

# Sound Catcher

## Purpose

Students will practice distinguishing between several phonemes (sounds) when they are read aloud.

## Materials

*For the teacher:* large letters, tape, board (or chalk and chalkboard)

## Activity

### A. Pre-Activity Discussion

1. Ask the students if they have ever thrown or caught a ball. Tell them that you will be “throwing” them sounds and their job is to “catch” them and “throw” them back to you.
2. Tell students to listen for words that begin with /d/ during the first story.
3. Put a large paper “d” on the board (this is the sound that you will be throwing to them).
4. Tell the students that when they catch the sound, they say the word beginning with /d/ back to you loudly and mimic an underhand throw. Explain to students that that is how they throw the sound back.
5. Practice by saying a few /d/ words.
6. When students are steadily repeating them back, say a word that does not begin with /d/. If they repeat it back, say, “Oops, wrong sound! Remember to throw back only the /d/ words.” Ask students for a few words that begin with this sound and use them for additional practice.

### B. Play the Game

1. Tell a story that includes many /d/ words. (For example, “One day, I met a daring dog named Darren. I was so surprised when I saw him dancing that I dropped my doughnut into the deep water. He dived in, dodged dolphins to get it, and brought it back to me. It was damp but delicious.”)

(continued)

EXTENDING  
THE



**ACTIVITY**

Have a letter sound “sponsor” a day or week of Kindergarten. Take a tour of the room, pronounce the names of various objects, and tape the chosen letter to things in the room that start with that letter sound.

MEETING  
INDIVIDUAL



**NEEDS**

If students are completing this activity with ease, play the game in two rounds, using two sounds that are relatively close in pronunciation. Before you begin the game, ask the students for words that begin with the two sounds you will use. Write them on the board and compare them. Incorporate the students’ words into your stories as you play the game, first looking for one sound only and then for the other.

**Standards Link**  
**K.1.5**

**Activity (continued)** 

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2. Pause after the /d/ words to cue students to respond. After they begin to respond regularly, pause after words that do not begin with /d/ as well, reiterating the rules as often as necessary.
3. Play this game several times in a row with different letters. Be sure to practice first, take down the old paper letter, and tape the new one to the board, so that the students remember which letter they are attempting to “catch.”
4. Play the game with different letter sounds, such as /f/, /m/, /s/, /l/, /n/, and /v/.

**C. Closing the Activity**


1. Have the students tell you which letter sounds were used to play the different rounds of the game.
2. Ask for words that begin with those sounds and write them on the board.


**Questions for Review** 


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**Basic Concepts and Processes**

After the story game, reinforce what students have learned by asking and discussing the following:

 Can you think of any words that begin with [insert sound]?

 Can you tell me a story with a [insert sound] word and a [insert sound] word?

 How do you tell them apart?

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