

C. Listening Skills

Skills practiced: concentration, discerning differences in sounds (needed in learning to read), taking turns.

#C2a: The Same Sound

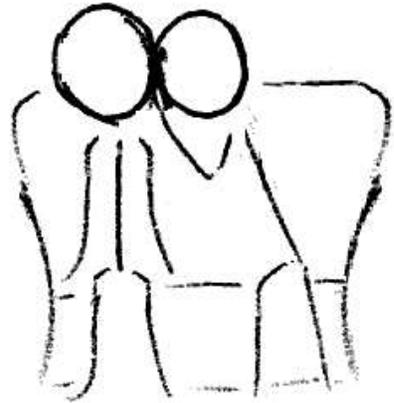
Needed: Nothing.

Activity: Everyone sits down in a circle. The first person says a word out loud. The next person must say a different word which starts with the same sound. Do this all the way around the circle or until the students run out of words.

Switch to a different starting sound and repeat.

Variations:

- Every fourth person (or third person) may say change the starting sound.
- Instead of starting with the same sound, the words need to rhyme (end with the same sound).



#C2b: Two Different Sounds

Activity: Divide the students into two groups. Choose two sounds in the students' language which are similar (an English example: "ch" and "sh"). One group will stand up or raise their hands each time you say a word which begins with (for example) "ch"; the other group will stand up or raise their hands each time you say a word which begins with (for example) "sh". (English examples: chair, share; shin, chin; chain, shame . . .)

Keep it fun. If this is too difficult, switch to words beginning with two very different sounds (English example: "b" and "s" as in bin, sin; sun, bun . . .). Also, be sure to focus on **sounds** and not **spelling** (English example: "circus" and "sea" start with the same sound; "eagle" and "egg" do not.)

Repeat with two different starting sounds (English example: "t" and "d").

Variation: Sometimes include a word which does not start with either sound (ship, chip, sip). Have a student be the leader and thinking up the words.

Worksheet: The Same Sound #C1

Tip to teacher—have the students exchange worksheets and discuss with each other whether or not they agree that the things drawn begin with the same sounds.



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