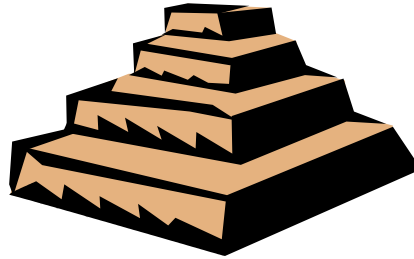


Letter-Sound Pyramid



Suggested Group Size

Whole Group (Letter Name/Letter Sound); Small Group (Matching Game)

Objective(s)

The children will match initial phonemes (sounds) to corresponding (written) letters.

Activity

Children match the initial sounds in words to the corresponding (written) letters while playing a pyramid game.

Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **IV. Language, Communication, and Emergent Literacy**
 - **F. Emergent Reading**
 - **F.3.** Shows alphabetic knowledge
 - **F.3.a.** Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).
 - **F.3.b.** Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).
 - **F.3.c.** Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).
 - **F.3.d.** Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).

Materials

- Poster board
- A piece of drawing paper for each child
- Markers
- Glue
- Scissors
- Pictures of familiar objects that are single syllable words (e.g., cat, hat, bat)
- Index cards
- Game pieces (e.g., counters)

Procedures

Before you begin the lesson

1. Create the Letter-Sound Pyramid triangles by drawing a large triangle on a piece of poster board. Draw six equal circles within the triangle and place one uppercase target letter inside each circle. Make a copy of the triangle for each child on a piece of drawing paper.
2. Create Initial-Sound Picture cards by gluing initial sound pictures to index cards. These should be familiar pictures that contain only one syllable (e.g., cat, hat, bat).

Letter Name/Letter Sound Activity (Whole Group)

3. Choose one letter and a letter sound to focus on for your lesson. Post it in the room where children can easily see it.
4. Introduce the letter sound for the target letter.
5. Discuss words that start with the target letter sound. Share pictures from the Initial-Sound Picture cards that begin with the target letter sound.
6. Place the pictures in a stack and choose one card.
7. Ask the children to name the object pictured.
8. Ask the children with what sound that object's name begins.
9. Ask children to find the letter located somewhere in the room that makes that sound and point to it.

Matching Game Activity (Small Group)

10. The Matching Game Activity should not be started until the Letter Name/Letter Sound Activity has been conducted for most, if not all, of the letters on the pyramid.
11. Place Initial-Sound Picture cards face down in a stack. Provide each child with a triangle and game pieces.
12. Taking turns, a child selects the top card from the stack, names the picture and says its initial sound (e.g., "cat, /c/").
13. Look for the letter on the triangle that corresponds to the initial sound (e.g., "c").
14. If the letter is found, place the game piece on that spot and place the initial sound picture card in the discard pile.
15. Continue steps 11 through 14 until all matches are made.

Adaptations

- When incorporating other letters, they should be letters that have already been taught and used as a review.
- When choosing additional letters to incorporate, remember that they should be letters that have already been taught and used as a review.
- Use only one target letter on the triangle so that all picture cards match.
- Use assistive technology so that all children can interact with the literacy materials.
- Use alternative methods of communication for response.

Extensions

- Teacher can include Initial-Sound Picture cards that do not have a corresponding letter match on the triangle.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- naming the picture and its initial sound and finding the corresponding letter to the initial sound on the triangle.

Related Standards for Four-Year-Olds

- **III. Social and Emotional Development**
 - **A. Self-Regulation**
 - **A.b. Life/Adaptive**
 - **A.b.1.** Follows rules, agreements, and familiar routines with teacher support