

# Ladders to Literacy

## A Kindergarten Activity Book

SECOND EDITION

by

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# First Sound and Last Sound Bingo

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**Main Purpose** To identify first and last sounds and match sounds and letters

The child gains practice in recognizing the first sound in words and in making sound–symbol correspondences.

**Materials** Bingo cards with 16 randomly arranged pictures; letter cards or chips (see pp. 181–182) with *s*, *t*, *p*, and *m* (four of each, shuffled), or any set of four letters and sounds to be practiced. (This game is designed as a practice activity for children who already know the first sounds of a few words and the sounds of the four letters: *s*, *t*, *p*, and *m*, or the combination to be used that day.)

**Description of the Activity** Let each child select a bingo card, with pictures of the following randomly arranged in a  $4 \times 4$  array: *pie*, *tree*, *moon*, *snail*, *mouth*, *star*, *pencil*, *tooth*, *truck*, *man*, *sun*, *mouse*, *snake*, *puppy*, *train*, and *pen*. Shuffle the letter chips and place them face down. In turn, have each child draw one letter and look for a picture of an object that starts with the letter. Have the child place the letter on the picture, and then let the next child take a turn. (Note: Children can also use blank markers to cover a picture that starts with the letter drawn. Increase the variety of pictures and first sounds as children learn more letter sounds.)

This activity develops the following behaviors and concepts that are related to early literacy:

## **Print Awareness**

**Print:** letter identification

**Letter–sound correspondence:** Single sounds and letters

## **Phonological Awareness**

**Phonological skills:** alliteration, segmentation

## **Oral Language**

**Vocabulary:** words and sentences

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## ADULT–CHILD INTERACTIVE BEHAVIORS

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### **High Demand/Low Support**

Children will

Play the game independently



<b>Providing feedback</b>	Confirm correct choices as a model for other children. <i>“Yes, telephone starts with /t/, so you put the t on the telephone.”</i>
<b>Holding in memory</b>	Repeat the letter sound, as needed, as children decide whether it matches the target word.
<b>Task regulation</b>	Use only letter sounds that children know thoroughly.
<b>Instructing</b>	Tell children the sound of the letter, and ask them to repeat it along with words that begin with that sound.



### Medium Demand/Medium Support

Children may need assistance with the sound–symbol correspondences for the letters they draw. They will

#### Play the game with limited numbers of letters

<b>Open-ended questioning</b>	Ask children who cover their pictures appropriately to explain their choice. <i>“Why did you put the s on the snake?”</i>
<b>Providing feedback</b>	Praise children who correctly cover their pictures. <i>“Yes, you put the s on the snake because snake starts with /sss/.”</i>
<b>Task regulation</b>	Use only the four letters that children know most thoroughly and the same 16 pictures, arranged in random order, so that all children can place a letter on a picture with each new letter drawn.
<b>Instructing</b>	After providing feedback, allow children who have difficulty to take another turn with the same letter sound. <i>“John put his s on the star. Sssstar starts with /sss/. Where would you like to put your s?”</i>



### Low Demand/High Support

If some children do not know letter sounds or how to identify the first sound in words, then adults can use this game as a teaching tool. Children will

#### Learn one letter–sound correspondence and select pictures of words that begin with that sound

**Task  
regulation**

Use only two very familiar letters (e.g., *s*, *t*) and pictures that begin with those two letter sounds on the playing card (e.g., eight *s* pictures and eight *t* pictures, randomly arranged).

**Instructing**

After providing feedback, allow children who have difficulty to take another turn with the same letter sound

*“John put his s on the star.*

*Sssstar starts with /sss/. Where would you like to put your s?”*

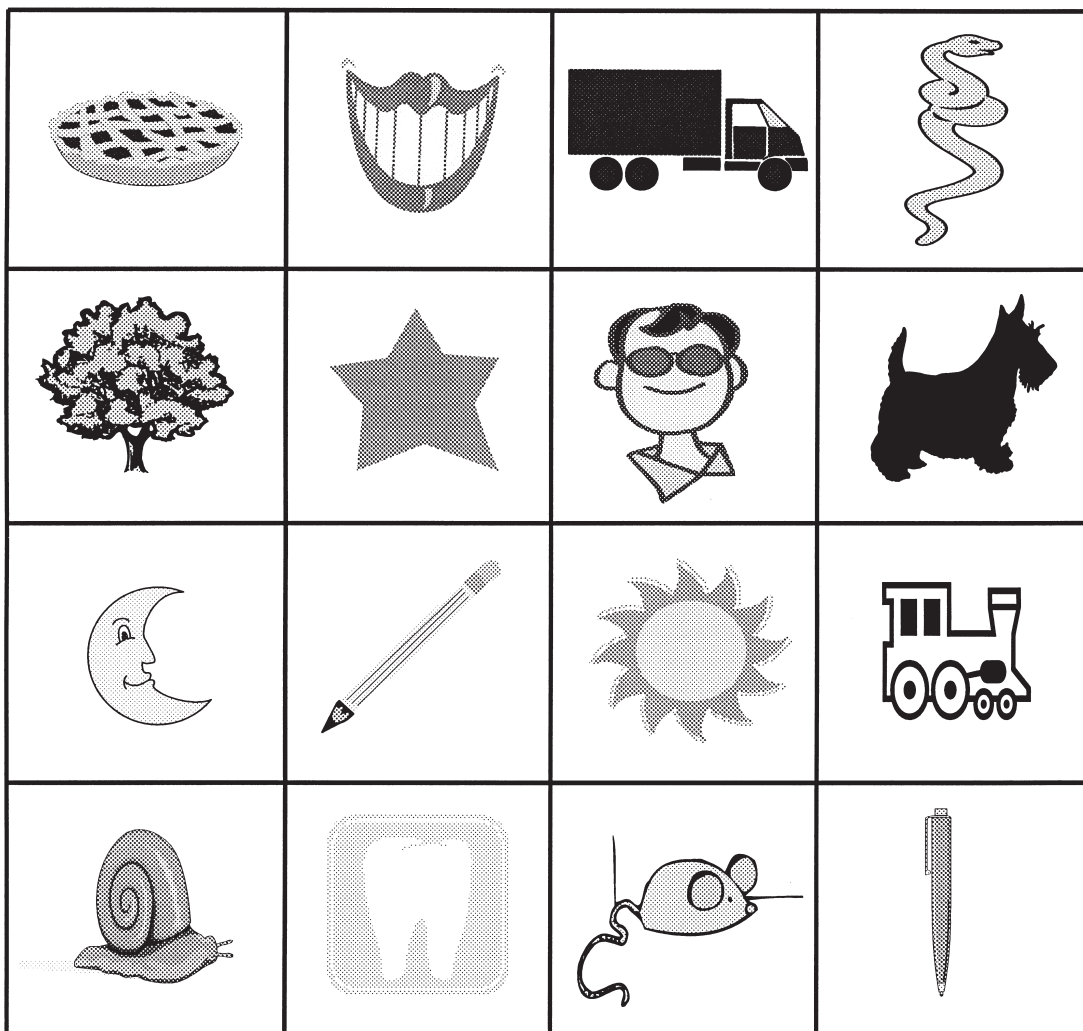
**Ideas and Adaptations****Comments**

Toward the last half of kindergarten, play the game with last and medial sounds.

**Home Link**

Parent Activity: Encourage parents to make a First Sound booklet with one of the letters targeted by the game board.

**First Sound Bingo—Demonstration page**



pie  
tree  
moon  
snail

mouth  
star  
pencil  
tooth

truck  
man  
sun  
mouse

snake  
puppy  
train  
pen

First Sound Bingo Letter Chips

