

Alphabet Sounds Teaching Tubs

Designed to meet these objectives:

Language

- Students will recognize letter-sound correspondences.
- Students will isolate and identify beginning sounds in words.
- Students will recognize objects whose names have the same beginning sounds.
- Students will identify upper- and lowercase letters.
- Students will increase their vocabulary.

Your new Alphabet Sounds Teaching Tubs provide a terrific, hands-on introduction to letters and their sounds! Each tub includes six irresistible miniatures that share the same beginning sound, making it easy to reinforce the letter-sound connection. All of the objects in the consonant tubs begin with simple consonant sounds (no blends). The vowel tubs include items for both the short and long sound of each vowel. And for the letter X, which is encountered more often at the end of words and syllables than at the beginning, we've included miniatures representing both beginning and ending sounds. You'll find a complete list of the miniatures in this guide, along with detailed instructions for engaging activities your students are sure to enjoy.

What's Included

- 156 miniatures (6 for each tub)
- 26 plastic uppercase letters
- 26 plastic lowercase letters
- 26 stackable tubs with lids
- 52 labels with upper- and lowercase letters
- 26 content labels



WARNING:

CHOKING HAZARD—Small parts.
Not for children under 3 yrs.

Before You Begin

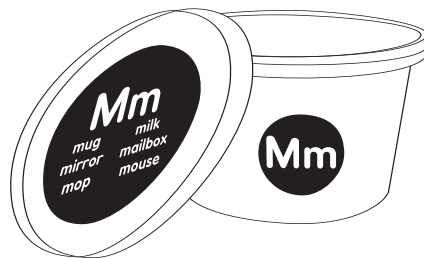
Setting up the tubs is easy! First, apply the labels. Each tub gets three different, corresponding labels. To avoid mixing up the labels, we suggest you apply all three labels to the lid and side of each tub before moving on to the next tub. Place the small red letter label on the side of the tub. Place the large blue letter label on top of the lid, and attach the label with the list of miniatures to the inside of the lid.



(outside of lid)



(side of tub)



(inside of lid)

Then, simply sort the miniatures into the tubs, following the list on page 3 of this guide. Finally, open the bags of plastic letters and place each one into its appropriate tub. Now your tubs are ready to use!

Introducing the Miniatures

Your students will be eager to explore the tubs and play with the miniatures, many of which have working parts. To prevent the spread of germs, caution children not to blow the kazoo.

The miniatures are so adorable, some children may want to take one home. Remind students that the tubs belong to everyone. After using the tubs, give students the responsibility of counting the objects in each tub to make sure none have been forgotten.

If an object should get misplaced, you can call our Customer Service Department at (800) 428-4414 to order a replacement.

Reference List of Miniatures by Tub

A

acorn
alligator
anchor
ant
apple
apron

B

banana
basketball
bat
bell
boat
bottle

C

camel
camera
car
cat
cookie
corn

D

dinosaur
dog
dolphin
domino
donut
duck

E

eagle
egg
eggplant
elephant
envelope
eraser

F

fan
feather
fish
football
fork
four

G

game
gift
goat
gorilla
guitar
gum

H

hanger
hat
heart
helmet
horse
house

I

ice cream
icicle
igloo
insect
invitation
iron

J

jack
jacket
jeep
jellyfish
jet
juice

K

kangaroo
kazoo
kettle
key
kite
koala

L

ladybug
lettuce
light bulb
lion
lock
log

M

mailbox
milk
mirror
mop
mouse
mug

N

necklace
nest
net
newspaper
nose
notebook

O

octopus
olive
ostrich
otter
oval
overalls

P

paint
pan
pickle
pig
pizza
pumpkin

Q

quail
quarter
quartz
queen
question mark
quilt

R

radio
rainbow
rat
ring
robot
rose

S

sailboat
sandwich
seahorse
sea lion
sun
sunglasses

T

teeth
tiger
tomato
towel
turkey
turtle

U

umbrella
umpire
underwear
unicorn
unicycle
United States

V

van
vase
vest
video camera
visor
volcano

W

waffle
walrus
watering can
watermelon
web
window

X

axe
box
fox
six
x-ray
xylophone

Y

yak
yarn
yellow
yield
yogurt
yo-yo

Z

zebra
zero
zigzag
zipper
zoo sign
zucchini

Teaching Tips

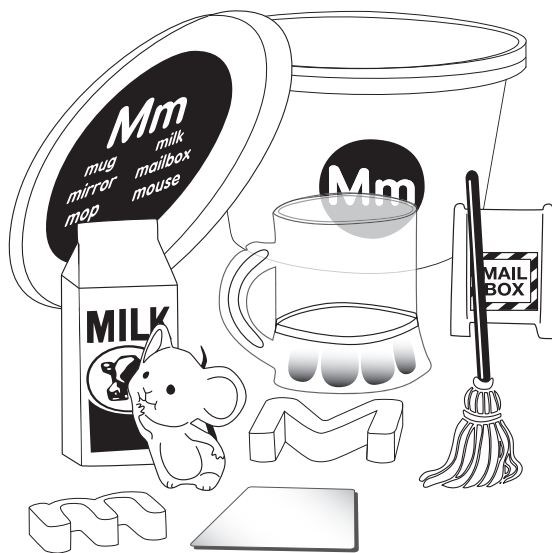
Your Alphabet Sounds Teaching Tubs are ideal for helping children develop phonemic awareness, a prerequisite for making the letter-sound connections that lead to reading. Teach the letters and their sounds in the order that best suits your classroom needs. For best results, teach only a few sounds at a time. Move on to a new group of sounds only when children have mastered the previous group. For C and G, teach only the hard sounds heard at the beginning of “cat” and “gum,” not the soft sounds heard at the beginning of “cent” and “giant.” (All of the miniatures feature the hard sounds.)

Because X is found more often at the end or middle of a word, the X tub includes miniatures for words that end in X as well as words that begin with X. We recommend that you emphasize the /ks/ sound, since this is the sound most frequently heard.

Vowels can be difficult for students because they make so many sounds. We recommend emphasizing the short sounds at first, and saving the long vowel sounds for later. (You may want to remove the miniatures that begin with the long vowel sounds when you first introduce a vowel tub.)

Getting Started

Select the tub for the letter whose sound you want children to learn, such as M. Gather a small group of children at a table or on the floor, and make sure everyone can see the tub. Then, open the lid and display a miniature, such as the mug. Say, “Who knows what this is?” When someone responds, “Mug,” say, “That’s right, it’s a mug...m-m-mug.” Have children repeat the word with you, emphasizing the initial sound as you did. Repeat with each of the items in the tub. (Note: If children misidentify an item, such as saying “cup” instead of “mug,” guide them to the intended name. You might say, “Yes, we could call this a cup, but I’m thinking of a different name for it. It’s a word that starts with the /m/ sound. Does anyone know what the word is?”)



Review the items, naming each one with the children. Then ask, “Did anyone notice something special about all of these items?” Help children discover that all of the items begin with the same sound, and help them isolate that sound as /m/. Invite children to point out other objects in the classroom that begin with the /m/ sound, or any students whose names begin with M.

Next, show children the letters from the tub. Can anyone identify the letters? When children agree that the letters are an uppercase and a lowercase M, ask, "What sound does an M make? Can anyone tell me?" Help children produce the /m/ sound, then set the letters next to the miniatures. Point out that the letter M makes the /m/ sound that they heard when they named each miniature.

Finally, encourage children to say the name of each miniature again as you return it to the tub. Place the letters in the tub last. Then, make a point of counting to check that everything has been returned to the tub.

When children are ready, introduce another sound. After they have learned at least two sounds, try a sorting game to check their grasp of the concept. Mix up the miniatures for the letters the children have learned and set them where children can reach them. Place the corresponding plastic letters on opposite sides of the group of miniatures. Then, pick up one miniature, such as the mouse, and say, "What is the first sound we hear in 'm-m-mouse'?" When someone responds correctly, say "Yes! /m/ is the first sound of mouse. Which of these letters makes the /m/ sound?" Hand the mouse to a student who answers correctly and ask her to set it by the letters M and m. Repeat with another object. Once students understand the activity, have them take turns choosing a miniature, identifying the word and the beginning sound, and placing the miniature next to its initial letter.

Continue introducing the tubs one at a time. When you have introduced several tubs, spend a few days reviewing the sounds and letters in that group. Concentrate on projects and activities that emphasize those sounds, such as the ones listed below. When students have mastered those sounds and letters, begin to introduce a new group in the same manner. Remember to periodically review the letters that children have already learned.

Letter Sound Activities

Try some of these activities to strengthen children's grasp of the new letters and sounds they are learning!

Letter Books

Make a booklet for each child by folding a few sheets of paper in half and stapling them together. Write a letter children are learning on the front cover, and repeat it in the corner of each page. Then, bring in old magazines and encourage students to cut out pictures of words that begin with that letter's sound. Have them glue the pictures into their books, or draw pictures instead. Encourage children to take their completed books home and "read" them to their families.



Letter Bags

Use a permanent marker to write each letter children are learning on a large zip-close bag or a paper lunch bag. Send each bag home with a student, along with a note explaining that the student should find a small object at home that begins with that letter and bring it to school in the bag. When students bring their bags back, invite them to take turns showing their classmates what they brought and stating which letter makes the initial sound. (Be sure to have children take their objects back home again, or add the objects to the appropriate tubs if the parents approve.)



Letter Signs

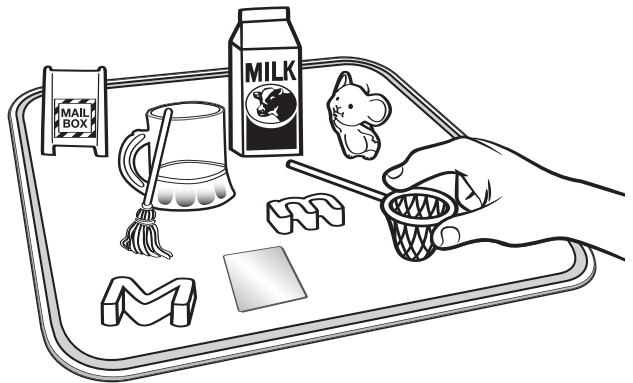
Print several letters that students are learning on separate index cards. Invite a student to choose a letter card and place it next to an object in the classroom that begins with that letter's sound. Continue until all of the cards have been placed. If desired, continue the activity by allowing children to take turns moving the cards to new objects as they find them.

I Spy a Sound

Use the miniatures to play a game of "I Spy." For each letter that you have introduced, choose one item from the corresponding tub. Set the objects where students can see them. Then, start the game by saying, "I spy with my little eye something that begins with /m/." Encourage children to point to the miniature they think you are "spying." When children understand how the game works, invite them to take turns being the "spy."

What's Wrong?

Place one or both of the plastic letters and two or three items from a letter tub on a tray. Then, add one "wrong" miniature from a different tub. Set the tray where children can see it and have them race to identify the item that doesn't belong. Repeat for other letters children are learning. (To add a challenge to the game, occasionally make the "wrong" item be one of the plastic letters.)



Alphabet Activities

Try these activities to strengthen children's knowledge of uppercase and lowercase letters.

Letter Matching

Here's an easy way to make a self-checking activity that will help students match uppercase and lowercase letters. Write an uppercase letter on each of 26 index cards, and then write the lowercase letters on the backs of the cards. Spread out the cards for the letters your students are working on with the uppercase letters facing up. Direct students to take turns finding the lowercase plastic letter that matches each card; to check their choices, they can simply turn the cards over. Repeat on another day, reversing the cards so that student must find the uppercase plastic letters.

Alphabet Order

Challenge children to work in small groups to put either the uppercase or lowercase plastic letters in "ABC" order. When they have completed the task, have them sing the alphabet song to check their work.

More Letter Sounds Activities

Children who have mastered letter identification and initial sounds will enjoy learning to recognize final sounds and may even be ready to sound out some simple words!

Identifying Final Sounds

This can be a bit more challenging for children, but you can use the same teaching method as you did for beginning sounds. Find several miniatures from the tubs that end with the same sound, and set them out with the plastic letters that make that sound. (A reference list can be found on the next page.) Help children learn to isolate the ending sounds of the words and match them to the letters.



Decoding Simple Words

Students who have mastered initial and final sounds may be ready to start sounding out simple CVC (consonant-vowel-consonant) words such as "bat." Place the miniature where children can see it, and set the plastic letters *b*, *a*, *t* below it. Have children say each letter's sound, and then blend them together to make the word: /b/.../a/.../t/...bat. Tell them that they have just read a word! Repeat with other examples from the tubs. (See the list of possibilities on the last page of this guide.)

Miniatures by Ending Sounds

(Does not include miniatures that end in blends or digraphs, or vowel sounds that are neither short nor long.)

/ay/ x-ray	/k/ duck jack	/m/ game gum	/o/ domino radio	/r/ alligator anchor	/s/ house juice	/v/ olive
/b/ web	lock notebook yak	ice cream	rainbow tomato	car dinosaur	lettuce mouse	/ks/ axe*
/ee/ cookie key turkey zucchini	/l/ apple basketball bell bottle camel	/n/ apron dolphin fan invitation iron lion pan	volcano window yellow yo-yo zero	eraser feather four guitar hanger mirror newspaper otter	necklace octopus vase walrus	box* fox* mailbox six*
/g/ dog egg log ladybug mug pig zigzag	eagle football icicle kettle oval pickle quail towel turtle unicycle waffle	pumpkin queen sea lion sun van watering can water- melon xylophone	/p/ envelope jeep mop	quarter tiger umpire underwear visor zipper	/t/ bat boat cat donut goat hat helmet jacket jet kite net rat robot sailboat	/z/ nose rose sunglasses

* These miniatures can be found in the "X" tub.

Decodable CVC Words

bat	dog	gum	log	net	rat	van
box*	fan	hat	mop	pan	six*	web
cat	fox*	jet	mug	pig	sun	yak

* These miniatures can be found in the "X" tub.