

Word Wonders Activity 11: Same Sound Sandwich

CHILDREN ARE LEARNING TO...

- Take pleasure in the sound of words that share a beginning sound (18 to 36 months)
- Become aware of the beginning sounds of words (36 months to 48 months)

ACTIVITY SUMMARY¹:

In this activity, children will have an opportunity to focus on listening to and noticing the beginning sounds of words.

Important note: Throughout this lesson, when you see a letter within two diagonal lines like this— /s/ —it means that you should be saying the letter's sound (sssss), rather than the letter name itself (S).

MATERIALS NEEDED:

Book: *Some Smug Slug* by Pamela Duncan Edwards

For Activity 1 (Engage):

Handout 1: S-Path Images

- Masking tape (or other way to affix images to floor/carpet)

For Activity 2 (Expand):

Handout 2: Bread Template and Sandwich Ingredients

- 2-3 pieces of light brown felt or construction paper
- Cardboard
- Scissors (for teacher only)

PREPARATION:

For Activity 1 (Engage):

- Print the images on **Handout 1**.
- You will make a path through the classroom using the 6 pairs of pictures. Place the pairs (noted below) next to each other, but about six inches apart. Place the next pair of images about 3 feet away. Tape each image onto the floor so it doesn't move. Ensure that you vary the layout of images—you might place the 'S' word first on the left and then, for the next pair of images, on the right. To make the pictures sturdier, you can laminate them.

¹This activity was inspired by one in: Hart Paulson, L., Attridge Noble, L., Jepson, S., & van den Pol, R. (2001). *Building early literacy and language skills*. Sopris West Educational Services.

Here are the pairs for each “stop” on the S Path:

- Sandcastle / Bird
- Snake / Racoon
- Sun / Tree
- Soup / Hamburger
- Saw / Pool
- Socks / Hat

For Activity 2 (Expand):

- Print **Handout 2**.

For children 18 to 36 months old:

- Use the bread shape as a template to trace onto felt or construction paper. Cut out and glue to sturdy cardboard.
- Cut out the pictures of objects starting with S, only. Put these in a pile and set them aside. Keep the “salami” image on top, as this will be your sample to demonstrate the game.

For children 36 to 48 months old:

- Make a copy of the bread slices, one per child and one for you. Cut out each slice and put into pairs. Set aside.
- Make a copy of all of the “S” pictures, one set per child and one for you. Cut these out. Separate so all the same images are together and held with a paper clip. Put the “salami” image on top, as **this will be your sample to demonstrate the game**.
- Make a copy of the page with the other pictures (that don’t start with S). Cut these out and keep them together with a paper clip. Note that the activity suggests using these in a particular order, but that is optional.

Activity Instructions

EXPLORE

Share the following book and extension activity with children as an opportunity to help children begin to attend to and notice the beginning sounds of words.

Book: *Some Smug Slug* by Pamela Duncan Edwards

As You Read:

- **Introduce the book and its key ideas.** Show the children the cover of the book and explain that this story is about a slug on an adventure. Ask whether anyone knows what a slug is. (A small, squishy worm-like animal that has no arms or legs.) Explain that while on the adventure, this slug will meet lots of other animals. As you read the title, emphasize the /s/ sound... **Ssssome... ssssmug... sssslug**. Ask: *Do you hear the repeating beginning sound? I hear /sssss/. Can you all say sssss? When we read this book, we will hear lots and lots of words with the same beginning sound — the /s/ sound! Let’s say it together: /s/! Let’s listen for the /s/ sound as we read!*

- **Define new words and phrases.** Model natural reading for children to hear the rhythm, repetition, and alliteration of this story. During the read, stop to define new words, including: *smug* (feeling overly proud of yourself), *slumbered* (slept), and *startled* (suddenly surprised). Ask the children to pretend to slumber (lie down with their eyes shut) and then “wake” them up. Act out being startled and ask the children to do the same. Ask if they have ever been startled and by what. You can share a time when you felt startled.
- **Support phonemic awareness and alphabet learning.** Every time, or every few times, that you come across an /s/ word, read it again slowly and emphasize the /s/ and then have the children join you. You can model making an S on a whiteboard and then tracing it on the ground and have the children trace an S on the ground (approximations are fine) or in the air while they repeat the word. Don’t look for perfection—this is just a simple and early activity to make the connection between text, writing, and the letter.
- **Encourage prediction.** Near the end of the book observe that the slug climbed up something. *What could it be?* Ask the children for their ideas. Use descriptive words like brown and bumpy. What do they think might happen next?
- **Use pictures and text to support observation and reasoning.** On page 9, when the sparrow screams “stop”, ask the children why they think the bird said that. Has anyone ever asked them to stop? Why? On page 14, ask the children if they know what a shrug is. Model and have all of the children shrug. Model thinking aloud by saying: *The animals have told the slug he should stop, that he needs to be saved, and that he is being silly. I wonder why? Should the slug stop, or go on? What do you think?*
- **Identify and explore emotions.** On page 22, point out that the slug is smug! Ask the children to pretend they are the slug and make a smug face. Act startled as you turn to page 26 and pause. Ask the children what they see in the illustration. Point to the expression on the slug’s face and ask the children how they think he feels. (Startled, scared.) Have they ever felt that way? What happened?

ENGAGE – ACTIVITY 1

Note: This activity works best with small groups of 3-4 children at a time. Let each child choose/step on the /s/ word before moving to the next.

Explain the game: *Let’s play a game where we listen for the sound “sssss,” just like in our story. Do you see the pictures on the floor here? These pictures are a path we are going to follow through our classroom! We will say the name of each picture, and if we hear the /s/ sound, we will step (or hop!) on that picture. We call this the S path because we can ONLY step on things that start with the /s/ sound! Let’s go!*

Walk the children to the path.

Point to the first two pictures: *This is the S Path. We can only walk on things that start with the /S/ sound. Our first picture is a sssssandcastle. Now you say it: sssssandcastle! The other picture is a bird. Let’s say it together: Bird. (Repeat the two words as you point again to the pictures.)*

For children 18 to 36 months old, model your thinking: *I hear sssss when we say the word Sssssandcastle (point). Your turn, you say sssssandcastle. Let’s try this one, bird (point). Your turn, you say bird. Does bird start with /s/? No! Sandcastle starts with a sssss, so let’s step on the sandcastle and walk along our S Path!*

For children 36 to 48 months old: *Let’s listen for an /s/ sound: sssssandcastle (point) or bird (point). Your turn, you say sssssandcastle (pause) bird. Which picture’s word makes an /s/ sound: sssssandcastle or bird? (See if a child wants to share.)*

- **If they select correctly:** *Yes, I do hear an /s/ in sandcastle, so let’s step on the sandcastle and walk along our S Path!*
- **If they select incorrectly,** model your thinking: *Let’s listen again. We’re listening for the /s/ sound. Ssssandcastle and bbbbird. Say it with me: Sandcastle. Bird. Let’s listen: Is there an /s/ at the start*

of bird? Or do you hear an /s/ at the start of sandcastle? Let's say: sssss and ssssssandcastle. Sandcastle starts with /s/!

Continue and repeat with the next 5 steps on the S path:

- Sun / Tree
- Soup / Hamburger
- Saw / Pool
- Snake / Raccoon
- Socks / Hat

At the End of the Path: *You all did such a great job listening for the /s/ sound on our S Path. We got to the end of our path, and now we get to do a sssssilly dance!*

Wrap-up by asking each child to step on their favorite /s/ word in the S Path. If they can, encourage them to say the word (independently or with you as a model). If they are not yet talking, ask them to show you their favorite /s/ word and you label it for them.

EXPAND – ACTIVITY 2

Introduce: *Our story and our S path gave us lots of practice listening for words that start with the /s/ sound. Now we're going to play another game where we'll be listening for the starting sounds of different words.*

Ask: *Does anyone know what a sandwich is? What do you know about sandwiches?* (Elicit children's experience with sandwiches. Additional follow-up questions are below.)

- *How do you make a sandwich?*
- *What is on a sandwich?*
- *Who eats sandwiches?*
- *Do you like sandwiches? What makes you like them/not like them?*
- *What is your favorite sandwich?*

Define: *A sandwich is a kind of food that has two pieces of bread with good stuff to eat in between, like cheese, vegetables, meat, or eggs. You can make a sandwich any way you like.*

Explain: *We are going to make some special sandwiches! We are going to make Same Sound Sandwiches. These are going to be some silly sandwiches! Everything that goes on our sandwich is going to start with the same sound that S makes: /s/. We will have to be good listeners so we can hear the /s/ sound!*

For children 18 to 36 months old:

Explain: *Let's look at some things that we can put on our sssssame sssssound sssssilly sssssandwiches. First, we will listen for the sssss sound like the word sssssilly and sssssandwiches, then we will put it on our sandwich!*

Model how to play: Place the **salami** card on the table. For each card, you will say the word, emphasize the starting /s/ sound, and have children repeat the word.

Say: Ssssssalami. *Salami is a kind of meat. You say it with me: Ssssssalami. That's right. Let's listen to the starting sound: Ssssssalami. Do you hear an /s/? Yes, I do!*

Prompt the /s/ sound: Let's say it again and make a long sssss sound: **Ssssssalami!** The ssssssalami starts with an /s/ sound. It can go on our same sound sandwich!

Choose a child to place the salami on one of the bread slices and say: *There goes the salami because it starts with /s/.*

Note: Because noticing onset (starting) sounds is a challenging skill for this age range, the activity will focus more on modeling the starting sound and having children join in, rather than differentiating it from other sounds. Simply have fun by repeating all the /s/ words that you have prepared. Name them and let children enjoy the alliteration (repetition of the same starting sound).

Continue: Continue the game with each of the remaining sandwich ingredients:

1. Soap
2. Socks
3. Soup
4. Salt
5. Saw
6. Sailboat

Discuss: Point out that these are very silly things to put on a sandwich! Ask children if they would like to eat this sandwich. What makes them say yes or no?

Close: *We used all of our /s/ ingredients for our same sound silly sandwich. Let's make the /s/ sound one more time: sssss. Let's look at our sandwich and say the name of each thing we put on top of the bread (emphasize the /s/ sound for each picture; have children repeat each word with you if they can):*

1. Salami
2. Soap
3. Socks
4. Soup
5. Salt
6. Saw
7. Sailboat

Wrap-up: *I think we have quite a same sound silly sandwich, don't you? Now let's put the other piece of bread on top. Our sandwich is all done! Should we see if it's delicious? Let's take a small bite. (Model pretending to take a bite. Then pass to each child so they can pretend too.) Do you think our same sound silly sandwich is delicious? I do too! I think same sound silly sandwiches are my favorite!*

For children 36 to 48 months old:

Explain: *I'm going to show you different pictures, and we can ONLY pick the ones that start with an /s/ sound for our Ssssame Sssssound Sssssandwich. I think this sandwich is going to be pretty silly, don't you? Sssssilly starts with an /s/ sound too!*

Distribute: *Here is the bread for your sandwiches.* (Distribute 2 "slices" of bread to each child.)

Play the Game:

Show: Lay down the first two cards—salami and dog. Point to each card and say the name of the picture, emphasizing the starting sound.

Prompt: Point to each picture again and have children repeat the words with you.

Ask: Does anyone hear a word that starts with the /s/ sound? Ssssalami and (pause) dog...hmmm, do you hear one of these words make an /s/ sound? (Repeat the words if needed. You can also model your thinking: *I hear ssssalami and sssssandwich and they sound the same—they both start with /s/ sound.*)

Distribute: Once children have identified the /s/ word in the pair, give a salami card to each child to put on their bread.

Repeat with the remaining pairs of ingredients:

1. Soap / Car
2. Socks / Bicycle
3. Soup / Fish
4. Salt / Bear
5. Saw / Chair
6. Sailboat / Baby

Close by reviewing the names of each item on the sandwich, emphasizing the /s/ sound, with children saying the words with you.

Ask if children would like to eat this silly S sandwich. Why or why not?

Wrap-up: Ask children what they think is the *silliest* thing on their same sound silly sandwich. Put the other piece of “bread” on top and pretend to have a bite. See if children want to “taste” theirs too. You might use other S words to describe the sandwich, like: *superb, stupendous, or splendid!*

MAKING MATH CONNECTIONS

Build a counting “sandwich” with the children. Place the bread slices and all of the “S” word picture cards from Handout 2 in a pile. Invite a child to roll a die and count the dots together. Then have the child select that number of S-word items to put on the bread. Count each one as they do: 1, 2, 3... Make sure they stop when they reach the number they rolled on the die. Repeat so each child has a chance to make a counting sandwich. Counting objects helps children connect the number sequence to real quantities.

REFLECT

Return to a gathering area with the children. To close the activity:

Observe and say: *Every word has a starting sound. It can be tricky to hear the starting sound, and you have to listen really closely! Today we listened for the /s/ sound. The letter S makes the /s/ sound.*

Model the /s/ sound: Sssssss! Have children repeat the /s/ sound after you.

Use an /s/ adjective with each child’s name: *I think that Rebecca is **sweet**.* See a list in the sidebar for additional suggestions.

INDIVIDUALIZING THE ACTIVITY

Make it more challenging:

- In Activity 1, you can do the S Path activity a second time with children now listening for the /h/ starting sound (house, hamburger, hat, horse).
- In Activity 2, after playing it once as described, you can try it as a sound identification game. Lay out all the cards face down. Children take turns picking up a card and saying the name of the picture out loud. If it starts with an /s/ sound, they keep the card.

- Sunny
- Smart
- Sweet
- Strong
- Supportive
- Swift (fast)
- Spirited
- Stupendous
- Superb
- Splendid
- Super
- Self-confident
- Silly

- In Activity 2, you can also ask children to name other S words they could add to the sandwich. Give them pieces of paper to draw a picture of these words (like *sun*, *sad*, etc.) and add them to their sandwiches. Note that drawing is a fine motor activity that supports later writing skills.

Make it less challenging:

- In Activity 1, remove the images that have a starting sound other than /s/. Begin one round by just focusing on words that start with the /s/ sound. If, after several repetitions, children are familiar with the /s/ sound, then consider doing another walk through the path using the two images (as described for 36 to 48 month olds).
- In Activity 2, instead of asking children to repeat the entire S word, ask them to just make the /s/ sound. A visual prompt for them is to ask them to make the /s/ sound as they trace their finger along the outside of their slice of bread .

MAKING CONNECTIONS ACROSS THE DAY:

- During daily routines, make sentences using words with the same starting sounds. For example, you could observe: *That is a **b**ig **b**agel for **b**reakfast—can you hear the /b/ sound! Or, We are going to **m**ake some **m**usic this **m**orning—I hear some /m/ sounds!*
- When you are forming groups of children, call them by pairing an adjective that starts with the same sound as their first name: *Can **C**urious **C**onnor join us on the carpet?*
- Share books with alliteration, like *Busy Builders*, *Busy Week* by Jean Reidy.
- Make the Same Sound Sandwich game available as a choice for free play time.

Song: Same Sound Sandwich Shop

Directions: If you wish, you can print images of the foods mentioned in the song to use as visual cues. (Some of these words are already provided as images in this activity.) Model listening for serious and silly sandwich toppings and joining in the “YUM” and “Wah-wah!” sounds for children. Invite children to sing these parts, too, after they become familiar with the song.

Same sound sandwich (sway and sing along as you are comfortable)
 Same sound sandwich
 Same sound sandwich – YUM!

Let’s go to the Same Sound) Sandwich shop
 to get a sandwich for our lunch –
 Look, some friends are going too,
 Simone, Santino, and Sanjay!

Spoken: At the Same Sound Sandwich Shop,
 We have to decide whether a topping starts with
 An “S” sound (for our same sound sandwich) or not!
 If the topping starts with an “S” sound, we will sing “YUM”!
 If it doesn’t, we will sing “Wah-wah!”

First let’s put some meat on our bread.
 Which ones are “YUM!” and which ones are “Wah-wah”?

How about Salami? – YUM! (sing “YUM” and “Wah-wah” as you are able;
 How about some Steak? – YUM! encourage children to sing these
 How about a Ham? Ham doesn’t start with an “S”! Wah-wah! as they become comfortable)

Now let’s choose some fruits and vegetables!
 How about some Spinach? – YUM!
 How about Strawberries? – YUM!
 How about a yam? Yam doesn’t start with an “S”! Wah-wah!

Now let’s put some seasonings on our sandwich!
 How about some Salt? – YUM!
 How about Sesame seeds? – YUM!
 How about jelly? Jelly doesn’t start with an “S”! Wah-wah!

Same sound sandwich
 Same sound sandwich
 Same sound sandwich – YUM!

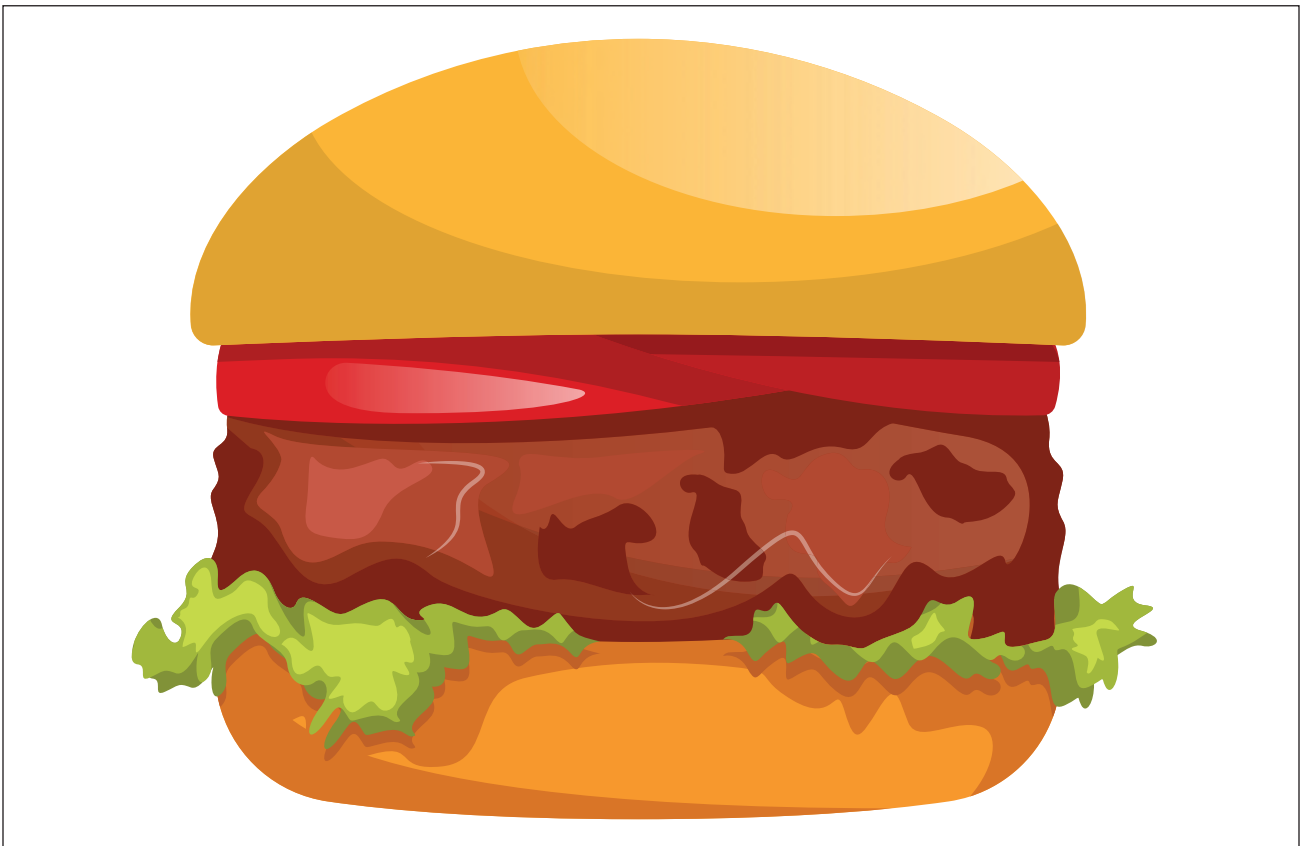
You made some great same sound sandwiches today!

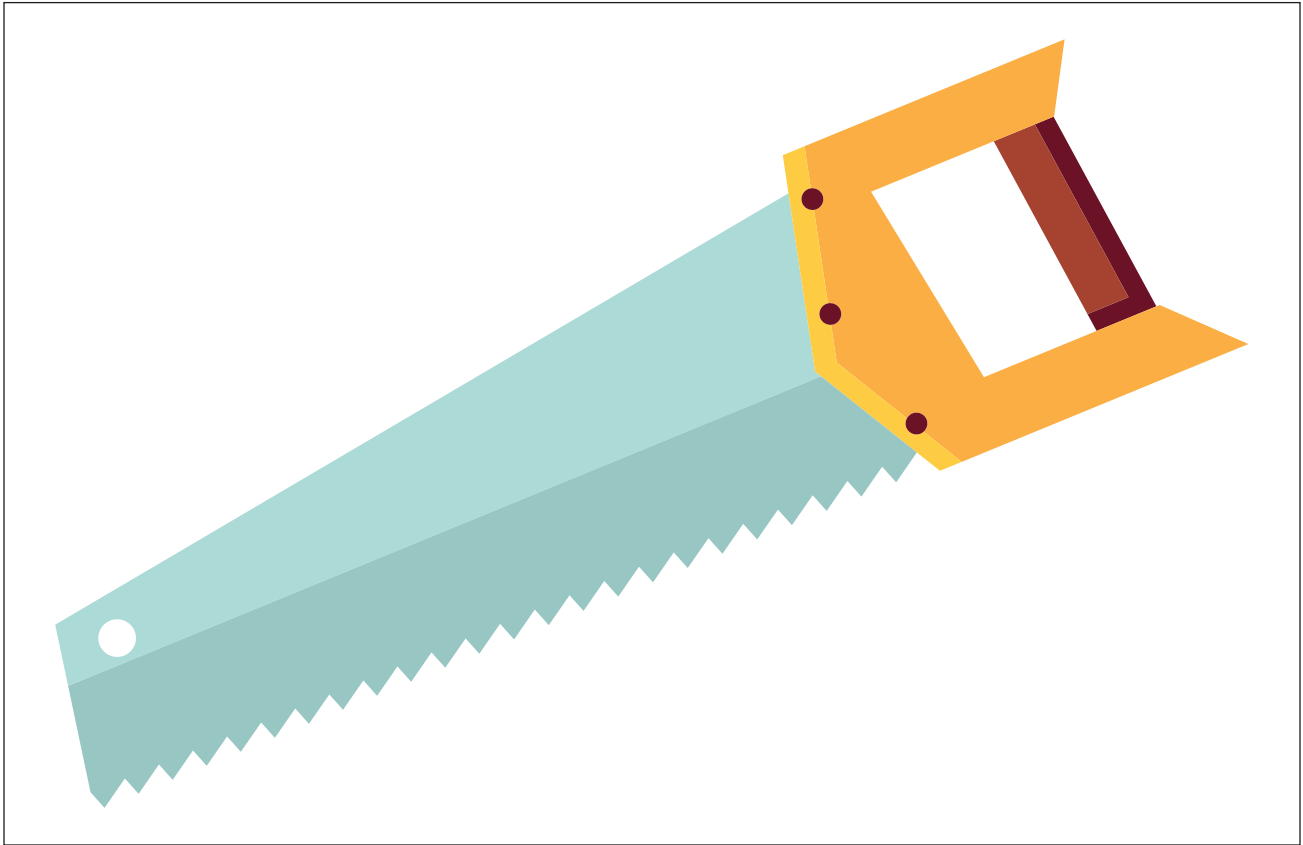
Handout 1: S Path Images

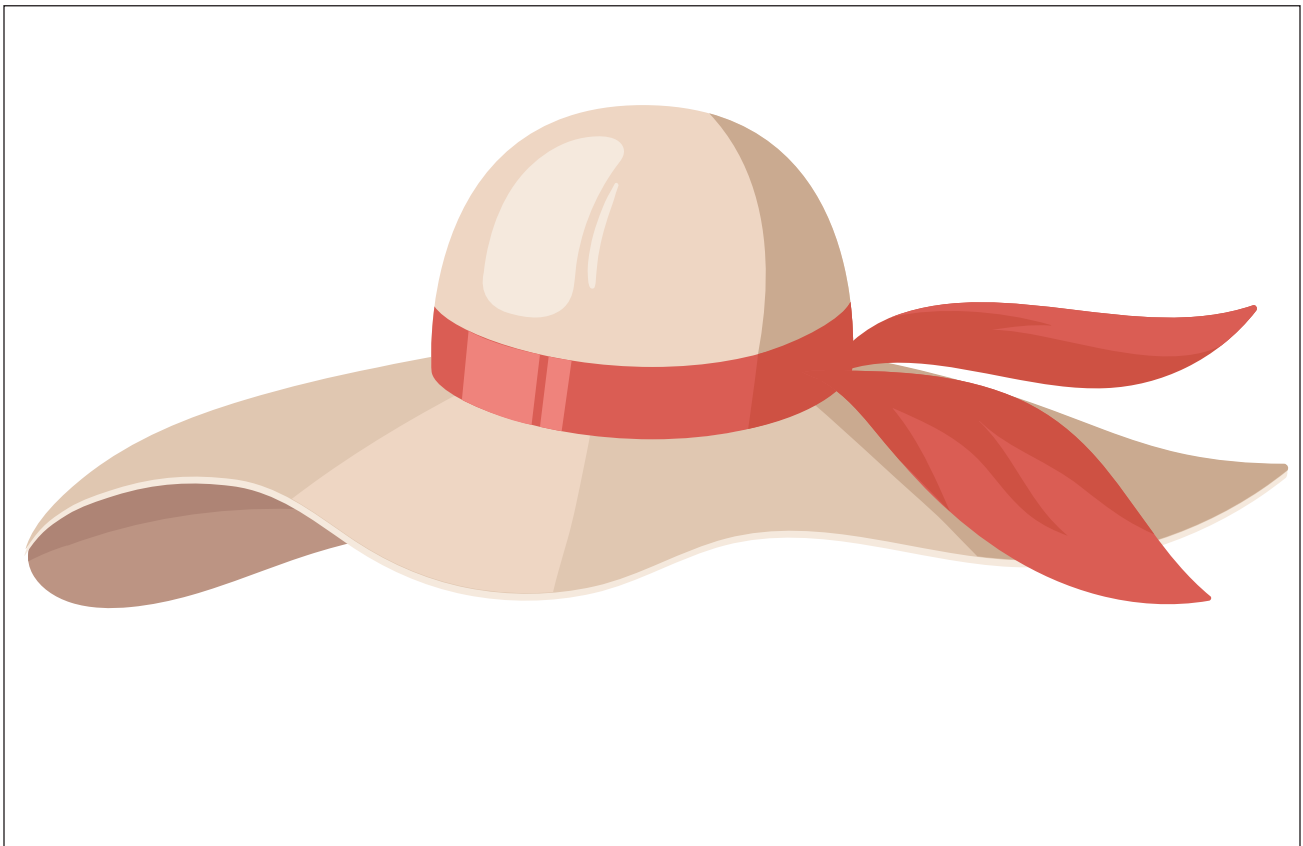




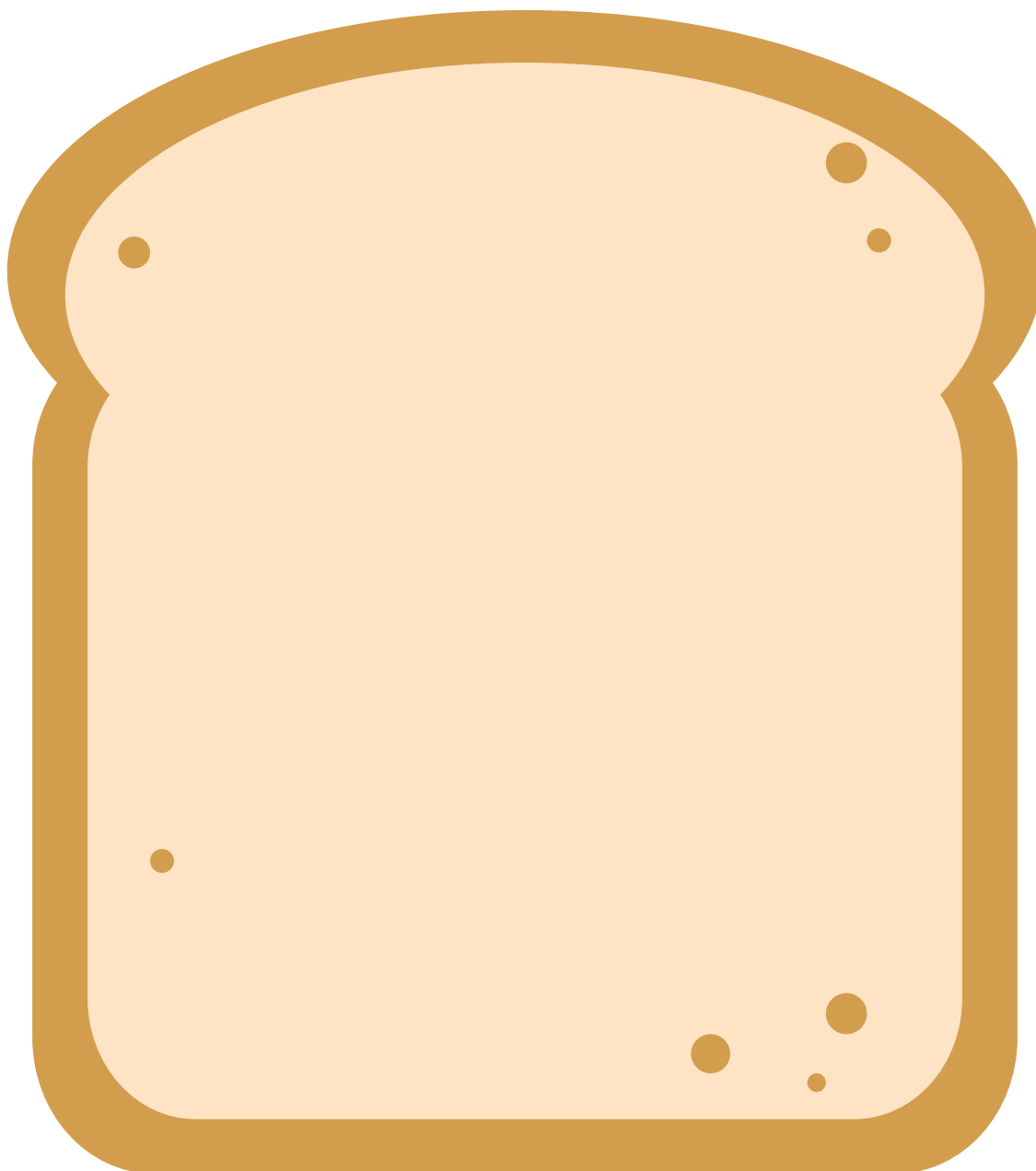




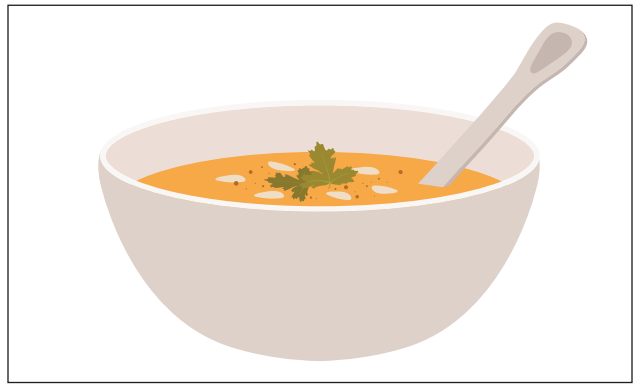
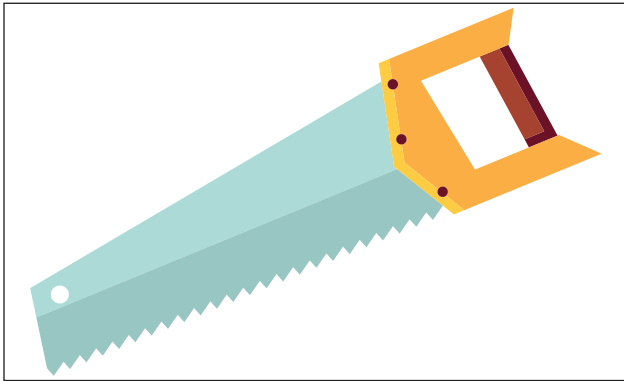




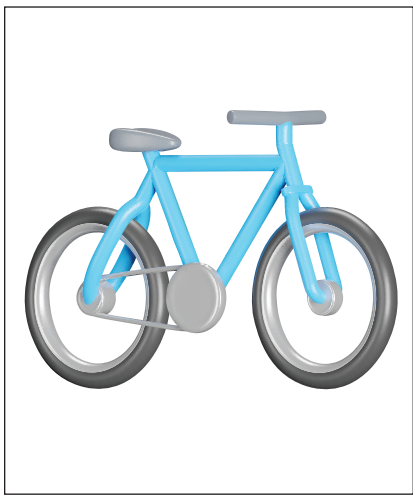
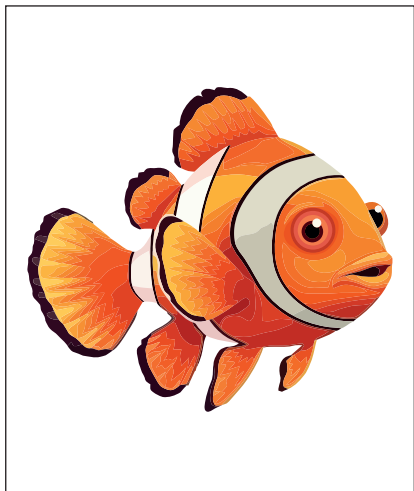
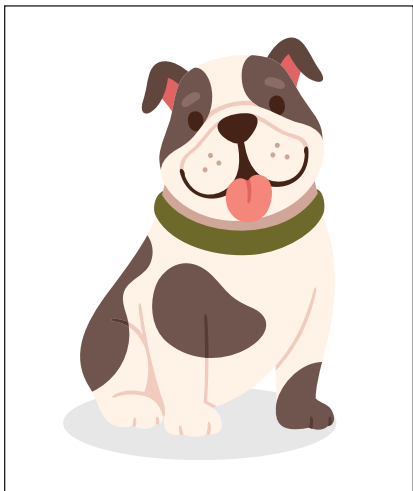
Handout 2: Bread Template and Sandwich Ingredients

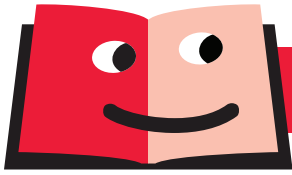


Handout 2: "S" Images



Handout 2: Other Images





Same Starting Sounds

This week, children practiced listening for and noticing the starting sounds of words. We focused on the “s” sound. This is a challenging skill for children and they won’t fully learn it until they are about 4 years old or more. Until then, we can give them lots of experience with noticing starting sounds in fun ways.

Here are some ways to help at home:

- **Share silly tongue-twisters!** The *Betty Botter* rhyme is one you can try during mealtime or while you’re waiting at the bus stop. Can you say it once through with no mistakes? (There are also many song version of *Betty Botter* available to share with your child too.) Here are the words:



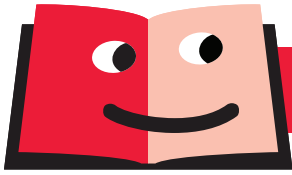
Betty Botter bought some butter,

“But,” she said, “the butter’s bitter. If I put it in my batter, it will make my batter bitter. But a bit of better butter will make my bitter batter better!”

So she bought some better butter—better than the bitter butter—and put it in her bitter batter and it made her bitter batter better!

- **Compliment your child using words with the same starting sound** as their name: ***Sweet Sariyah, Curious Connor, Fantastic Frannie, Dedicated Deion.*** Using different words helps your child build their vocabulary too!

As they grow, fun (and funny) moments with the same starting sounds help children focus in on these important parts of a word.



Solo para familias

Sonidos iniciales iguales

Esta semana, los niños practicaron la escucha de los sonidos iniciales de las palabras. Nos hemos dedicado al sonido "t". Se trata de una habilidad difícil para los niños y no la aprenderán bien hasta que tengan unos 4 años. Hasta entonces, podemos presentarles muchas experiencias divertidas con los sonidos iniciales.

Estas son algunas manera de ayudar en el hogar:

- **Muestre trabalenguas divertidos.**

Pueden practicar uno de los trabalenguas de los "*Tres tristes tigres*", a la hora de la comida o mientras esperan el autobús. Pregúntele al niño : ¿Puedes decirlo una vez sin equivocarte? Estos son algunos de los trabalenguas de los tres tristes tigres:



Tres tristes tigres

tragaban trigo en un trigal,

¿qué tigre tragaba más?

Los tres por igual.

Tres triste tigres comían trigo

En un trigal.

Tanto trigo tragan

Que los tres tigres tragones

Con el trigo se atragantan.