

CIRCLE Activity Collection

Sound Sort

[ADD TO MY ACTIVITIES](#)

The children will sort objects according to their beginning sound and associated letter.

SETTING

Small Group

MATERIALS

- two trays or pieces of colored construction paper
- letter cards showing the uppercase and lowercase target letters
- small objects or pictures of objects that begin with the two distinct letter sounds being compared
- basket or bag to hold objects

PREPARATION

Select two target letters. When selecting letters, use two that make distinctly different sounds (for example, use one letter with a continuous sound such as /m/; and one letter with a stop sound, such as /t/).

Gather several small objects (or pictures of objects) that begin with the two distinct letter sounds being compared. Place all objects in a basket or bag.

1. INTRODUCE

“Today we are going to listen closely to the sounds letters make. I have a basket full of items I need to sort, and I need your help to figure out which tray to put each item on. In this game we will listen to the first sound in each item’s name and match it with the letter that makes that sound.”

2. MODEL AND EXPLAIN

Show the two different letter cards to the children. **“These are the two letters we will use today.”** Hold up one of the letter cards. **This is the letter M. Can you say that letter name with me?”** Children respond. **“Good, the letter M makes the /m/ sound. Let’s all make that sound together, /m/.”** Place the letter M card on a tray. **The letter M will go on this tray.”**

Hold up the other letter card. **“This is the letter T. Can you say that letter name with me?”** Children respond. **“Good, the letter T makes the /t/ sound. Let’s all make that sound together, /t/, /t/, /t/.”** Place the letter card on the other tray. **“The letter T will go on this tray.”**

Let’s take a look at all of the items in the basket so you know what they are called.” Hold up and name each object for the children.

“Now that we know the names of our items, we need to figure out which tray they belong to, the M tray or the T tray. To figure out where they go, we will need to listen to the first sound we hear when we say the name. I will go first so you can see how to play.”

Choose one object from the basket. **“I chose the turtle.”** Emphasize the beginning sound. **“/t/ turtle. I hear the /t/ sound. The letter T makes the /t/ sound so I will place it on the tray with the letter T.”**

3. GUIDE PRACTICE

“Now, it’s your turn. You will each choose an item from the basket. Say the name of the item and listen for the beginning sound. You will then place the item on the correct tray.”

Have the children take turns choosing an object and saying the letter sounds until everyone has had one or two turns.

4. SUMMARIZE

“Let’s name all of the things that begin with the letter T and make the /t/ sound.” Point to each item on the T tray and allow the children to say the names. **“Let’s name all of the things that begin with the letter M and make the /m/ sound.”** Point to each item on the M tray and allow the children to say the names.

“You all did a great job sorting the items that begin with the letter T and the letter M. I will place this basket in the ABC center so you can play the Sound Sort game again during center time.”

SCAFFOLDING

Downward Scaffolds:

Less Support: “Say that word slowly. What’s the first sound you hear?”

More Support: “Does mirror start with the letter M sound, /m/, or the letter T sound, /t/?”

Most Support: “This is a tiger. It starts with /t/. Say that with me, /t/ tiger.” Child repeats. “The letter T makes the /t/ sound. Put the tiger here under the letter T.”

TEACHER TIPS

This activity can be repeated weekly using various letter pairs. When selecting letter pairs, use two that make distinctly different sounds.

[Ver Actividad en Español \(http://circleactivitycollection.org/clasificar-sonidos/\)](http://circleactivitycollection.org/clasificar-sonidos/)

ACTIVITY GRADE LEVEL(S)

- Pre-K
- Kindergarten

LEARNING AREA(S)

- Pre-K Primary Domain: Alphabet Knowledge - Letter Sounds
- K-2 Primary Domain: Language, Reading, and Writing - Phonetic Knowledge

HEAD START EARLY LEARNING OUTCOMES

Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

TEXAS PREKINDERGARTEN GUIDELINES

III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.

III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.

KINDERGARTEN TEKS ALIGNMENT

§110.2(b)(2)(B)(i) demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent

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