

instructional resources

Activities

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Beginning Sound Collage

Materials

1. Magazines
2. Paper
3. Glue
4. Scissors

Procedure

1. Ask the children to cut out pictures from a magazine that begin with the target sound.
2. Have the children make a group or individual collage of all the pictures that begin with the target sound.
3. Display the group collage on a bulletin board or bind individual collages in a class book.
4. As an addition, label the pictures as a group or make a list of the objects.



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It Begins with an A Letter Activity

OBJECTIVE(S)

- Recite part of the alphabet
- Identify common letters
- Turn pages from front to back of book
- Recognize word pairs that do or do not rhyme

GETTING READY

Materials

- Large letter cards
- ABC poster

Things to Do/Make

Choose 5-6 letters that are appropriate for your children. This activity is intended to be repeated throughout the week/month with focus on a few letters at a time.

ACTIVITY

Summary	Details
1. Recite the alphabet	We are going to sing the ABC chant. You can help me sing or you can clap or you can listen. Ready? (sing song)
2. Turn pages from front to back of book and identify common letters	<p>We are going to look at this book. Can you show me where the title of this book is? Children respond. Yes, the title is on the front of the book (run your finger along the title). The title of this book is <i>It Begins with an A</i> (run your finger along the title as you read it aloud).</p> <p>I am going to turn the pages in my book from the front (show front of book) of the book to the back (show back of book).</p> <p>Let's open the front of the book. Turn the page. I see the title of the book. <i>It Begins with an A</i>. Let's turn the pages and find a riddle.</p> <p>Listen to the clues and see if you can guess what I am reading about. I am going to read the riddle. Your job is to guess the answer to the riddle and tell me the letter that is on the page!</p>

7.

Read the text aloud. Children respond.

Yes! You answered the riddle! Do you see where the letter is hiding on this page? Children respond. Some of the letters may be difficult for the children to find in the illustration. You may have the corresponding large letter card for each letter that you are discussing as a visual clue.

If the children respond incorrectly, say, "This is the letter (fill in letter) not the letter (fill incorrect letter)." If the children say a letter sound instead of a letter name, say, "You said the sound that the letter (fill in letter) makes. The name of this letter is (fill in letter name)."

Yes, this is the letter (fill in letter name and point to letter). **You found the letter** (fill in letter name). **It was hiding right here! The word** (fill in word) **starts with the letter** (fill in letter name). **I see this letter in another place** (if need be, point in the general area of where the letter is located). **Who can show me where?** Encourage children to locate the letter in the text.

3. Recognize word pairs that do or do not rhyme

I heard words that rhyme in my riddle. Help me listen for the words that rhyme. Reread the riddle emphasizing the rhyming pair.

Discuss with children the rhyming pair, reminding them that words that rhyme sound the same in the middle and in the end. Ask them to identify whether or not another word rhymes with the word pair.

Example:

Teacher: (Read) "This is candy that comes on a stick. It starts with an L, and it's fun to lick." Do these words rhyme - stick, lick?

Children respond

Teacher: Yes, stick and lick rhyme because stick has /ick/ and lick has /ick/. Stick and lick rhyme because they sound the same in the middle and the end. Listen and tell me if these words rhyme - lick, quick.

You may provide a word that rhymes or does not rhyme. Regardless if the words rhyme or not, be sure to emphasize why words rhyme using the above example.

EXTENSION ACTIVITIES

Play a game where the children find things around the room that start with the target letters you used in the book. For example, if you used the letter 't', say "I see something that begins with 't'. What could it be? That's right, the table!" See how many objects the children can identify that start with the letter 't'.



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October Every Day Activity

VPI Objectives:

Number and Number Sense

PK.2 Counts items in a set orally

PK.4 Count forward to 10

PK.6 Recognize and identify numbers

Computation and Estimation

PK.7 Put together and take away sets, changing their value

Measurement

PK.9 Recognize and name a penny

PK.11 Identify instruments to measure: clock, calendar, thermometer, scale

Materials Needed:

An appropriate math read aloud (for ex: Five Little Ducks, etc.), Last one up activity card (put in the same place as Let's work out card), Every Day Calendar, October Month Strip, October Calendar Pieces (Pumpkins), Birthday Candles (TR1- next page) Days of the Week (TR2 – next page), Number Bear poster, three of each accessory, three 3”X 6” clear pockets, Counting Card 1: Let's Work Out, Number Bear Coloring Sheet (TR3 – next page), Number Bear Accessories (TR4 – next page), tape, assorted small objects, pennies, small clear jar, 20 6” X 6” squares of heavy white paper, colored construction paper, crayons, Make a Match Poster, Make a Match title card, October Make a Match Cards Set A and Set B

Procedures: (You will be updating the Calendar, Number Bear, and Joining Hands in that order) – this month add the Counting Tape and Make a Match Activity (2-3 times a week).

1. Gather the children in the math area.
2. Read an introductory math story such as a number book, a number poem, a counting story and so on.
3. Update the calendar. If it is a Monday, put up a calendar piece for Saturday and note it was the last day of last week. Then, put up a calendar piece for Sunday and note it is for the first day of the new week before putting up Monday's piece. Also, put up a piece following the same procedure if it is a holiday or other day off.
4. Point to the day of the week written at the top of the column that contains the current day and sing the Day of the Week Song (copy next page).
5. Invite the class to say the day's date. For example, "Today is Monday, September 14th."

Every Day Element Make a Match

FOCUS

- Counting with one-to-one correspondence to three
- Understanding “one more”
- Associating a numeral with a quantity
- Using spatial problem solving to match arrangements of dots
- Understanding and using positional words

UPDATE PROCEDURE

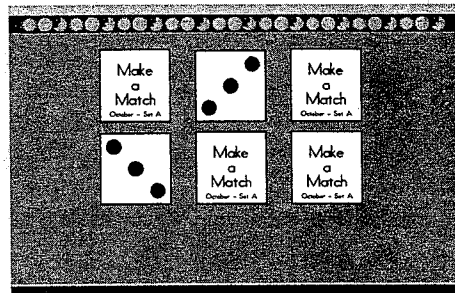
Place the cards from Set A randomly onto the poster face down. A volunteer chooses two cards to turn over. If they are a match, both cards are removed from the poster. If they are not a match, they are returned to the poster face down. The children may need to rotate the cards in order to see if they are a match. The next volunteer tries to make a match by turning over any two cards. The game continues until the pairs of matching cards have all been removed. For the second half of the month, use cards from Set B where numerals are used to label sets of one, two, and three dots.

MATERIALS

- Make a Match Poster
- October Make a Match Cards Set A and Set B
- Numeral Dot Cards (TR6) (optional)
- Domino Halves (TR5) (optional)

FREQUENCY

Play Make a Match two or three times a week.



OVERVIEW

Number Bear has a special game to share with the class that makes use of numbers up to three. Based on a traditional memory game, Make a Match gives children the chance to recognize matching sets of one, two and three. The goal of the game is to find cards that match in number of dots. Children engage in spatial problem solving as they rely on visual memory to remember where each number is in the arrangement of facedown cards. Make a Match also helps children learn position language such as top, bottom, upper, lower, first, last, and in

the middle, as you model the use of these words and they describe the location of the two cards they wish to see turned over. Some sets of Make a Match cards focus on helping children recognize, name, and associate the numeral for a set with the picture of the quantity. As the months progress, Make a Match activities gradually become more challenging as the dots on the cards increase in number up to nine and the variety of arrangements increases. The total number of cards also increases to twelve cards arranged in three rows of four by the end of the school year.

6. Make sure you add a birthday candle when it occurs. Sing happy birthday.

**Do a movement song or movement activity here since the children have been sitting*

7. Each day, add a different number three element to number bear. For example, on one day, add the number three marker to his hat, the next day put three flowers in one hand, the next day put three balloons in the other hand, another day add one button and yet another day add one more pocket. Emphasis on the word “adding” here....add one more to make a total of three would be helpful language to use. On different days, add two items to the clear pocket on his backpack. Use a variety of different items that you can keep in a baggie or a basket next to number bear for children to choose from.

8. Place a penny into the jar. Repeat as necessary. Tell the children we are using the penny jar to keep track of every day that we are in school – i.e. a penny will be added during math every day (two pennies on Thursday since there isn't math on Wednesday).

9. Trace a student's left hand on the first day of school. Have another student color in one finger to go with one day. Repeat as necessary on each school day (color in two fingers on Thursday since we don't have math on Wednesdays). Color in the opposite hand if necessary so when the hands hang on the Joining Hands area they are in the pattern of left hand, right hand, left hand, right hand and so on. Tell the students that every day they are coloring a finger, they are keeping track of the number of days they have been in school. The hands will join together to make a complete quilt and when we get to 100 we will have a celebration.

10. Review the number of fingers colored in and count hands by fives as completed and as appropriate. This is ongoing.

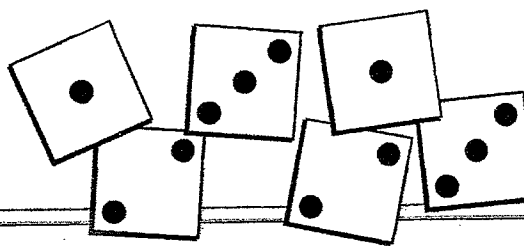
**Do a movement song or movement activity here since the children have been sitting*

11. Add a number to the new counting tape. Emphasize that the number on the number line matches the number on the calendar. As you add numbers to the number line, invite children to consider ways the calendar and the number line are similar and different and predict what number will come next.

12. Play Make a match activity. A conversation outlining Make a Match is attached and can be found on page 34 and 35 in the Every Day in Pre K Teacher guide.

13. End the circle time with a Last One Up card activity for the month of October. It is Last One Up Counting Card. Complete following directions on the back of the card.

Discussion for the Beginning of the Month



Sample Discussion

Teacher: I have six special cards with dots on them. As I put them down on the rug, what do you see on these cards?

CHILD: Some have 2 dots.

CHILD: Some have 3 dots.

CHILD: Some have 1 dot in the middle.

CHILD: Some are the same.

Teacher: Yes, some of them are the same. This game, Make a Match, is about finding two cards that are the same.

Teacher: Can someone find the matching cards that have only 1 dot?

CHILD: Here they are.

Teacher: What about the cards that have exactly 2 dots? Would Michael please pick up the cards with 2 dots?

Teacher: Finally, we have the cards that show 3. We're going to play a memory game with these cards. I'm mixing them all up and putting them onto the poster face down so you can't see the dots. We need a volunteer to choose two cards to turn over to see if we get a match.

CHILD: I pick this card and this card.

Teacher: You picked a 2, the first card in the top row, and a 1, the first card in the bottom row. Do they match?

CLASS: No.

Teacher: So we'll turn this 2 in the top row and this 1 in the bottom row back over. Try to remember where they are. We need another volunteer to pick two cards.

CHILD: I pick this one. It's a 1.

Teacher: Do you remember where the other 1 was?

CHILD: Mmmm. Here?

Teacher: You think it's the first card in the bottom row. Let's see. Go ahead and turn it over.

CHILD: Yes! It's a 1.

Teacher: So we get to take off the 1 and the 1 since they match.

Now we need another volunteer to choose two cards . . .

