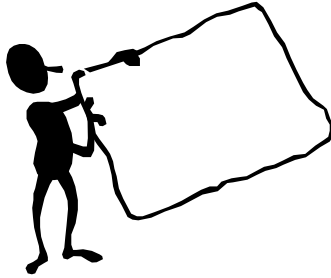


Letter-Sound Sort



Suggested Group Size

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

Objective(s)

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

Activity

Children sort Initial-Sound Picture cards under the appropriate letters on a poster.

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
- Index cards
- Glue
- Scissors
- Markers
- Pictures of familiar objects that are single syllable words (e.g., cat, hat, bat)
- Velcro

Procedures

Before You Begin the Lesson

1. Create a poster with the first 13 letters of the alphabet (A-M) written horizontally across the top on one side and the remaining 13 letters of the alphabet (M-Z) written horizontally across the top on the other side. Add several pieces of Velcro (loop side) underneath each letter. Velcro works best if the poster has been laminated.
2. Create Initial-Sound Picture cards by gluing initial sound pictures to index cards. Add a piece of Velcro (hook side) Initial-sound picture card. These should be pictures of familiar objects that are single syllable words (e.g., cat, hat, bat).

Letter Name /Letter Sound (Whole Group)

1. Choose one letter and letter sound to focus on for your lesson. Post it in the room where children can easily see it.
2. Introduce the letter sound for the target letter.
3. Discuss words that start with the target letter sounds. Share pictures from the Initial-Sound Picture cards that begin with the target letter sound.
4. Place the pictures in a stack and choose one card.
5. Ask the children to name the object pictured.
6. Ask the children to name the beginning sound of the object.
7. Ask children to find the letter that makes that sound on the poster.
8. Place the Initial-Sound Picture card below the correct letter.
9. Repeat Steps four through eight until all of the Initial-Sound Picture cards have been sorted.

Sorting Game (Small Group)

Note: the small group activity should not be done until the whole group activity has been conducted for the target letters included in the small group activity.

1. Place the poster on a flat surface. Place the Initial-Sound Picture cards for the target letters face up in a stack next to the poster.
2. Taking turns, children select a card, name the picture, and say its initial sound (e.g., "cat, /c/").
3. Look for the letter on the poster that corresponds to the initial sound, name it (i.e., "c"), and place the Initial-Sound Picture card below that letter.
4. Continue until all cards are sorted.

Adaptations

- Use assistive technology so that all children can interact with the literacy materials.
- Use alternative methods of communication for response.
- Allow children to create individual Letter-Sound Sort games using a file folder.

Extensions

- Add related materials to classroom centers:
 - **Art:** Allow children to create individual Letter-Sound Sort games. Provide file folders, index cards, and various pictures of familiar objects.
 - **Reading:** Add books that focus on the targeted initial sounds.
 - **Literacy:** Add the poster and the Initial-Sound Picture cards for two to three target letters.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- naming the picture, saying the initial sound, and matching the initial sound picture card to the appropriate letter on the poster.

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