
2. Use white chalk to write an initial consonant in front of the vowel (e.g., ma). Have children say the letter sounds together.
3. As children achieve mastery, move on to three-letter words.