

Run sheet, Sound Hunt

Goal. Every girl hears the first sound in an everyday word and marks it on paper.

Before you start

- Write **m** and **s** where all can see. **Say the sounds, "mmm" and "sss", never the letter names.**
- At each place: Sheet B, then Sheet A, a pencil or one between two. Sheet C only for 60.
- Room hunt: nothing from a bin, nothing sharp, hot or plugged in.

The clock, 45 minutes

- 0 to 5 min: sound circle
- 5 to 15 min: two sounds, two signals
- 15 to 23 min: sound hunt in the room
- 23 to 38 min: mark it on paper
- 38 to 45 min: close

Run 45 if you can. In 30: 0 to 4, 4 to 11, 11 to 16, 16 to 26, 26 to 30. In 60: 0 to 5, 5 to 15, 15 to 25, 25 to 40, 40 to 60, where the last stretch runs **b** and **t** on Sheet C. With mostly four-year-olds, shorten the middle, never the close.

What you do

1. Say a word and stretch its first sound: "mmmoon". Say it twice.
2. Ask for that first sound only, not the whole word. Do moon, sun, mat, seed.
3. Say: "That first little bit of a word is what we are hunting today."
4. Agree two signals: hand on head for m, hands in lap for s.
5. Say these one at a time: moon, sun, mat, soap, milk, sand, map, seed, mouth, salt.
6. All signal together on your count of three. Then say: "Yes, sssand starts with sss."
7. Ask: "Find something here that starts with mmm." Take four or five. Repeat for sss.
8. Hand out Sheet B. Read each row aloud twice. Wait for everyone before the next row.
Sheet B, rows 1 to 8: moon m, sand s, soap s, mat m, salt s, milk m, stone s, market m.
Sheet C, 60 min, rows 1 to 6: ball b, table t, tin t, bag b, tooth t, bucket b.
9. Then Sheet A. Each girl draws one m thing and one s thing, and letters them if she can.
10. Ask quietly: "What did you draw? What sound does it start with?" That is your real check.
11. Close. Each girl says one word and its first sound. Repeating somebody else is fine.
12. Name what they did: "Today you heard the first sound in words. That is what readers do."

Watch for

1. A girl offers a word you never said and names its first sound correctly.
2. On Sheet B, rows seven and eight are as good as the early rows, not drifting one way.
3. A girl catches a first sound outside the activity, in a name or in something you said.

What goes wrong most. The group answers with letter names, "em" not "mmm". Point at the letter and say only its sound.

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