

CIRCLE Activity Collection

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Beginning Sounds—Same or Different

The children will determine if two words have the same initial sound and give their answers using thumbs up or thumbs down.

SETTING

Small Group

MATERIALS

-  [picture cards \(https://cliengage.org/clierep/cac/cac_Beginning_Sounds_Same_or_Different.pdf\)](https://cliengage.org/clierep/cac/cac_Beginning_Sounds_Same_or_Different.pdf) or small objects (toys, play food items, school supplies, etc.)
- basket, box, or bag to hold the small objects

PREPARATION

Gather pairs of small objects or picture cards that begin with the same sound (such as car/cat, bird/bear) and pairs that begin with different sounds.

1. INTRODUCE

“We are going to play a game with the items I have in this basket. Your job will be to figure out if the words begin with the same sound or if they begin with a different sound. First, let’s name each item so that you know what each one is called.”

Pull each item out of the basket to show the group as you name it.

“This is a *car*. What is it?” Children respond chorally, “Car.”

Follow this procedure for each item.

2. MODEL AND EXPLAIN

“This is how we play.” Show two items and say the words. **“Cat...comb. These words begin with the same sound.”** Emphasize the beginning sound of each word.

“Say the words with me.” Children respond chorally, “Cat...comb.”

Repeat the words again, emphasizing the initial sound in each word, by slightly breaking it apart from the rest of the word: **“/c//c/ cat.../c//c/ comb. These two words start with the same sound, /c/. They get a thumbs up!”** Model thumbs up. **“Show me your thumbs up.”**

“Let’s try another pair of objects.” Show the items and say the words, **“Cat...ball. Cat has the /c/ sound, /c/cat, and ball has the /b/ sound, /b/ball. Say the words.”** Children respond chorally, “cat...ball.”

“These words do not start with the same sound. They get a thumbs down!” Model thumbs down. **“Show me your thumbs down.”**

3. GUIDE PRACTICE

“Now you will each get a turn.” Show two items.

“Book... ball. Say the words.” Children respond chorally, “Book...ball.”

“Do these words start with the same sound? Show me thumbs up for ‘yes’ or thumbs down for ‘no.’”

Praise or scaffold the children as needed. Continue with this procedure using the remaining objects/pictures.

4. SUMMARIZE

“You did a wonderful job deciding when two words started with the same sound and when they did not start with the same sound! I will leave these items in the basket so you can play this game again during center time.”

SCAFFOLDING

Downward scaffold: **“Let’s say the word slowly, /c//c/ cat. Do you hear the /c/ sound in cat? How about /c//c/comb, do you hear the /c/ sound in comb? /c//c/ cat and /c//c/comb. Those start with the same sound. Thumbs up!”**

Upward scaffold: **“Great job, those words do start with the same sound. Can you tell me the first sound you hear in cat and comb? Yes, the /c/ sound.”**

DOWNLOAD RESOURCES

[Picture cards \(https://cliengage.org/clierep/cac/cac_Beginning_Sounds_Same_or_Different.pdf\)](https://cliengage.org/clierep/cac/cac_Beginning_Sounds_Same_or_Different.pdf)

[Ver Actividad en Español \(https://circleactivitycollection.org/sonido-inicial-igual-o-diferente/\)](https://circleactivitycollection.org/sonido-inicial-igual-o-diferente/)

ACTIVITY GRADE LEVEL(S)

- Pre-K

LEARNING AREA(S)

- Pre-K Primary Domain: Phonological Awareness - Alliteration

HEAD START EARLY LEARNING OUTCOMES

Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

TEXAS PREKINDERGARTEN GUIDELINES

III.B.7. Child can produce a word that begins with the same sound as a given pair of words.

KINDERGARTEN TEKS ALIGNMENT

§110.2(b)(2)(A)(ii) demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound

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