LETTER SOUND BINGO

Phonological Awareness

Provide children with counters and game cards. Children take turns to:

1. Draw a letter from the bag
2. Identify the letter and its beginning sound.
3. Anyone who has that letter on their card can cover the letter with a counter.

When they cover a line (3 in a row), they have a BINGO.

Teach Letter Sounds

"Listen carefully as I say this word to the sound you hear at the beginning. /w/ /eb/, /w/. Do you see a letter on your card that makes the /w/ sound? Yes! You see a W and W makes the /w/ sound!"
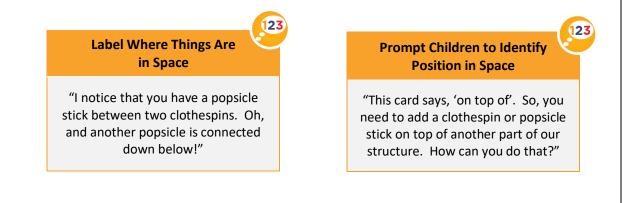

CLOTHESPIN BUILDING

Reasoning and Shape Recognition and Spatial Sense

Place the clothespins and popsicle sticks on a sturdy surface (floor, table). Start the structure by clipping a few together. Children will take turns to:

1. Choose a position card.
2. Add a clothespin or a popsicle stick to the structure in the position they drew. For example, if they draw an "on top" card, they place a popsicle stick or clothespin on top of another part of the structure.

Label Where Things Are in Space

"I notice that you have a popsicle stick between two clothespins. Oh, and another popsicle is connected down below!"

Prompt Children to Identify Position in Space

"This card says, 'on top of'. So, you need to add a clothespin or popsicle stick on top of another part of our structure. How can you do that?"

BEGINNING SOUND MATCH

Phonological Awareness

Provide children with the grab bag filled with picture cards. Children take turns to:

1. Select two cards and identify the objects on them.
2. Determine whether or not they start with the same beginning sound.
3. If so, they will set them aside. If not, they will return the cards to the bag before selecting again.

Alternatively, play as a Memory Match

Line up the cards facing down. Children take turns to:

1. Select/flip over two cards.
2. If they are a match (start with the same sound) they keep the pair. If not, they flip them back over.

Label and Describe Various Units of Sound	**Comment and Ask About Similarities and Differences of Sound Patterns in Words**
"You are holding a card with a picture of a 'fan.' Let's break it into parts. /F/ (pause) /an/. /F/ (shorter pause) /an/. FAN! Let's try the next one."	"This word is 'nail.' This word is 'shark.' 'Nail' 'shark.' These two words do not have the same sound at the beginning, so I'm going to put them back."