

# Hearing Beginning Sounds

## Picture Sort

### Consider Your Children

This lesson works best after children have worked with their names and have participated in interactive writing. Before using this lesson you will want to be sure that children can recognize their names and also know the concepts of “first” and “last” as they apply to letters in words. It will also be helpful to involve children in shared reading and interactive writing so that they begin to understand the usefulness of beginning letters in locating words and writing and reading words.

### Working with English Language Learners

Be sure that your English language learners know the labels of all items in the picture cards that you use and give them many opportunities to say the names. Remember that they may only approximate English pronunciation, so be alert to situations in which they are using phonology from their own languages. You may want to work with them in a small group to be sure that they understand how to sort picture cards under the three key pictures.

### You Need

- ▶ Pocket chart.
- ▶ From *Teaching Resources*:
- ▶ Picture cards for *bear, hat, and moon* (Picture Cards, Beginning Consonants).
- ▶ Other picture cards of objects starting with the same letters: *banana, bat, box, bird; horse, helicopter, heart, hook; mouse, mitten, motorcycle, monkey*. (See Picture Cards, Beginning Consonants, for more examples.)
- ▶ Three-Way Sort Sheets.
- ▶ Three-Way Sort Extension.

### Understand the Principle

Children need to be able to identify beginning sounds in words so that they can connect them to letters. They need to learn how to listen for, say, and recognize the consonant sounds so they will be able to attach the sounds to letters.

### Explain the Principle

- “Some words sound the same at the beginning.”
- “You can connect words that sound the same at the beginning.”



## Explain the Principle

“Some words sound the same at the beginning.”

“You can connect words that sound the same at the beginning.”

① Explain to the children that they are going to learn more about the sounds they can hear in words.

② Have the children say the word *bear* slowly and think about the sound at the beginning of

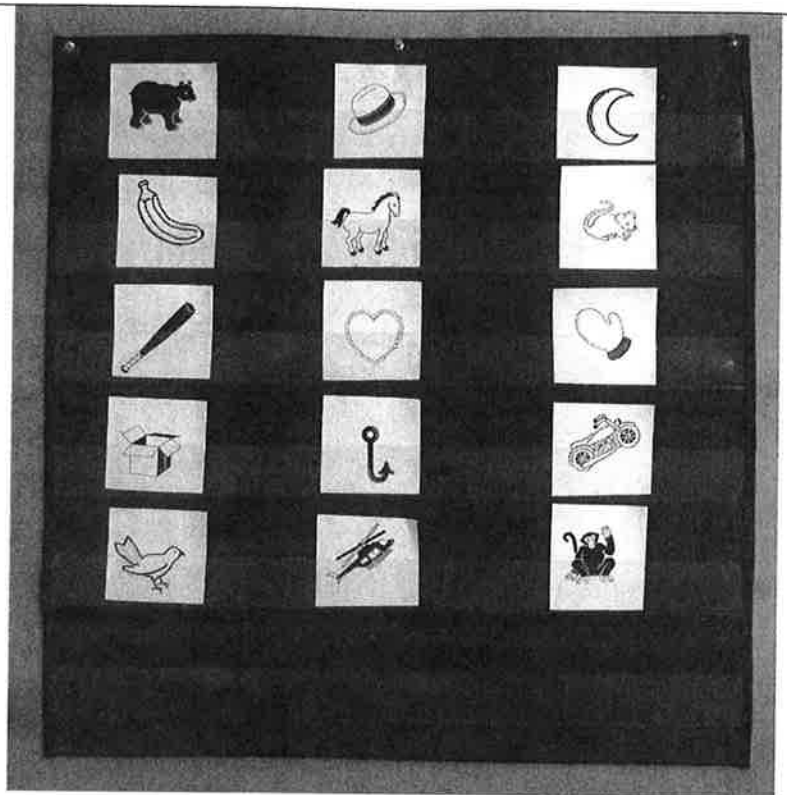
the word. Suggested language: “What do you hear at the beginning of the word? [Children respond.] That’s right, it’s a *b* [or isolate the /b/ sound]. When we say the word, we can hear the sound at the beginning. Say this word, *banana*. [Children respond.] Does it have the same sound at the beginning as *bear*? [Children respond.] Say *bear, banana*. [Children respond.] You can hear the same sound at the beginning.” Ask a child to place the picture of the banana under the key picture of the bear.

③ Go through one or two more *b* words, each time having children say the two words and think about how they are alike at the beginning.

④ Repeat with *h* and *m* words.

⑤ Remove the pictures the children have put on the chart, mix up the pile, and pick up one card at a time. Invite children to say the word and then decide whether the picture goes under the bear, the hat, or the moon. Encourage children to check their categories by saying the words: *bear, bird*.

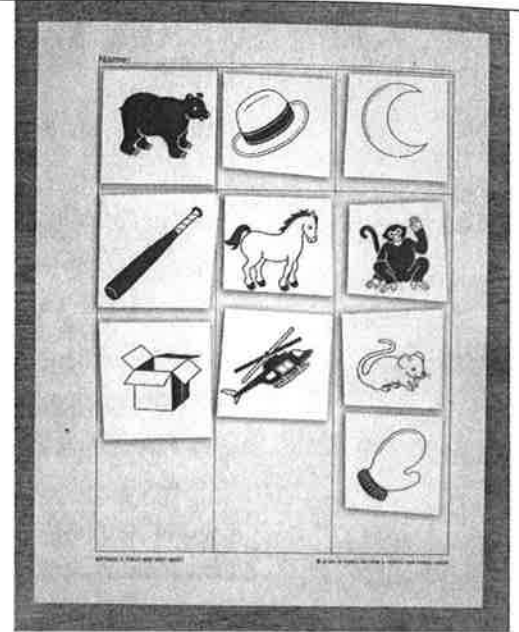
⑥ Categorize all the picture cards. Check the columns by having children say the name of the key picture and move down the entire column, saying all the words that have the same beginning sounds.



say  
put  
read

apply

- Give the children a pile of selected picture cards. Instruct children to place three key pictures (e.g., *bear*, *hat*, *moon*) at the top of a Three-Way Sort Sheet. Then have them take each remaining picture card, say the word, and place the picture in the correct column. They can use the Three-Way Sort Extension if they have more pictures than will fit in the columns on the first sheet. Ask them to read their completed list of pictures to a partner.



share

Show the categorized words in the pocket chart at circle time. Ask children to discuss what they noticed about the beginning sounds of words. Demonstrate by making some comments yourself. Comments such as these reveal children's thinking about sounds in words:

"*Bear* and *bird* start the same."

"*Hat* and *mitten* have different sounds at the beginning."

"*Hat* has an /h/ at the beginning and a /t/ at the end."

"If it's *mouse*, it starts like *moon*, but if it's *rat*, it doesn't."