

FIRST AND LAST SOUNDS

CAN YOUR CHILD
IDENTIFY SOUNDS AT
THE BEGINNING OF
WORDS?



DO ONE TOGETHER:



"WHEN I HEAR THE
WORD CAT, THE FIRST
SOUND I HEAR IS /K/.
WHAT SOUND DO YOU
HEAR? /K/ THAT'S RIGHT!"

Let's do some more:

What's the first sound
you hear in pencil? - /p/

What's the first sound
you hear in apple? - /a/

What's the first sound
you hear in skate? /s/



BRIGHT LIGHTS
PSYCHOLOGY CLINIC

FIRST AND LAST SOUNDS

CAN YOUR CHILD
IDENTIFY SOUNDS AT
THE END OF WORDS?



DO ONE TOGETHER:



WHEN I HEAR THE WORD DOG,
THE LAST SOUND I HEAR IS /G/.
WHAT DO YOU HEAR? /G/
THAT'S RIGHT!"

Let's do some more:

What's the last sound you
hear in fun? - /n/

What's the last sound you
hear in hat ? - /t/

What's the last sound you
hear in class ? /s/



BRIGHT LIGHTS
PSYCHOLOGY CLINIC



SOUND SCAVENGER HUNT

Materials: None – just objects or items you can see around you.

Skill: Identify first and last sounds in words and identifying words that have similar sounds

1. Start by creating a list of first and last sounds of words. An example list could be:

- a. /b/ (as in BOOK).
- b. /k/ (as in CAT).
- c. /f/ (as in FOOD).
- d. /d/ (as in BED).
- e. /n/ (as in CAN).
- f. /t/ (as in MAT).

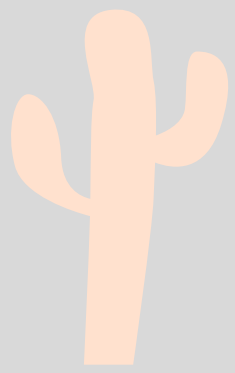
2. Once you have created a list of words, ask your child to look for the word that the sound belongs to. For example, you can tell your child:

- a. Find me something that starts with the sound /b/.
- b. Find me something that ends with the sound /t/.

3. To make it more fun, have your children work in teams or play against each other for more engagement and play-based motivation

4. Change it up to include finding items or objects that start with similar sounds. For example, tell your child:

- a. Find me something that starts with the same sound as your name.
- b. Find me something that starts with the same sound as "dog".



SOUND SCAVENGER HUNT

CAN YOU FIND ITEMS THAT START AND END WITH THE SAME SOUNDS AS THE PICTURES?

