

Homework without the hassle

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First Sound Detectives - Foundation

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Teacher guide: a listening week

Learning focus

Children hear, compare and sort first speech sounds, then create oral same-start pairs and short alliterative phrases. Alliteration repeats a first sound; matching letters are not the rule. Brief rhyme retrieval distinguishes beginnings from endings.

Before teaching

Name all pictures with the learner before scoring. Check meanings using objects, actions or home-language explanations. Use the agreed names on the next page consistently. A picture unknown to a child is a vocabulary issue before it is a sound error.

Prepare resources

Use full-size picture cards for display or flashcard practice. For four-card mat placements use cards reduced to about 30%, or arrange full-size groups beside the mat. An adult cuts cards where needed. Sound Trail needs one shared counter, its rules/challenges and a selected card set; no dice or timer.

Sequence and assessment

Teach five flexible 20–45 minute sessions. Revisit the four-step display daily. The quiz supports listening practice and feedback; it does not establish oral generation. The final fresh-picture task, listening observation and rubric provide recognition and generation evidence separately.

Access and ownership

Read all text aloud. Children may speak, point, select pictures, draw or use AAC; adults may scribe exactly what the child communicates. Provide familiar vocabulary, extra wait time and smaller picture sets. Preserve the learner's own idea. Do not score accent, eye contact, speed, handwriting, reading or confidence.

Teacher naming and response key

Picture-card names

/m/: moon, mouse, map, mug. /s/: sun, sock, soap, seal. /f/: fish, fan, feather, fork. /b/: bat, ball, bear, boat. /t/: turtle, tent, tiger, toes. /p/: pig, pan, pear, pen. Bat is the flying animal; pan is a cooking pan. A fan may be folded or electric. Consistently name feet/toes as “toes” for the planned group.

Pure sound models

Stretch /m/, /s/ and /f/ gently without a vowel. Clip /b/, /t/ and /p/ briefly; never model “buh”, “tuh” or “puh”. Say the whole word, then its start. Printed sound notation is for adults and is not a child reading requirement.

Practice and worksheet keys

Same or different? rows 1–6: same, different, same, same, different, same. Odd-start practice: sun, pan, bear, pen. Matching start worksheet: mouse, soap, fork, ball. Sound families worksheet: moon → mouse/mug; sock → seal/sun; fork → fish/fan. Different starts worksheet: sun, pan, bear, pen.

Variable response

Sound phrase and reflection pages have possible models, not a single required answer. Accept any known spoken words sharing the first phoneme. A meaningful short phrase can include a non-demonstrating grammatical word. Ask the child to re-say an unclear name before deciding.

Fresh assessment key

Use names rabbit/robot, duck/dog, leaf/cup: same /r/, same /d/, different /l/ and /k/. Name key/kite/banana: banana is different, /b/ rather than /k/. Record the child's generated pair/phrase and the support actually used. These pictures are fresh task choices, not a memorisation test.

Lesson 1: listen at the start

Purpose and vocabulary

Recognise the first speech sound and compare two familiar names. Words: whole word, first sound, same, different. Materials: listening routine display, detective think-aloud, picture cards, Same or different? sheet, Matching starts worksheet/key; presentation slides 2–8.

Warm-up • 5 minutes

Name moon, mouse, sun, sock, fan, fork, bat, ball, soap, fish, boat and tent with pictures. Check meanings and accept familiar explanations. Practise the whole word together without asking children to read them.

Explicit model • 8 minutes

Say: “This is moon. I say the whole word moon. Now I listen right at the start: /m/. This is mouse. I hear /m/ again. The starts match. Contrast moon/sun: “I hear /m/ and /s/. Those starts are different.” Keep sound pure.

Guided practice • 10 minutes

Use the six same or different? pairs in order. Name both pictures before asking. Children point, speak or select a response. After each decision ask “What did you hear at the start?” Model one retry if a child used meaning rather than sound.

Child practice • 12 minutes

Partners take turns naming and comparing two cards; start with moon/mouse and sun/sock, then mix matching and different pairs. Adult reads the Matching starts directions and all picture names. Children circle, point or indicate one matching choice in each row.

Lesson 1: support and evidence

Responsive grouping · 5 minutes

Support: use just two familiar pictures, re-name them and model the first sound. Core: compare a new pair and state or indicate same/different. Extend: find a third word sharing the heard start without a picture prompt.

EAL/D and AAC

Preteach the English names with real objects/actions and home-language support. Offer two picture choices and a same/different response board. Allow a communication partner to scan choices. Record what the child selected rather than an adult's guess response.

Observable evidence

Notice whether the child compares first sounds after names are supplied, whether they need a model and how they show reasoning. The red worksheet key is mouse, soap, fork, ball. Use the immediately following answer page for checking, not a reading exercise.

Closure and transfer · 2 minutes

Ask children to re-run the routine: say the word, listen at the start, compare. Each learner chooses or hears a familiar classroom word and listens to its start. Keep the answer oral or pictured.

Next teaching decision

A missed vocabulary item leads to a naming rehearsal. A sound comparison error leads to a smaller contrast set and pure-sound modelling. Correct familiar pairs with support lead to new pairs in Lesson 2. Flexible total: about 40 minutes; split practice into shorter blocks if useful.

Lesson 2: sort sound families

Purpose and materials

Sort heard starts around picture anchors and re-check a fresh card. Words: sound family, anchor, compare, check. Use picture cards, both sound-family mats, Sound families worksheet/key and presentation slides 9–12. Begin with two groups before introducing three.

Warm-up · 5 minutes

Retrieve moon/mouse and sun/sock orally. Name mug, map, soap, seal, fish, fan and fork. Children make the first sound after hearing a whole word; avoid displaying alphabet labels as solutions.

Explicit model · 8 minutes

Say: “The anchor is moon. This new card is mug. re-say moon, mug. Both start /m/, so mug belongs here.” Hold fish near moon: fish starts /f/. It does not match /m/. I need the fork family.” Check by saying both names again.

Guided practice · 10 minutes

Use moon and sock anchors first. Children place mouse, mug, sun and seal. Then add fork, fish, fan and feather. Name each new card before deciding; invite a partner to listen and check. Repeat with bear/turtle/pig anchors and their family cards as readiness permits.

Child practice · 12 minutes

Pairs sort a mixed subset, switch naming/placing roles and justify one fresh placement. Complete Sound families: six cut-apart pictures go to moon, sock or fork. The adult can cut; pointing or numbered adult recording can replace motor demands.

Lesson 2: support and evidence

Differentiate · 5 minutes

Support: two families, two cards each and an adult model. Core: three families with a fresh named card. Extend: suggest an unseen word for an anchor family and explain its sound. Do not extend by alphabet sorting.

Access

Prepare a small uncluttered card set. Use spoken, signed or AAC picture selection with the same named vocabulary. A child may place a card beside an enlarged mat rather than inside it. Adults acknowledge the child's decision before re-modelling or matching.

Worksheet key

Moon anchor: mouse and mug. Sock anchor: sea and son. Fork anchor: fish and fan. Check the matched answer immediately after the worksheet. Count sound placements, not cutting or gluing skill.

Evidence

Record one independently checked card and one placement requiring a reminder. Ask "Say the two words that matches?" A family chosen by animal type rather than first sound needs another explicit contrast. Record vocabulary/AAC help separately.

Closure · 2 minutes

A partner selects a new card and the learner identifies its anchor. Everyone re-says the names to check. Transfer to a familiar classroom object or name where appropriate; respect the learner's pronunciation. Total about 40 minutes.

Lesson 3: find a different start

Purpose and vocabulary

Identify an odd first phoneme and justify the choice. Words: two alike, different start, clue, rhyme. Use Which start is different?, Different starts worksheet/key, sound-versus-rhyme display, picture cards and Sound Trail; presentation slides 13–15.

Warm-up · 5 minutes

Name the four triads before the task: mouse/mug/sun; soap/seal/pan; feather/fish/bear; turtle/tiger/pen. Rehearse any unfamiliar vocabulary. Children say each word.

Explicit model · 8 minutes

Say: “Mouse, mug, sun. Mouse and mug start /m/. Sun starts /s/. Sun is the different start.” Contrast fish/fan with fish/bear: two objects can start alike even when only one is an animal. Listen, rather than sorting by meaning.

Guided practice · 5 minutes

Work through the remaining triads on the colour sheet, asking children to point and make or indicate the different sound. Retrieve cat/hat briefly: their endings rhyme, but /k/ and /h/ do not match at the start.

Child practice · 12 minutes

Complete the four Different starts groups. Pairs then make a new two-alike/one-different set using cards and invite a partner to solve it. Run a short Sound Trail rotation: share one counter, move one space, follow its symbol challenge and help each other retry.

Lesson 3: support and evidence

Differentiate · 5 minutes

Support: compare just two starts first; add a third after a successful model. Core: find an odd start among three named pictures. Extend: build a new valid triad and explain why two match. A child may choose by AAC rather than produce a spoken phoneme.

Keep the game usable

The board's ear means compare a named pair; picture cards mean find a matching start; speech bubble means create a pair or phrase; magnifier means find an odd start. Use the four challenge cards to read each action. No timer, elimination or dice on shared counter advances after supported practice.

Evidence and key

Different starts answers: sun, pan, bear, hen. Ask how the learner knows, using sound or picture-supported explanation. Record repeated games, modelled sounds and vocabulary supports. Correct circling without a sound explanation is recognition evidence only.

Closure · 2 minutes

Ask "Were we listening to beginnings or rhyming endings today?" Children point to the appropriate display panel. Invite a same-start pair from a classroom context. Avoid turning this into a full rhyme lesson.

Next step

If semantic grouping persists, contrast fish/fan directly and let the learner hear the two /f/ starts. If first-sound reasoning is secure, move to the oral generation lesson. Total about 40 minutes.

Lesson 4: make sound phrases

Purpose and materials

Create a same-start pair and a short oral alliterative phrase. Words: pair, phrase, repeat, playful. Use phrase display/models, Make a sound pair mat, Make a playful phrase mat, My sound phrase worksheet/model; presentation slides 16–19.

Warm-up · 5 minutes

Read “Many mice munch” and “Funny fish float” aloud. Explain munch and float with actions. Children hear repeated /m/ and /f/ starts; they do not need to read or remember the printed phrase.

Explicit model · 8 minutes

Say: “I choose pig. I want another /p/ word: pan. pig, pan a sound pair. I could make a different /p/ idea: Playful pigs paint.” Explain that a phrase shares an idea, and a learner can change the words while keeping the heard start.

Guided practice · 10 minutes

Choose one from picture from the pair mat. Invite several matching words, then re-say each pair to check the first phoneme. Share “Big bears bounce” and “Tiny turtles tumble” as possibilities. A grammatical word need not repeat the target sound.

Child practice · 12 minutes

Children make a pair on the mat, select or draw pictures and tell a short phrase. Adult may scribe the child’s exact communicated words. My sound phrase offers large drawing and scribing space. Partners listen and repeat the heard shared start.

Lesson 4: support and evidence

Differentiate · 5 minutes

Support: offer two familiar matching choices, then let the child select their own pair. Core: create an original same-start pair and try a phrase. Extend: create another phrase with a new first sound or explain a non-matching suggestion.

Respect child generation

A repeated adult phrase is model-following evidence, not independent generation. Offer wait time and a vocabulary cue without choosing the whole answer. A selection of two independently chosen same-start words is valid. Record the child's response and support.

Model-page use

The following red model shows one possible mouse/muscle plan and "Many mice munch". It is not the only answer and it is not a script to copy. Any valid pair or phrase using the first sound is acceptable; drawing and handwriting quality are irrelevant.

Evidence

Listen for a child-generated match, the first sound identified or shown, and how much prompting helped. Ask "Say both words again. Does your start match?" If the child notices a mismatch and changes a word, record that useful checking behaviour.

Closure · 2 minutes

Invite one learner-created phrase, then a partner echoes its shared first sound. Transfer to a familiar name or everyday object only with appropriate vocabulary and respectful pronunciation. Total about 40 minutes.

Lesson 5: share and transfer

Purpose and materials

Transfer first-sound recognition to fresh pictures and generate a new pair/phrase. Use Detectives share mat, Detective reflection/model, New sound clues assessment, Listening observation and Listening and creating rubric; presentation slides 20–22. Quiz is optional oral retrieval, not the final generation measure.

Warm-up · 5 minutes

Retrieve the four-step routine. Ask children to listen to a familiar pair, then independently name or choose a matching word. Use a short supported model only if needed; note it for assessment interpretation.

Explicit preparation · 8 minutes

Explain: “I will name new pictures. You can tell, point or use AAC. First we compare starts. Then you make your own sound pair.” Teach meanings of rabbit, robot, duck, dog, leaf, cup, key, kite and banana before beginning the task.

Guided readiness · 10 minutes

Practise the response method with a different familiar pair. Demonstrate pointing to same/different and choosing an odd picture without giving final task answers. Separate vocabulary teaching from scored sound responses.

Child task · 12 minutes

Adult names each fresh pair: rabbit/robot, duck/dog, leaf/cup. Child compares starts, then chooses the odd start in key/kite/banana. Invite a self-created same-start pair and short phrase. Record exact words or picture/AAC selections and the help used.

Lesson 5: assessment and next steps

Evidence · 5 minutes

Use Listening observation to record recognition and generation separately. Fresh fixed responses: same /r/, same /d/, different /l/ and /k/; banana is the odd /b/ start against /k/ in key/kite. Child-created responses vary; check the first phoneme, not spelling.

Accessible task

Use a quiet small group or individual exchange, familiarised pictures and AAC scanning when needed. An adult names pictures and scribes. Record all models, reminders and vocabulary supports. A supported success is useful learning evidence, not a reason to score speech-language variation as failure.

Rubric and planning

Select the observed stage for recognising starts, creating pairs, and explaining/creating a phrase. Stages describe modelling, prompts and increasing independence; they are not speed or compliance levels. A learner may have different stages across targets. Use actual evidence to choose a next step.

Reflection and closure · 2 minutes

On Detective reflection children share a new pair/phrase and a listening clue, orally or with pictures. The role model is only a possibility. A partner repeats a heard shared sound. Invite the child to notice a word start in another everyday situation.

Teaching after this week

If recognition needs a model, return to two familiar picture names. If recognition is secure but generation needs cues, offer an anchor and a small vocabulary set. If both transfer, invite a new first sound and a fresh phrase. Total about 40 minutes; revisit observations across contexts.

First Sound Detectives

1. Say the word.



2. Listen at the start.



3. Compare



4. Make a sound pair.



➤ Say it. Hear it. Try it. ➤



Sound or rhyme?

1

Same first sound

Listen at the start.



2

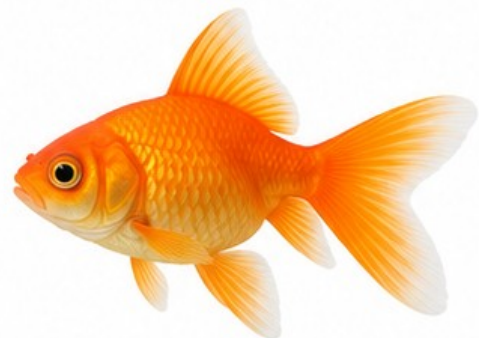
Rhyming ends

Listen at the end



3

Different starts and ends



Our detective job:
listen to the first sound.

Make a sound phrase

1 Choose a sound pair.



2 Say a playful phrase.



3



Many mice munch.

Keep the first sound.
Make your own idea.

A detective thinks aloud

1



I say both words

2



I hear the same first sound.

3



This start is different.

Name the pictures before asking.
Listen to sounds, not letters.

Playful sound phrases

Many mice munch.



Some seals swim.



Funny fish float.



Big bears bounce.



Tiny turtles tumble

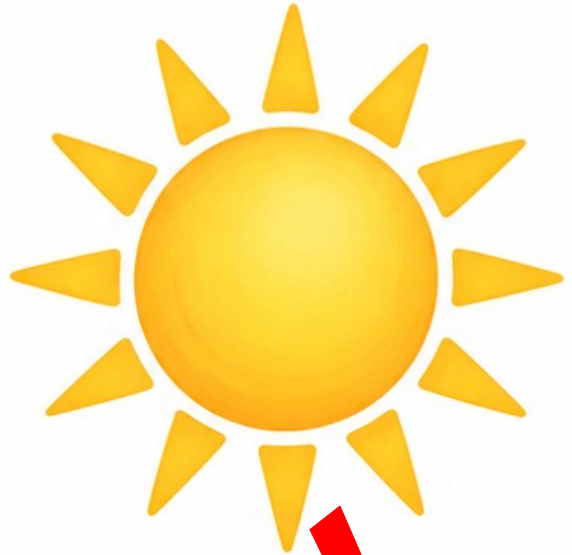


Playful pigs paint.



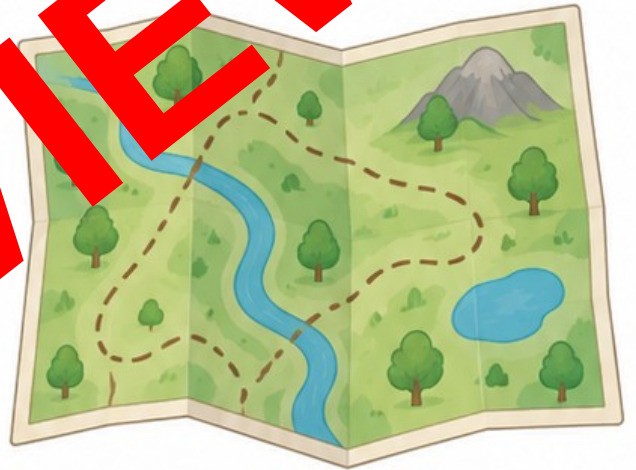
Say each phrase. Stretch or clip the first sounds. Try your own.

Picture cards



PREVIEW

Picture cards



PREVIEW



Picture cards



PREVIEW

Picture cards



PREVIEW



Sound families



Say each word. Place pictures
with the same first sound.



PREVIEW



Say it again to check.





Sound families



Say each word. Place pictures with the same first sound.



PREVIEW

Say it again to check.





Same or different?

Be a
listening
detective!



An adult names both pictures. Listen at the start. Point to your choice.

1

☐

Same

☐

Different

2

☐

Same

☐

Different

3

☐

Same

☐

Different

4

☐

Same

☐

Different

5

☐

Same

☐

Different

6

☐

Same

☐

Different



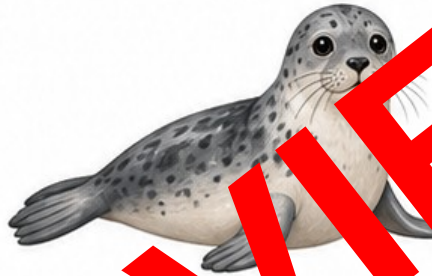
Which start is different?

Say the three words. Two starts match. Point to the different start.

1



2



3



4



Tell or show how you know.



Sound Trail

♥ Listen • Notice • Discover • Together ♥



START



FINISH

Good Listeners
Brighter Days ♥

Take turns. Help each other.
Everyone reaches the finish.

Sound Trail: how to play

-

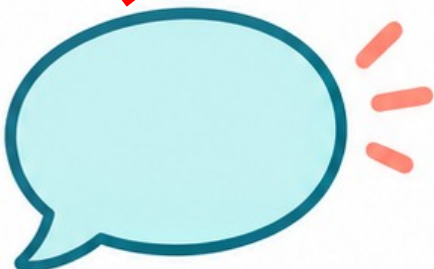
Everyone wins at FINISH.



Say two picture names
Same first sound and
different



Find a picture that starts like your card.



Make your own same-start pair or short phrase.



Find the odd start in three pictures.

Use the picture cards. Begin with two sound groups. No timer or elimination.

Make a sound pair

Choose one picture. Find another with the same first sound.



PREVIEW

My sound pair is ...

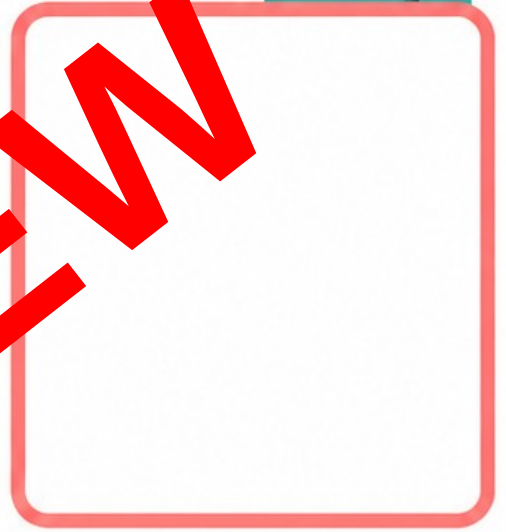
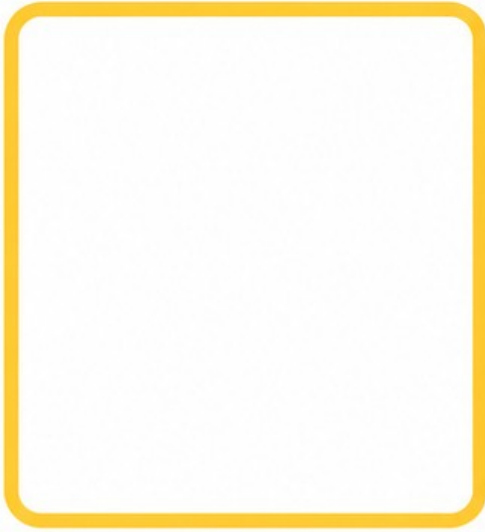
Say both words. A partner checks by listening.



Make a playful phrase



- 1 Choose two same-start pictures.
- 2 Add a word to make a short phrase.
- 3 Say it. Listen. Try again.



PREVIEW

My phrase:



An adult may scribe. Pictures, speech or AAC are welcome.

Detectives share



I hear ...
at the start.



My sound
pair is ...

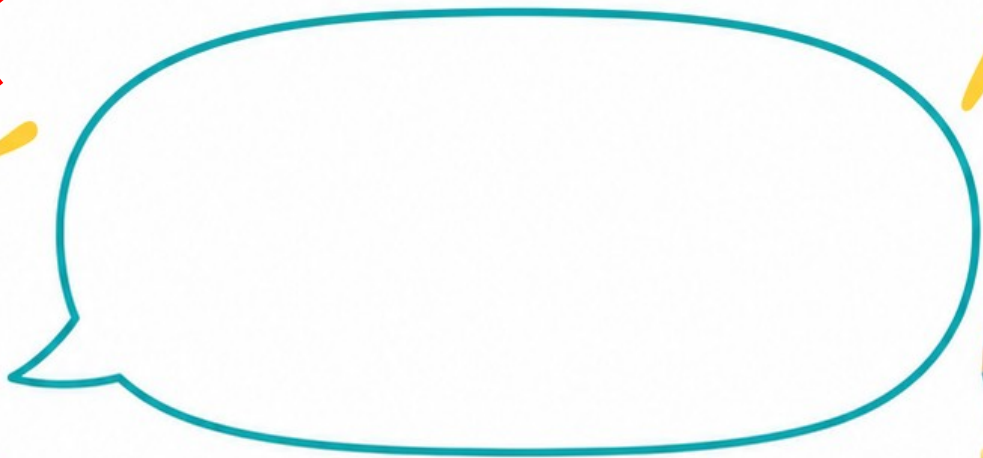


My playful
phrase is ...

My first picture

My matching picture

PREVIEW



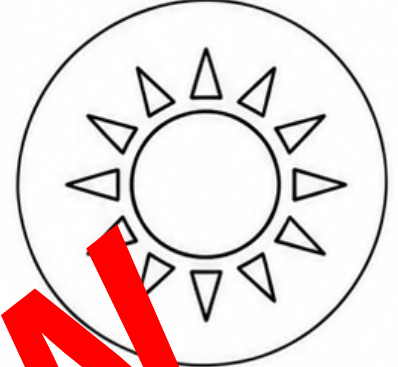
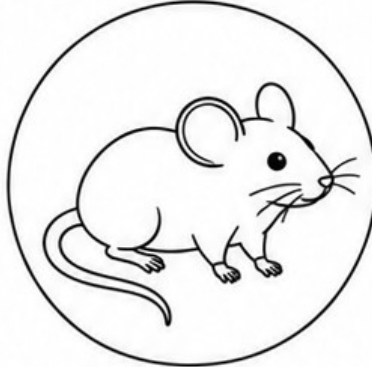
Speak, point, draw or use AAC.
An adult can record your words.

Name: _____

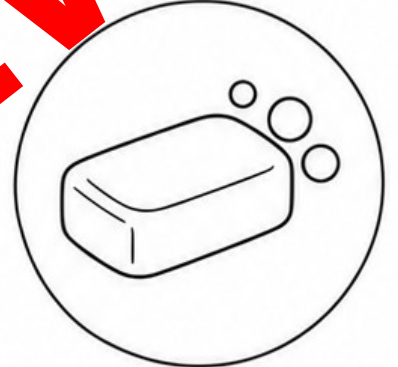
Matching starts

An adult names each picture. Circle the picture with the same first sound as the first picture.

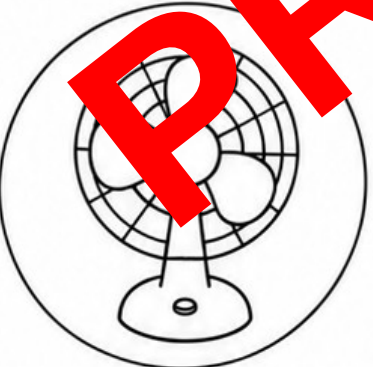
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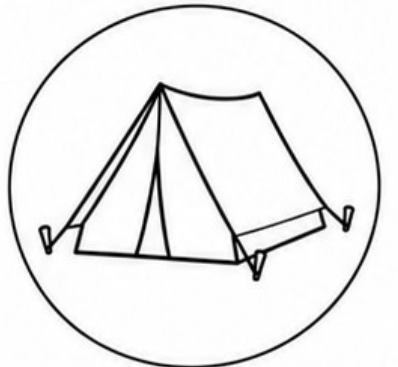
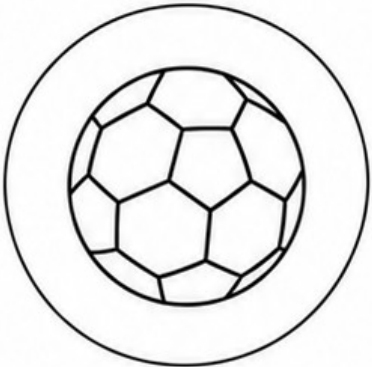
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3.



4.

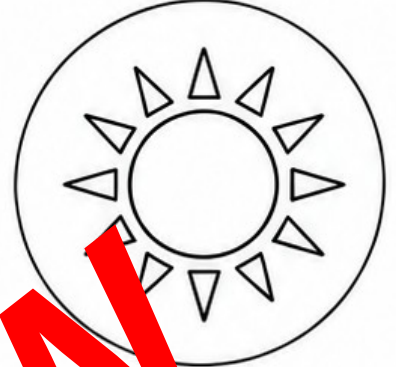
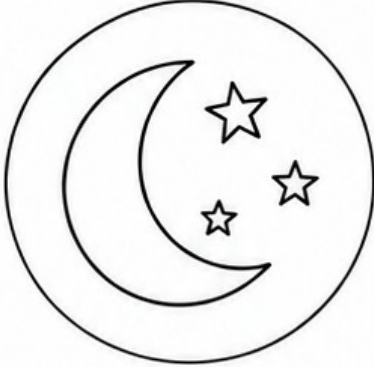


Name: **ANSWERS**

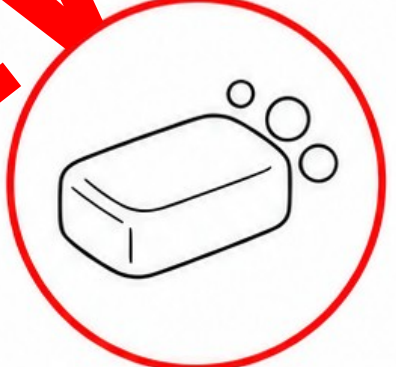
Matching starts

An adult names each picture. Circle the picture with the same first sound as the first picture.

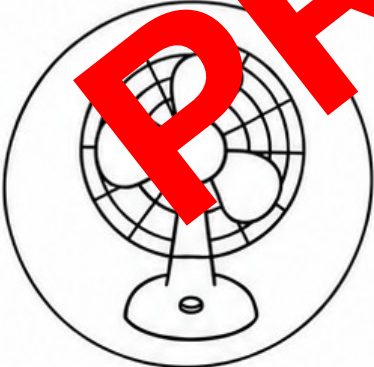
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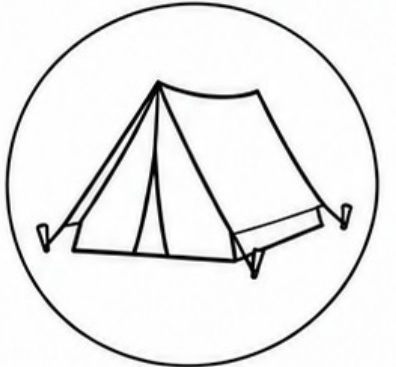
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3.



4.



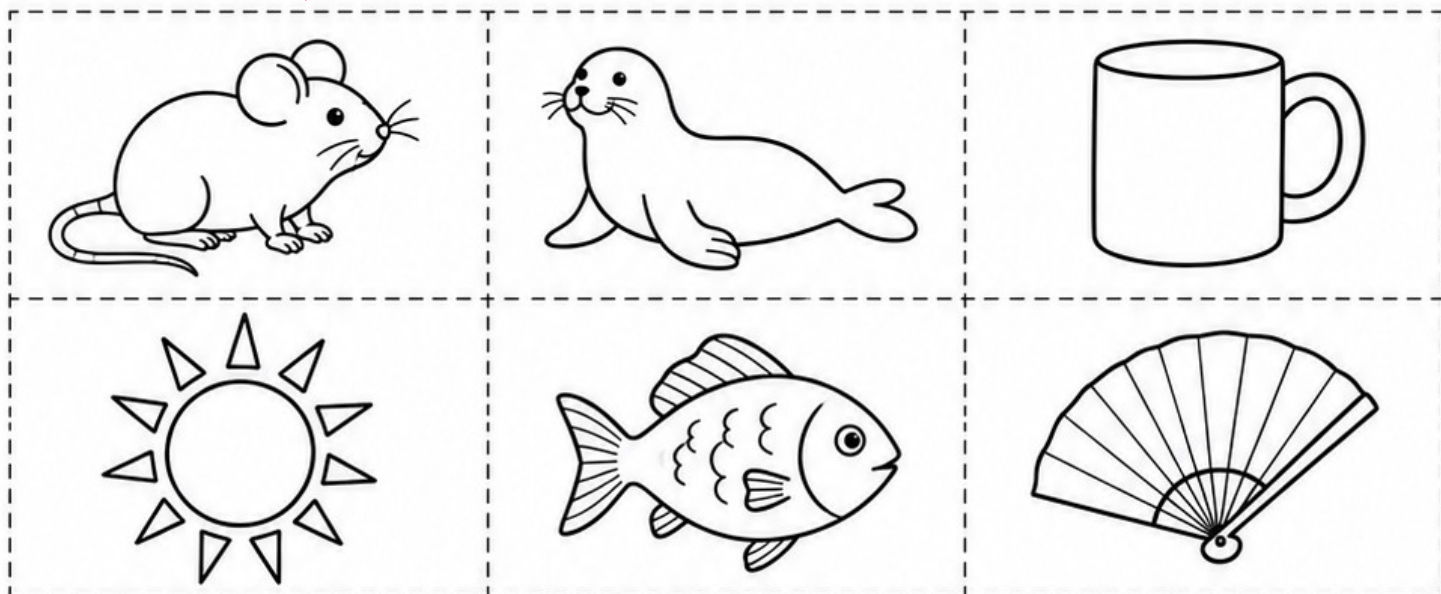
Name: _____

Sound families

Say each picture name. Cut and place pictures with the same first sound.



PREVIEW



Name: **ANSWERS**

Sound families

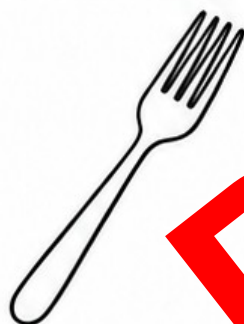
Say each picture name. Cut and place pictures with the same first sound.



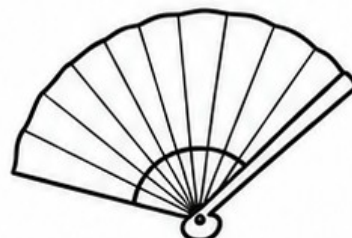
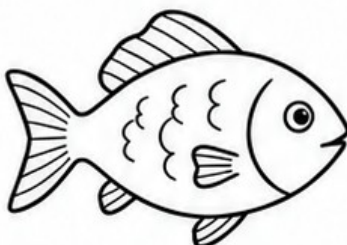
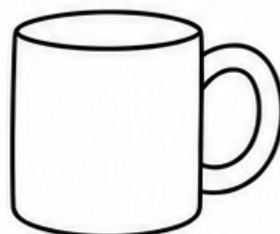
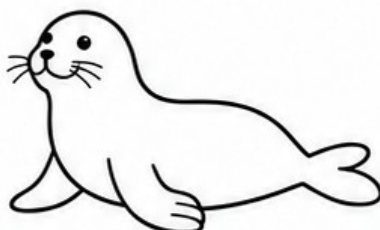
mouse, mug



seal, sun



fish, fan

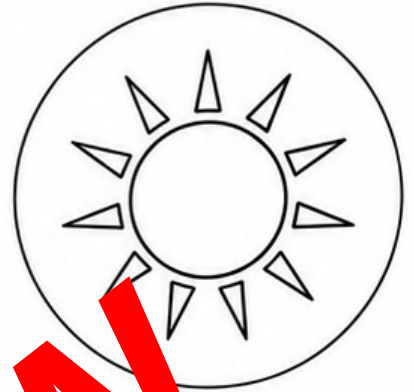


Name: _____

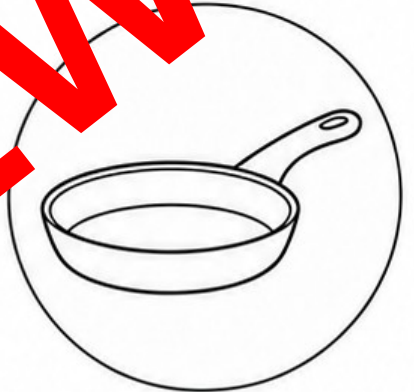
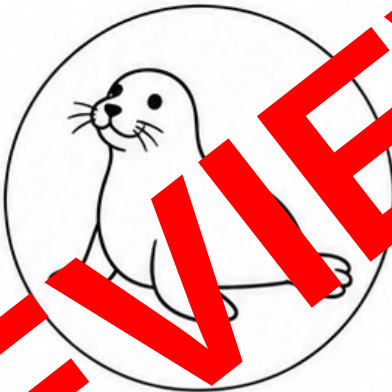
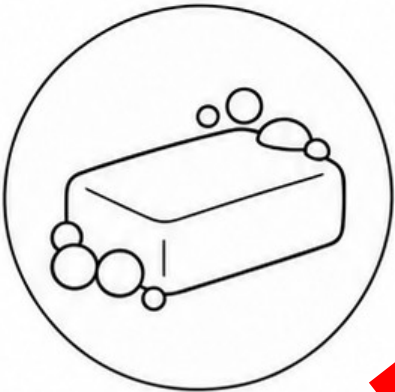
Different starts

Say the three words. Circle the picture with a different first sound.

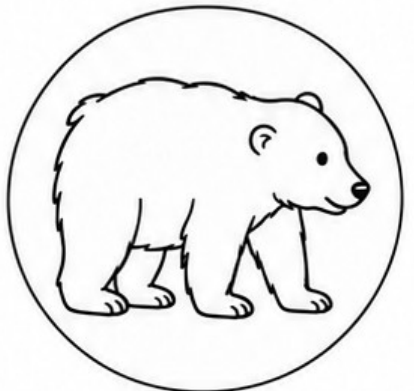
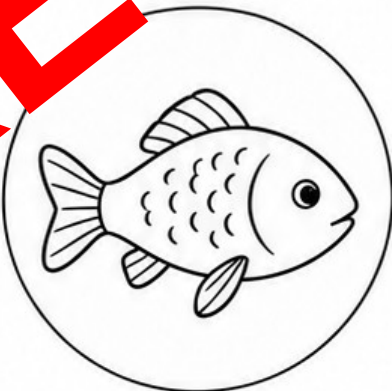
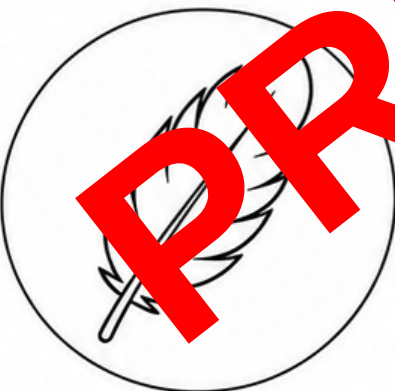
1.



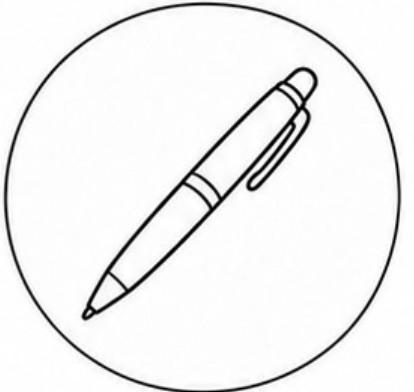
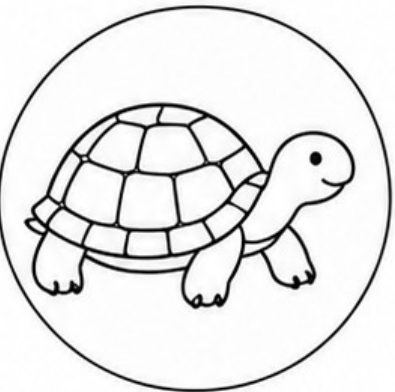
2.



3.



4.



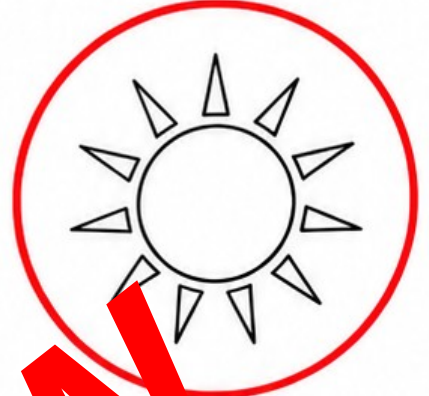
Tell or show why your choice is different.

Name: **ANSWERS**

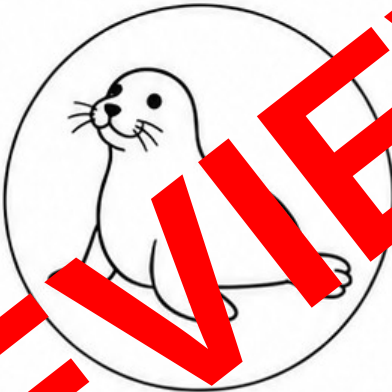
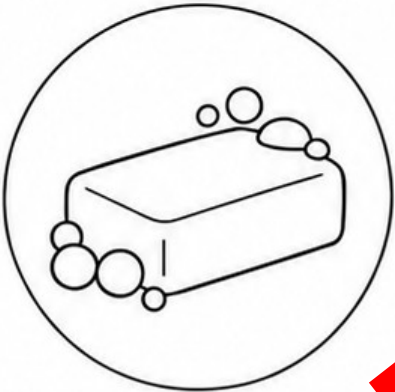
Different starts

Say the three words. Circle the picture with a different first sound.

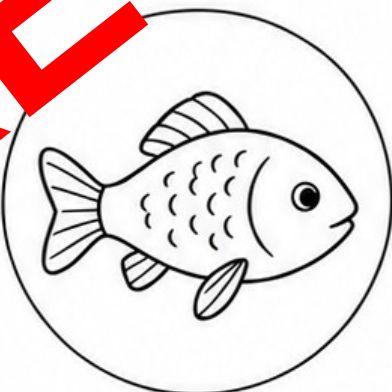
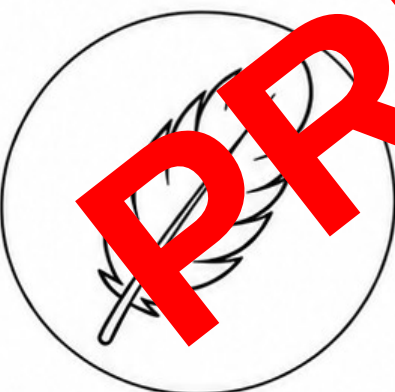
1.



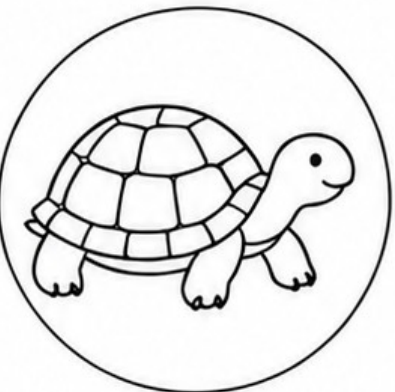
2.



3.



4.



Tell or show why your choice is different.

Name: _____



My sound phrase



Think of two words with the same first sound.
Draw your pair. Say a playful phrase.

My first picture

My matching picture

PREVIEW

My spoken phrase

An adult may scribe. There are many possible sound pairs.



I hear ... at the start.

Name: **ANSWERS**



My sound phrase



Think of two words with the same first sound.
Draw your pair. Say a playful phrase.

My first picture



My matching picture



My spoken phrase

Possible model: Many mice munch.

An adult may scribe. There are many possible sound pairs.



I hear ... at the start.
m

Name: _____

Detective reflection

Tell, point, draw or use AAC. An adult may scribe.



A new sound pair

First picture

Second picture

PREVIEW

My phrase

I listened for ...

A clue that helped me ...

Next time I will try ...



Name: **ANSWERS**

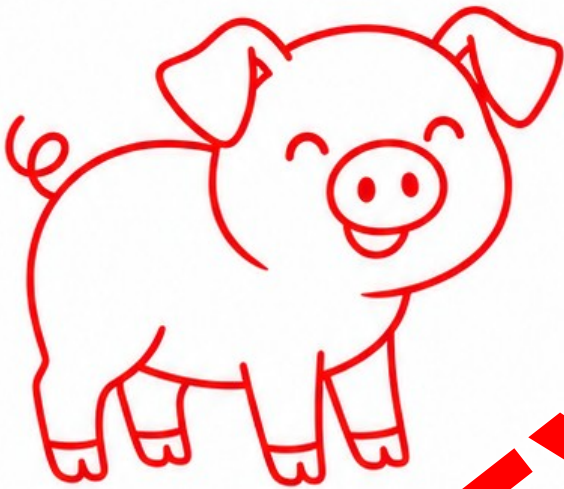
Detective reflection

Tell, point, draw or use AAC. An adult may scribe.



A new sound pair

First picture



Second picture



My phrase

Possible model: Playful pigs paint.

I listened for ...

the first sound

A clue that helped me ...

**saying both
words slowly**

Next time I will try ...

**another sound
pair**



Name: _____

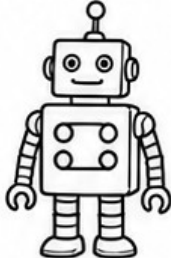
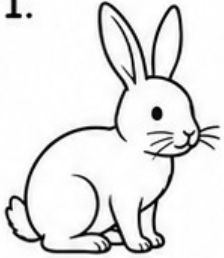


New sound clues

An adult names every picture. Listen at the start. Tell, point or use AAC.

1. Same first sound or different?

1.

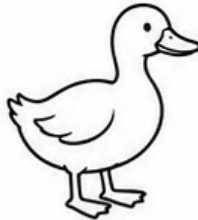
☐

Same

☐

Different

2.

☐

Same

☐

Different

3.

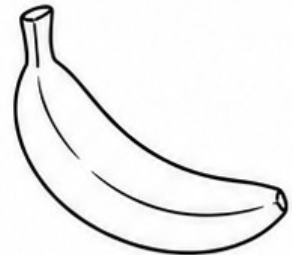
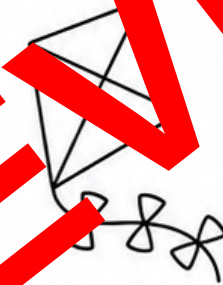
☐

Same

☐

Different

2. Which start is different?

☐☐☐

3. Make your own sound pair.

4. Say your own playful phrase.



Learner: _____

Date: _____

Listening observation

Name pictures consistently. Record recognition and generation separately. Accept speech, pointing and AAC.

Picture names used

Recognition: actual choice and first sound heard

Generation: learner sound pair or phrase

Reasoning: what the learner said or how it

Prompts and meaning

Vocabulary or AAC supports

Next teaching step

Observe sound learning, not accent, speed, reading, writing or confidence.

Listening and creating

Learner: _____

Date: _____

Learning	With modelling	With prompts	Increasing independence
Recognises starts	Matches a pair after an adult model.	Matches familiar starts with a reminder.	Compares fresh named pictures accurately.
Creates sound pairs	Repeats an adult same-start pair.	Offers a pair with a picture cue	Creates a valid new same-start pair.
Explains or creates a phrase	Shows a sound after a model.	Shares a sound or phrase with support.	Explains a first sound or creates a valid phrase.

Evidence and supports

Next step

Judge the sound target. Do not score accent, speed, reading, handwriting or confidence.

First Sound Detectives





Our listening goal

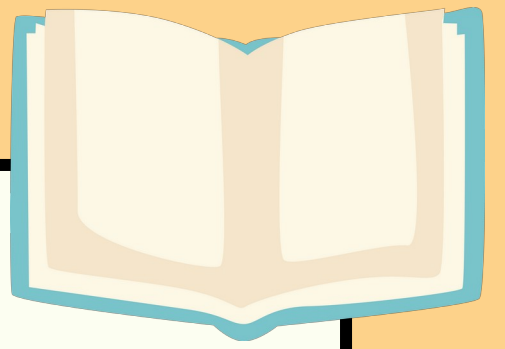
Hear a first sound.

Find a matching start.

Make your own sound pair



Our detective routine



Say the word.

Listen at the start.

Compare.

Make a sound pair.



A whole word and its start



Adult: say “moon”.

Say the whole word together.

Now listen only at the start.

The first sound is /m/.





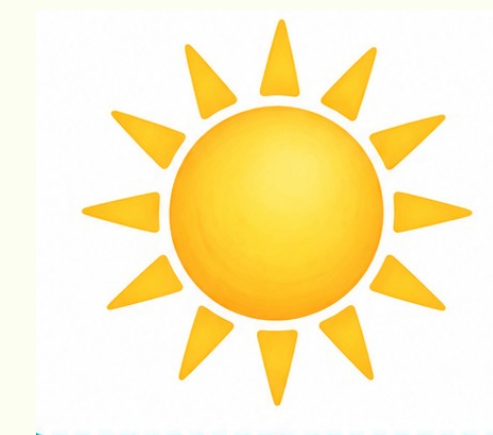
Stretch these sounds

Adult: model /m/, /s/, /f/.

Hold each sound gently.

Keep it pure.

Do not add “uh”.



Clip these sounds

Adult: model /b/, /t/, /p/.

Say each sound briefly.

A short sound has a quick stop.

Do not add "uh".





Listen to this pair

Adult names both pictures.

Say both words slowly.

Their first sounds match.

I hear /m/ at the start.



Same or different?

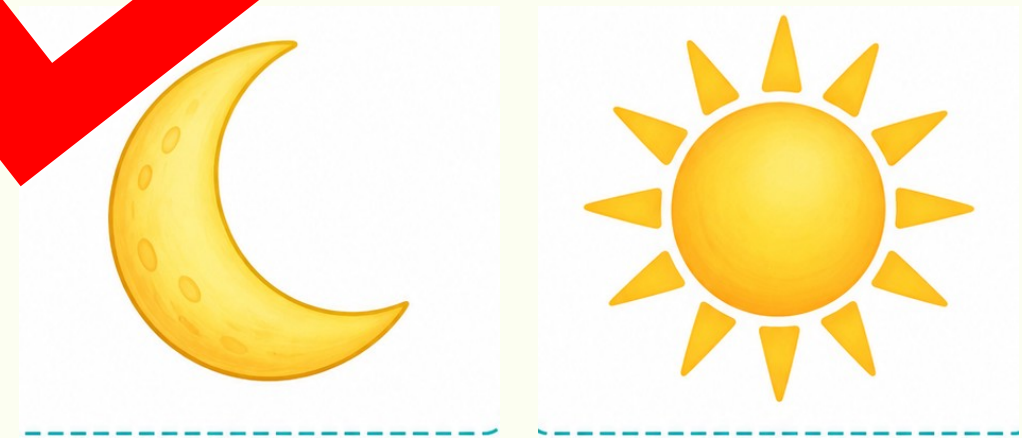


Adult names both pictures.

Listen at the start.

Are the starts the same?

Point, say or use AAC.



Sort by a picture anchor



Adult: name moon and mug.

Re-say both words.

I hear /m/ in both starts.

Place the mug by the moon.



Try three sound families



Adult: name moon, sock, fork.

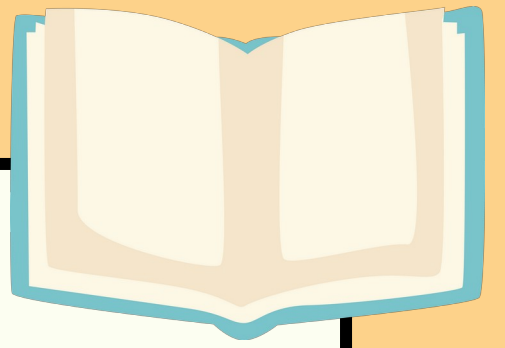
Say each new card name.

Choose the matching start

Say it again to check.



New sound families

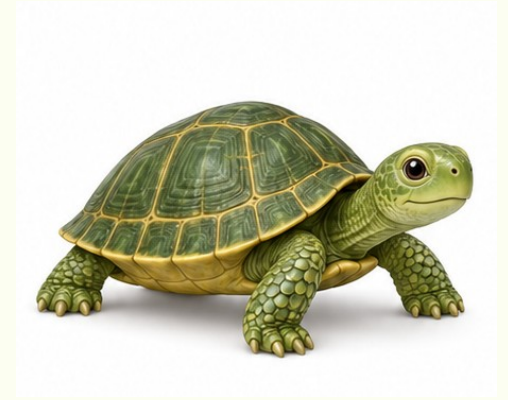


Adult: name bear, turtle, pig.

Name your new card.

Which picture start match?

Explain by making the sound.



A partner checks



Choose a card.

Say its name before sorting.

Your partner listens.

Try again together if needed.



Find the different start



Adult names all three pictures.

Two first sounds match.

One start is different.

Point to it. Tell or show w





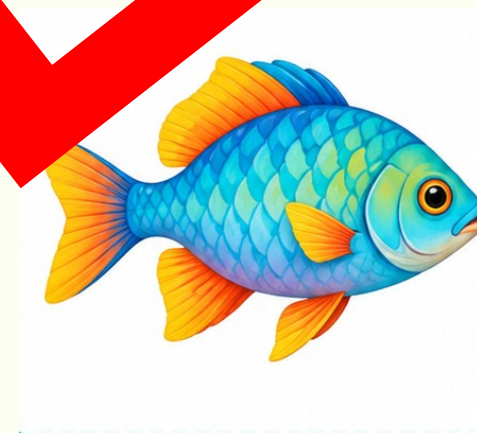
Listen beyond meaning

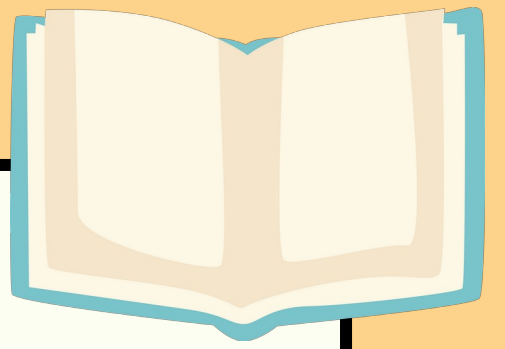
A fish and a fan start alike.

They are different kinds of things.

Sound groups use what we hear.

They do not use animal groups.





A start or a rhyme?

Adult: say “sun, sock”.

They share a first sound.

Now say “cat, hat”.

They rhyme at the end.



Playful sound phrases



Many mice munch.

Some seals swim.

Funny fish float.

Adult: read; children listen





Choose your sound pair

Say a picture name.

Think of a matching start.

Choose or create your second word.

Say both words to check.





Make a short phrase

Adult model: "Playful pigs paint."

Hear the repeated /p/ sound.

Try your own playful idea.

An adult can record your words.



Your phrase can be different



Big bears bounce.

Tiny turtles tumble.

Your valid idea is welcome

Speak, point, draw or use AAC





Try the final listening task

Adult: use the New sound clues sheet.

Name each picture before asking

Compare and find different starts.

Show what you hear.





Create and share

Make your own sound pair.

Say a short phrase if you can.

A partner repeats the heard sound.

What listening clue helps you?





Well Done!
Keep listening to word
starts.



PREVIEW

First Sound Detectives

Quiz

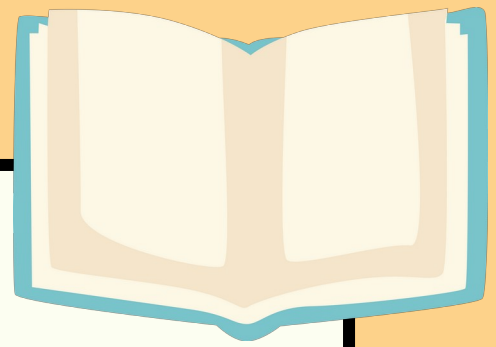


Question 1: Same first sound?

Adult: say "moon, mouse".

Do the first sounds match?

Choose: Same / Different.

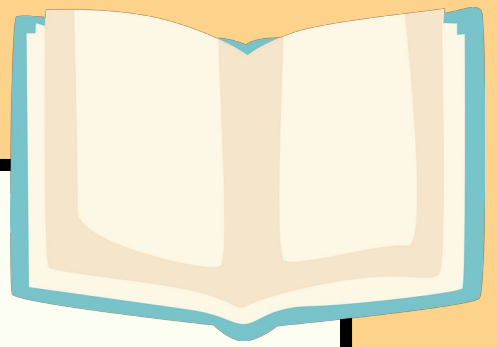


Answer 1

Same.

Both words start with /m/.

Say them again and listen





Question 2: Which picture matches?

Adult names moon, sun, mug.

Which starts like moon?

Choose: sun / mug.

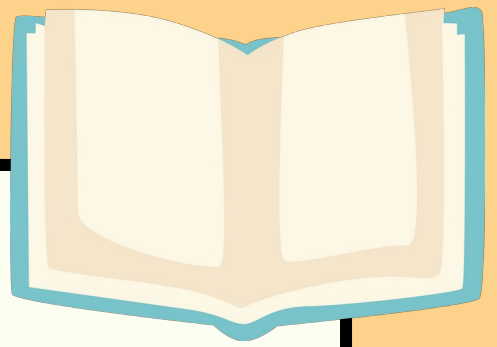


Answer 2

Mug.

Moon and mug start with /m/.

Sun starts with /s/.



Question 3: Listen to this pair



Adult: say “fan, fork”.

Same first sound or different?

Point, say or use AAC.

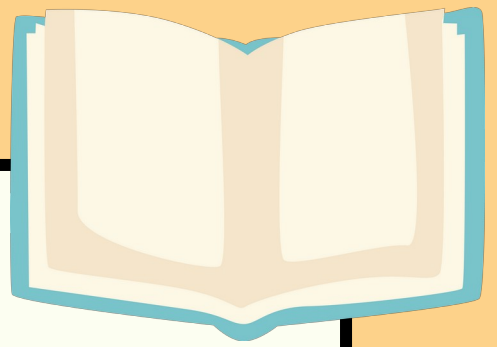


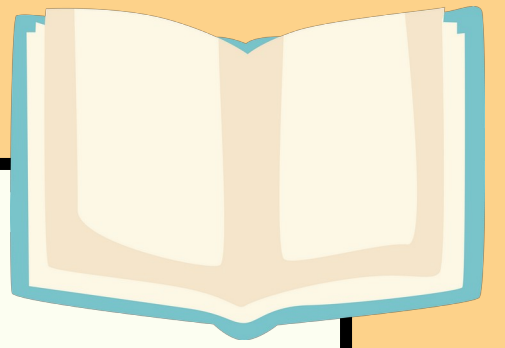
Answer 3

Same.

Both words start with /f/.

Listen at the beginning.





Question 4: A different sound

Adult names soap, seal, pan.

Which first sound is different?

Choose one picture.

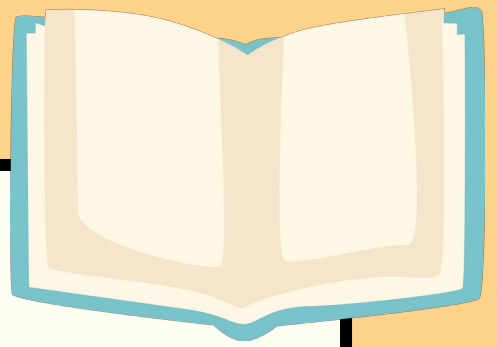


Answer 4

Pan is different.

Soap and seal start with /s/.

Pan starts with /p/.



Question 5: Which pair matches?

Adult: say “ball, boat”.

Now say “ball, tiger”.

Which pair shares a first sound?

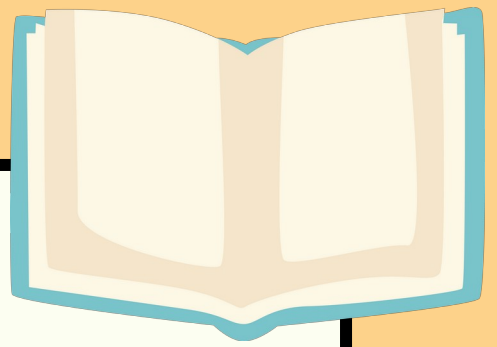


Answer 5

Ball and boat.

Both start with /b/.

Tiger starts with /t/.





Question 6: Same or different?

Adult: say “turtle, pig”.

Do their first sounds match?

Choose: Same / Different.

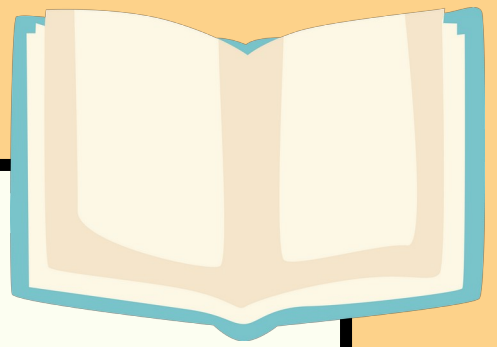


Answer 6

Different.

Turtle starts with /t/.

Pig starts with /p/.



Question 7: Sound or rhyme?



Adult: say “cat, hat”.

Do they share a first sound,
or do their endings rhyme?



Answer 7



Their endings rhyme.

Cat starts with /k/. Hat starts with /h/.

Rhyming endings do not require matching starts.





Question 8: Listen to a phrase

Adult reads both choices.

“Funny fish float.”

“Fish swim away.”

Which repeats a first sound?

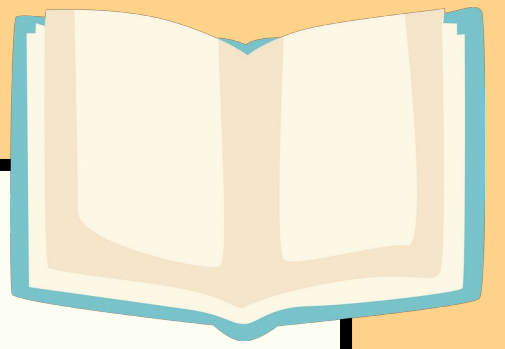


Answer 8

“Funny fish float.”

The first /f/ sound repeats.

Listen as the adult reads it again.



Question 9: New sound match



Adult names pen, pear, bear.

Which starts like pen?

Choose: pear / bear.



Answer 9

Pear.

Pen and pear start with /p/.

Bear starts with /b/.



Question 10: Explain your choice



Adult names tiger, tent, mug.

Which start is different?

Tell or show how you know

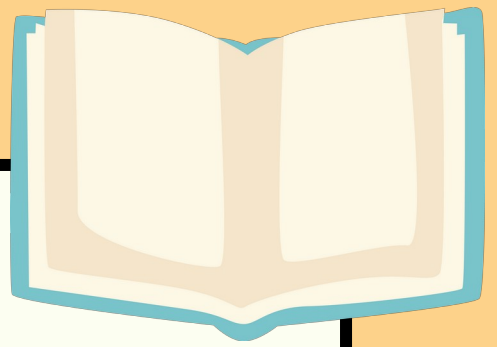


Answer 10

Mug is different: /m/.

Tiger and tent start with /t/.

Make the sounds to explain





Well Done!
Now make your own
sound pair.

