

44 Sounds and Spellings Tubs

Product Code:

LI00796

Introduction

Your complete classroom solution to phonics and spelling! There are 44 sounds that make up every spoken word in the English language. With the help of the objects included in these tubs, children will be able to see how a variety of different spelling patterns are used to represent each of these different sounds.

Contents

- 44 ready-labelled tubs complete with objects
- Leaflet of teaching tips and ideas
- Photocopiable reference guide
- A ready-made classroom storage solution!

Target Areas

- Speaking & Listening
- Phonemic Awareness
- Spelling
- Assessment
- Creative Writing

Each tub has three labels to help with identification:

1. A label on the top of the lid with the initial sound and an image which represents this
2. A label on the front on the tub repeating the above information
3. A label on the inside of the lid which highlights all the different graphemes* for that phoneme, along with a word to represent the grapheme. The list of words also works as a checklist with the objects in the tub.

* Rare graphemes are not represented with an object in the tub, but they are listed on the bottom of the label with a word as an example and the grapheme highlighted in a different colour.

Activity ideas and top tips!

1. Phonemic Awareness: Use the items in the tubs to familiarise children with the sounds in words. For example, sit children down with the /d/ tub, making sure everyone can see. Pull out an object at a time saying what it is, emphasising the sound in each word as you go (eg. this is a dog, this is a duck, this is an adder and this is a sandwich). Ask children 'What is the common sound in all of these objects?'

2. Assessment: Use an object from each tub to assess which sounds children know, and what sounds they still need to learn. Keep the selection of objects to 4 at a time. Eg. show an ant, an eight, a hat and a horse, saying what each object is. Then ask the child 'what object starts with an /a/ (making the short a sound)?'; 'what object begins with /ay/ (whilst making the long a sound)?'; 'which two objects begin with an h?' and so on. Photocopy the 2-page reference sheet included in this leaflet to keep a record of each child and to monitor progress.

3. Segment and Sound-Talk Words: Pull out an object (eg. a dog) and ask if anyone knows what it is. When someone says the word 'dog', confirm they are right and then get the group to sound-talk out the letters of the word, so d-o-g. If a child gets the name of an object wrong, (eg. thinks the dog is a horse!) then guide them to the correct word by saying something like 'You're right in that this is an animal with 4 legs. However, the one I'm thinking of barks and begins with the /d/ sound. Does anyone know the answer?'

4. Odd One Out Game: Perfect for practice and reinforcement of sounds already introduced. Place all of the common sound items from one tub onto a tray, with another item that doesn't fit. Ask children to identify the odd one out and explain why.

5. Memory Game: Use the objects as above but, after showing them all the items for a minute or two, cover them and ask the children to tell you what was there. Uncover to check their answers. Alternatively, ask them to write down their answers – you can then check the graphemes (spelling choices) they have used for all the different spellings of that sound.

6. Talk for Writing Silly Story Game: Using all of the items out of one of the sound tubs, get children to try to tell you a silly story. An example from the /ch/ tub could be: 'The **chicken** was cold, so lit a **match** to make a fire. Looking at his **watch** he saw it was time for dinner, so sat in his **chair** with a nice piece of **cheese**!'

7. Silly Sentence Spelling Game: As in the Silly Story game above, do the same again but get children to write down their sentences or stories, all featuring the same sound but with the children trying to make the correct grapheme (spelling) choice each time. An example from the long /o/ tub could be: 'On my way home from school I saw an erupting **volcano**, a big **goat**, a pink **flamingo** with a traffic **cone** on its head and a boy making a **snowman**!'

8. Try using these fantastic objects in conjunction with TTS's best-selling magnetic letters and sounds! Children will be able to build the words of the objects they are looking at with these sturdy, foam magnetic pieces, giving them a truly multisensory learning experience! Visit www.tts-shopping.com for more details (see product codes LI00707, LI00706 and LI00708).

| Sound Grouping | Sound Tub Label | Most common grapheme correspondences | Objects | ✓ |
|----------------------------|-----------------|--------------------------------------|--|---|
| Consonant Sounds | /b/ | b, bb | ball, rabbit, banana, button, zebra | |
| | /d/ | d, dd | dog, dice, duck, adder, sandwich | |
| | /f/ | f, ff, ph | fish, fence, waffle, phone, fan | |
| | /g/ | g, gg | goat, grapes, gorilla, egg, zig zag | |
| | /h/ | h | hat, hen, hotdog, hippo, helmet | |
| | /j/ | j, g, ge, dge | jet, jellyfish, angel, giraffe, fridge | |
| | /k/ | k, c, ck, ch, qu | key, cat, clock, Christmas tree, quarter | |
| | /l/ | l, ll | lion, log, lipstick, ball, alligator | |
| | /m/ | m, mm, mb | monkey, mitten, mug, comb, hammer | |
| | /n/ | n, nn, kn, gn | nest, necklace, nose, tennis racket, knife, gnome | |
| | /p/ | p, pp | pear, pig, pan, pumpkin, apple | |
| | /r/ | r, rr, wr | rat, rug, rabbit, carrot, wreath | |
| | /s/ | s, ss, se, c, ce | sock, horse, rice, dress, centipede, cylinder | |
| | /t/ | t, tt | train, turtle, tree, button, mitten | |
| | /v/ | v, ve | volcano, vase, olive, hive, sieve | |
| | /w/ | w, u | waffle, watering can, wheel, web, penguin | |
| | /y/ | y | yogurt, yolk, yarn, yo-yo, yacht | |
| | /z/ | z, zz, ze, se, x | zebra, zig zag, cheese, pretzel, puzzle, xylophone | |
| | /x/ | x, k-s, cks | fox, axe, socks, blocks, mailbox | |
| Digraph Sounds | /ch/ | ch, tch | cheese, chair, chicken, match, watch | |
| | /wh/ | wh | wheel, whale, whistle, wheat, wheelbarrow | |
| | /sh/ | sh, ti, ch | ship, shoe, fish, sewing machine, station | |
| | /th/ | th | thumb, thermometer, third, thimble, feather | |
| | /zh/ | s (before -ion and -ure), ge | treasure chest, television, tape measure, camouflage | |
| | /ng/ | ng | hanger, flamingo, ring, finger, wing, | |
| Short Vowel Sounds | /a/ | a | ant, hat, cat, bat, apple | |
| | /e/ | e, ea | bread, egg, elephant, hen, peg | |
| | /i/ | i, y | pig, lipstick, igloo, fish, cylinder | |
| | /o/ | o, ou, a | orange, Octopus, swan, dog, cough machine | |
| | /u/ | u, o, ou | duck, money, slug, glove, umbrella | |
| | /oo/ | oo, u | book, football, hook, wool, bull | |
| Long Vowel Sounds | /a/ | a, ai, ay, ei, a_e, eigh | radio, snail, cake, eight, hay, weight, | |
| | /e/ | ee, ea, ey, y, e_e, | eel, bee, seal, key, eagle, baby, centipede | |
| | /i/ | i, ie, y, i_e, igh | iron, dice, dinosaur, fries, tyre, light bulb | |
| | /o/ | o, oa, ow, o_e | volcano, goat, snowman, cone, flamingo | |
| | /u/ | u, ew, u_e | unicorn, cube, ewe, newt | |
| | /oo/ | oo, o, u, ew, ue, u_e, oe | boot, shoe, igloo, glue, screw, flute | |
| | /ou/ | ou, ow | cloud, cow, crown, flower, house | |
| | /oy/ | oy, oi | cowboy, coins, oil can, doily, poison | |
| R' Controlled Vowel Sounds | /air/ | air, are, ear, ere | chair, pear, bear, square | |
| | /ar/ | ar, al, a | koala, yarn, palm tree, shark, bath | |
| | /ear/ | ear, ier, eer | deer, ear, pierced ear | |
| | /ur/ | ir, or, ur, er (her) | purse, turtle, bird | |
| | /or/ | or, oor, oar, our, a, au | corn, watering can, dinosaur, apple core, saw | |