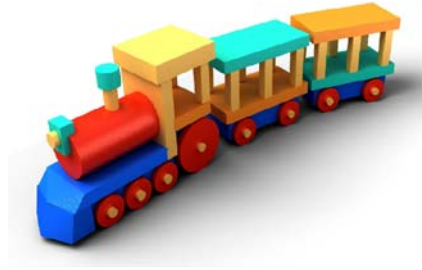


Letter-Sound Train



Suggested Group Size

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

Objective(s)

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

Activity

Children match the initial sounds in words to the target letter on a train.

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

- Butcher or bulletin board paper
- Index cards
- Glue
- Scissors
- Markers
- Pictures of familiar objects
- Velcro
- A piece of construction paper (use as the platform during the small group activity)

Procedures

Before You Begin the Lesson

1. Create Letter-Sound Train Engine by drawing a train engine on butcher paper or you may print out several train engines from clip art. Place a piece of Velcro (loop side) on the train engine.
2. Create Letter-Sound Train cars by drawing train cars (boxcars) on butcher paper or you may print out train cars from clip art. Place several pieces of Velcro (loop side) on each train car.
3. Create Target Letter cards by labeling an index card with a target letter. Place a piece of Velcro (hook side) on the back of each Target Letter card.
4. 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 begin with the initial sounds on the Target Letter cards.

Letter Name/Letter Sound (Whole Group)

1. Choose one letter and the letter sound to focus on for your lesson.
2. Tape the letter on a selected child's shirt, who will pretend to be the train engine.
3. Introduce the letter sound for this target letter.
4. Discuss words that start with the target letter sound. Share pictures from the Initial-Sound Picture cards that begin with the target letter sound.
5. Place the pictures in a stack and ask one child to choose a card.
6. Ask the children to name the object pictured.
7. Ask the children what sound the object's name begins.
8. Ask the child holding the chosen Initial-Sound Picture card to stand behind the child pretending to be the train engine.
9. Once there are a few "train cars" behind the "train engine" have the children "choo-choo" around the room. Make sure all children have a chance to be a train car or the train engine.

Matching Game (Small Group)

Note: the small group activity should not be done until the whole group activity is conducted.

1. Place an engine and cars in a line on a flat surface. Place Initial-Sound Picture cards face down in a stack. Place the platform at the center.
2. Taking turns, children select the top card, name it, and say its initial sound (e.g., "cat, /c/").
3. Ask all the children in the small group to state the letter that makes the sound (i.e., "c").
4. Determine if the initial sound matches the target letter shown on the train engine. If it matches place the card on a train car. If it doesn't match, place on the platform.
5. 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 work together in pairs or teams to name the picture, say the initial sound and state the letter that makes the sound.

Extensions

- Add non-target Initial-Sound Picture cards to the stack of cards. These cards would be discarded to the platform once children determine they do not match the target letter.

Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- naming the picture, naming the initial sound, stating the letter that makes that sound, and determining if the initial sound matches the target letter.

Related Standards for Four-Year-Olds

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