

BEGINNING SOUNDS

Beginning Sound Cut and Paste, 3 Levels

31
PAGES





Five skills, one beginning-sound job each. Every skill is a scripted plan page and three student levels — print the plan once for yourself and only the level each student needs.

1 Read the plan page cold if you have to

The SAY THIS box is a script. Words in quotation marks are meant to be read out loud exactly as written — a substitute or a paraprofessional who has never seen the lesson can pick it up and run it. The stage directions in the lighter type are for you, not for the class.

2 Pick a level per student, not per class

Level 1 is six pictures, a tinted box showing exactly where a piece goes, and no spare piece. Level 2 adds one extra piece to count against. Level 3 takes the tint away and splits the pictures unevenly, so the safe guess stops working. Nobody's page says which level it is: the three dots on the name line are the only code, and they are for you.

3 Four of the five skills print no word at all

On the b/s, c/p and b/t pages and on the sorting pages no word is printed next to any picture: the picture is the prompt and the first sound is the answer. The only print a student meets there is the letters themselves — the two or three letters on the roof sign, one letter over each sorting house, and the letter on each card to cut. On Review: Beginning Letters the word is printed beside the picture with the FIRST letter cut out of it (hole, a, t), because open-ended choices with no letters at all would be a listening test rather than a phonics page.

4 Say the picture out loud before anything is cut

A student who names the picture silently and then glues is doing a matching task. Naming it out loud is the part you can hear, correct and take data on, and it is the reason the direction line on every page starts with Say.

5 Write the data on the plan page

The data box sits at the bottom of every plan page rather than on a separate sheet, because a separate sheet does not get filled in.

If you only do one thing

Teach b or s first even if you plan to skip around. Those two sounds are made in different parts of the mouth, so they are the pair a student can hear apart on day one — and hearing one difference is what makes the next four possible.



Teach · 5 min

Work · 10 min

Print & go

OBJECTIVE

Given a picture with no letters printed beside it, the student will glue the letter for the sound heard FIRST in the word, choosing between b and s, with 80% accuracy across 3 sessions.

You need: the pages behind this one, scissors, a glue stick. Nothing else.

SAY THIS

“Every word you say starts with a sound. Today there are only two sounds it can be: /b/, the sound at the start of bat, or /s/, the sound at the start of sun.”

Say bat slowly, holding the first sound. Then say sun the same way.

“Bbb-at. Sss-un. Say them with me. Now just the first part: buh ... sss.”

“When you look at a picture, say the whole word out loud first. Then say it again and stop right at the start, and that is the sound you are listening for.”

“No word is written on your page — only the two letters on the roof and the letters on your strip. The picture tells you the word, your mouth tells you the first sound, and the letter you glue tells me you heard it.”

Read the direction line once, then let them work.

THE THREE LEVELS



Six pictures, six cards, and the box is tinted so there is no question where a piece goes. Nothing spare — but both letters are on the strip, because choosing between them IS the skill.



Six pictures, no tint, seven cards, one spare. The spare is a second copy of a letter already in play, so a student who counts the pieces instead of listening gets the page wrong.



Six pictures, no tint and no spare, split unevenly (two B, four S) so neither letter is the safe guess.

IF A STUDENT IS STUCK

- If a student glues a piece into every box without saying anything — using the pieces up rather than listening — cover the strip with your hand and ask for the word out loud before a card is touched.
- If a student says the whole word but cannot find the first sound — many beginners listen for the LAST sound first — say the word slowly, b-a-t, and have them hold up a finger for each sound, starting from the first.
- If b and s keep swapping — have them put a hand in front of their mouth: s is a long hiss with no puff of air, b is a short pop.

TRY IT IN THE ROOM TODAY

Before the bell, find something in the room that starts with /b/, then something that starts with /s/. A book and a sock will do. Say the word out loud as you find it.

DATA

STUDENT

CORRECT

OUT OF

DATE

HOW MUCH HELP

☐ Independent ☐ Verbal prompt ☐ Model ☐ Hand over hand

WHAT I NOTICED TODAY





NAME

DATE



Say the picture. Glue the letter you hear first.

B S

1



2



3



4



5



6



CUT OUT THE SIX LETTERS

s

b

s

b

s

b



BEGINNING SOUND: B OR S



NAME

DATE



Say each picture. Glue the letter you hear first.

B S

1



2



3



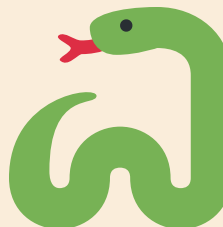
4



5



6



CUT OUT THE SEVEN LETTERS — ONE IS LEFT OVER

s

b

s

b

s

b

b





NAME

DATE



Say each picture. Cut and glue the first letter.

B S	
1 	
2 	
3 	
4 	
5 	
6 	



CUT OUT THE SIX LETTERS

s

s

s

b

s

b



REVIEW: BEGINNING LETTERS



NAME

DATE



Say the word. Glue the letter that is missing.

B S C

1



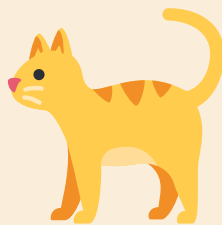
a t

2



u n

3



a t



CUT OUT THE FIVE LETTERS

c

b

s

b

s



REVIEW: BEGINNING LETTERS



NAME

DATE



Say each word. Glue the letter that is missing.

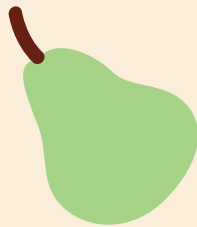
C P T

1



a k e

2



e a r

3



e n t



CUT OUT THE FIVE LETTERS

t

c

p

c

t



SORT BY BEGINNING SOUND

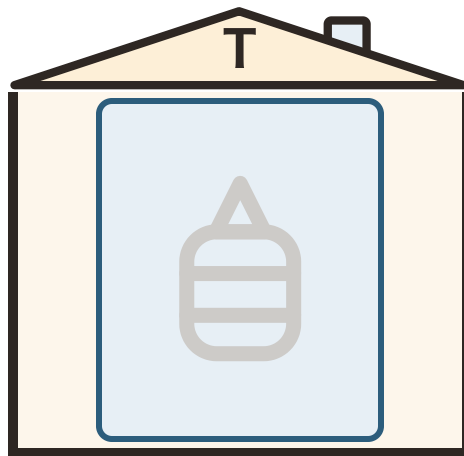
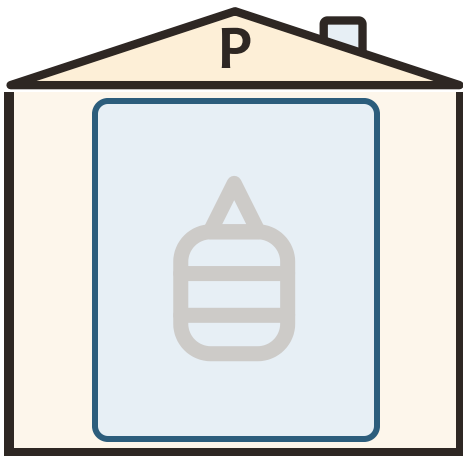
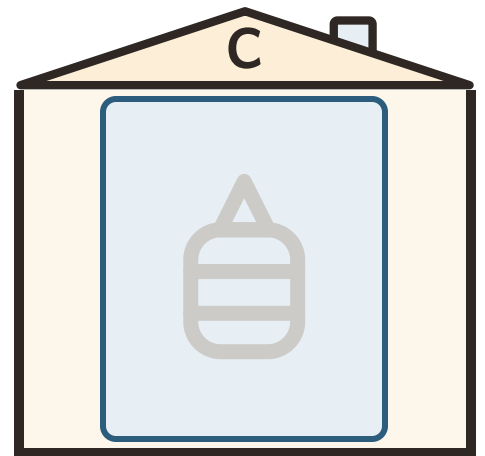
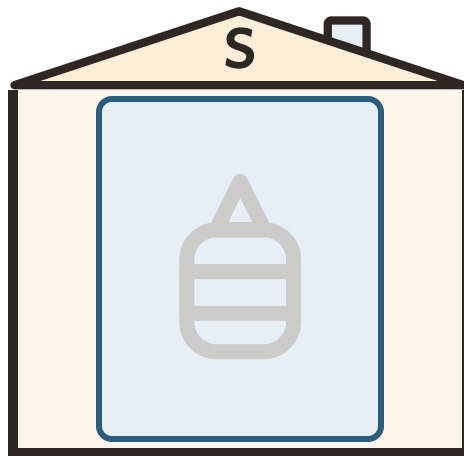
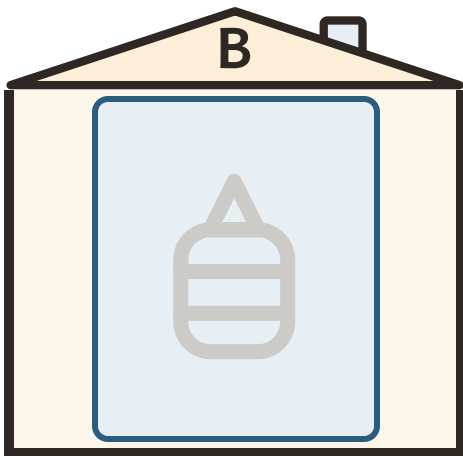


NAME

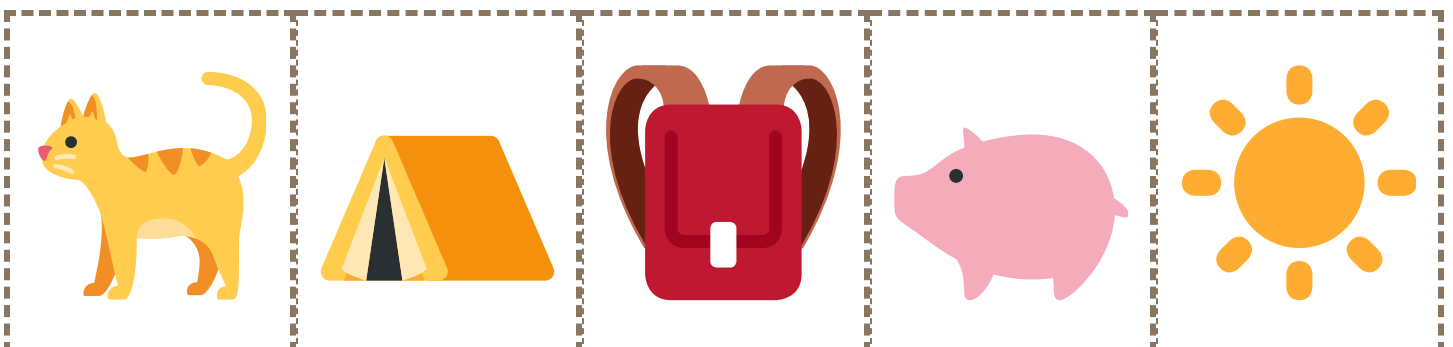
DATE



 Cut out the pictures. Glue each picture in the house for its first sound.



 CUT OUT THE FIVE PICTURES



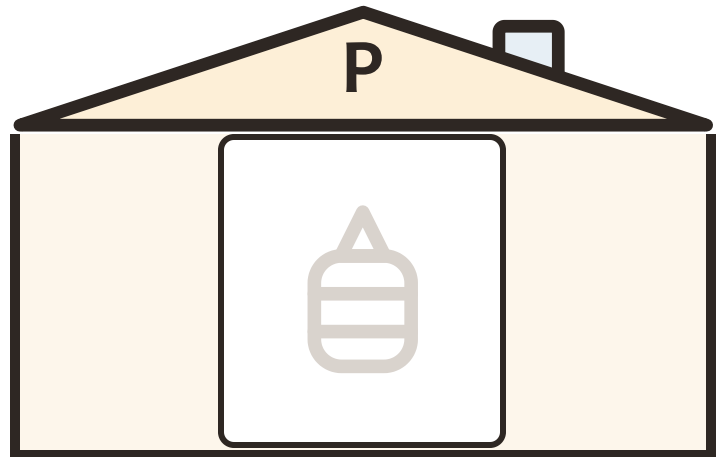
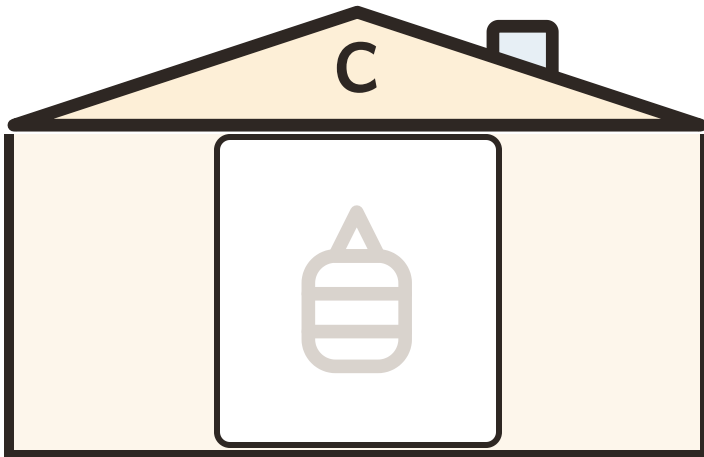
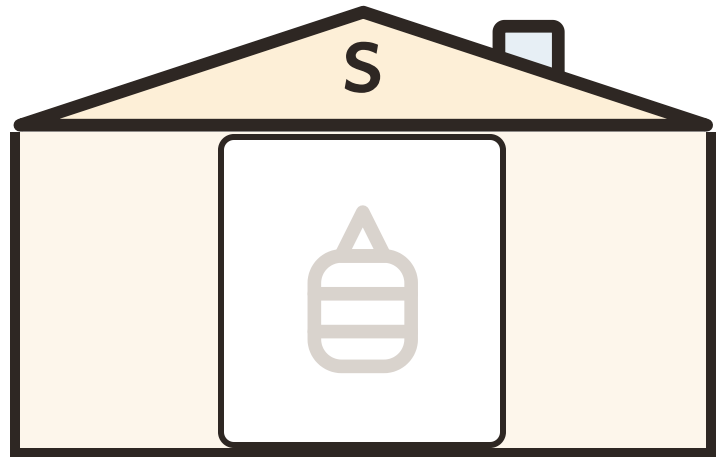
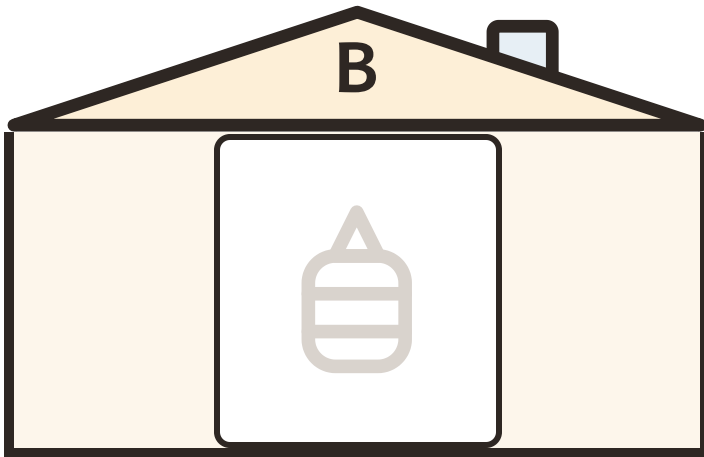
SORT BY BEGINNING
SOUND

NAME

DATE



» Say each picture and glue it in the house for its first sound. There is a card that belongs in none of them.



✂ CUT OUT THE FIVE PICTURES — ONE IS LEFT OVER





Each item is listed as the picture and the letter that belongs in its box, in the order the pictures appear on the page. Every answer was recomputed from the same data that draws the page, not typed in by hand.

Beginning Sound: B or S

Level 1 backpack - b sun - s bee - b star - s bat - b snail - s

Level 2 book - b shell - s balloon - b spider - s broom - b snake - s (left over: b)

Level 3 bike - b star - s bird - b spoon - s sun - s snail - s

Beginning Sound: C or P

Level 1 cat - c penguin - p carrot - c pear - p crab - c pig - p

Level 2 cake - c pencil - p corn - c potato - p crown - c pineapple - p (left over: c)

Level 3 candy - c plant - p cheese - c pig - p penguin - p pear - p

Beginning Sound: B or T

Level 1 backpack - b tree - t bed - b train - t bus - b tent - t

Level 2 balloon - b tulip - t book - b tent - t broom - b tree - t (left over: b)

Level 3 bone - b train - t bird - b tulip - t tent - t tree - t

Why both letters are on every strip

A Level 1 page in this pack still makes the student choose. There is no errorless version of telling two sounds apart — a strip of identical pieces would be a page with the skill taken out of it — so Level 1 scaffolds everything else instead: a tinted box showing exactly where the piece goes, and no spare piece to account for.



Jamal R. is an invented student — nothing on this page describes a real child. This is Beginning Sound: B or S, Level 2, filled in correctly, so you can see exactly what a finished page looks like before any student touches one. The blank page is page 6.

B S	
1 	b
2 	s
3 	b
4 	s
5 	b
6 	s

✂ CUT OUT THE SEVEN LETTERS — ONE IS LEFT OVER

s	b	s	b	s	b	b
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How to read it

Jamal R. glued every one of the 6 pictures correctly: 3 B and 3 S. One extra B card is left over, uncut, because B was already glued everywhere it belonged on this page. Every number here comes straight off this level's own data — the same data that drew the page and the answer key (page 24).



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