Ladders to Literacy
A Kindergarten Activity Book
SECOND EDITION

by

Rollanda E. O'Connor, Ph.D.
University of California at Riverside
Riverside

Angela Notari-Syverson, Ph.D.
Washington Research Institute
Seattle

Patricia F. Vadasy, Ph.D.
Washington Research Institute
Seattle
First Sound and Last Sound Bingo

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 × 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

ADULT–CHILD INTERACTIVE BEHAVIORS

High Demand/Low Support
Children will

Play the game independently
Providing feedback
Confirm correct choices as a model for other children.

“Yes, telephone starts with /t/, so you put the t on the telephone.”

Holding in memory
Repeat the letter sound, as needed, as children decide whether it matches the target word.

Task regulation
Use only letter sounds that children know thoroughly.

Instructing
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

Open-ended questioning
Ask children who cover their pictures appropriately to explain their choice.

“Yes, you put the s on the snake because snake starts with /sss/.”

Providing feedback
Praise children who correctly cover their pictures.

Task regulation
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.

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?”

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>pie</td>
<td>mouth</td>
<td>truck</td>
</tr>
<tr>
<td>tree</td>
<td>star</td>
<td>man</td>
</tr>
<tr>
<td>moon</td>
<td>pencil</td>
<td>sun</td>
</tr>
<tr>
<td>snail</td>
<td>tooth</td>
<td>mouse</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>snake</td>
<td>puppy</td>
<td>train</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

by Rollanda E. O’Connor, Angela Notari-Syverson, and Patricia F. Vadasy
© 2005 Paul H. Brookes Publishing Co. All rights reserved.
First Sound Bingo Letter Chips

p  t  m  s
p  t  m  s
p  t  m  s
p  t  m  s