Objective
The student will match initial sounds in words.

Materials
- Matching initial sound picture cards (Activity Master PA.032.AM1a - PA.032.AM1e) *Cut all cards apart.*
- ☐ card (Activity Master PA.032.AM2) *Make two copies.*
- Pocket chart
- Paper
- Crayons

Activity
Students place the ☐ card over the picture that does not share the same initial sound.
1. Display picture cards on the pocket chart in groups of three. (Each row will have two pictures with matching initial sounds and one odd.)
2. The student states the names of the pictures in a given row and determines each initial sound.
3. Places the ☐ card over the picture that does not have the same initial sound as the other two cards.
4. Illustrates five pairs of the matching initial sound pictures.
5. Teacher evaluation

Extensions and Adaptations
- Use medial or final sounds (Activity Masters PLSC-M.1 - PLSC-M.13 and PLSC-F.1 - PLSC-F.16).
house, zebra, helicopter, lion, lizard, goat
parrot, popsicle, fan, bed, bug, window
One Card Out

- turkey
- turtle
- pencil
- lamp
- ladder
- hand

5 5 5

6 6 6
balloon, bicycle, clown, penny, paint, bracelet
newspaper, needle, violin, grapes, grass, skateboard
## Phonological Awareness

### PA.032.AM2

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### One Card Out

- K-1 Student Center Activities: Phonological Awareness
- 2005 The Florida Center for Reading Research (Revised July, 2007)
Phonological Awareness

Phoneme Matching

Sound Snacker – Sound Smacker

Objective

The student will match initial sounds in words.

Materials

- Construction paper
  
  Make two "funny faces" - one happy and one sad.
  
  Label the happy face “Sound Snacker” (target sound) and label the sad face “Sound Smacker.”

- Two plastic containers, baskets, or trash cans with swinging lids
  
  Attach a funny face to the front of each container.

- Sound objects or pictures (Activity Master PA.033.AM1a - PA.033.AM1c)
  
  Choose a target picture for the "sound snacker."

- Basket
  
  Place objects or pictures in the basket.

- Paper

- Crayons, colored pencils, or markers

Activity

Students sort objects by initial sounds into containers.

1. Place the sorting containers and basket of objects at the center.
2. Working in pairs, students take turns selecting objects from the basket.
3. Sort target sound objects into the “Sound Snacker” and non-target sounds into the “Sound Smacker.”
4. Continue until all the objects in the basket are sorted.
5. Illustrate the target sound objects.
6. Teacher evaluation

Extensions and Adaptations

- Use other target sound objects.
- Sort objects that do and do not rhyme.
- Sort words by number of letters.
- Sort words and sentences.
monkey, mice, mat, motorcycle, moon, mirror
mitten, mop, marble, mask, lion, table
flower, pie, crayon, fox
**Objective**

The student will match initial sounds in words.

**Materials**

- Small basketball hoops
  
  *Place on suction cups or use paper plates with center cut out and mesh vegetable bags attached.
  
  *Make two. Label one hoop with a picture that represents the target sound, and the other hoop with a ☞ (not the same as the target sound).
  
- Baskets
- Paper basketballs (Activity Master PA.034.AM1)
  
  *Copy the Activity Master on orange construction paper and cut out.
  
- Initial sound pictures (Activity Master PA.034.AM2a - PA.034.AM2c)
  
  *Choose a target /b/ picture for one of the basketball hoops.
  
  *Cut and glue pictures to the paper basketballs.
- ☞ card (Activity Master PA.034.AM3)

**Activity**

Students sort labeled paper basketballs by initial sounds into hoops.

1. Attach the two basketball hoops side by side to a door or bulletin board and place a small basket under each hoop.
2. Taking turns, students sort the pictures by initial sounds into the labeled hoops.
3. Continue until all the pictures are sorted.
4. Peer evaluation

**Extensions and Adaptations**

- Use other target sound picture cards (Activity Master PLSC-I.1 - PLSC-I.22).
- Sort medial and final target sound pictures (Activity Master PLSC-M.1 - PLSC-M.13 and PLSC-F.1 - PLSC-F.16).
Hoop It!
bat, ball, butterfly, basket, balloon, bird
Phonological Awareness

Hoop It!

boat, bear, bell, bus, brush, banana
Phonological Awareness

Hoop It!

zipper, telephone, yo-yo, swing, flag, apple
Objective
The student will match initial sounds in words.

Materials
- Target and non-target sound objects or picture cards (Activity Master PA.035.AM1a - PA.035.AM1c)
  Choose a /t/ target sound for the train engine.
- Basket
  Place all objects in the basket.
- Sound Train engine and caboose (Activity Master PA.035.AM2a)
- Sound Train cars (Activity Master PA.035.AM2b)
  Copy five times.
- Construction paper
  Use as the platform.
- Paper
- Crayons or markers

Activity
Students match initial sounds of objects to target sound picture on the sound train.
1. Place the train and basket of objects on a flat surface. Place the target sound picture on the train engine.
2. Students say the initial sound of the target picture.
3. Taking turns, students choose objects from the basket.
4. Place each object that begins with the target sound on a car.
5. Place objects that do not begin with the target sound on the platform.
6. Illustrate objects placed on the sound train.
7. Peer evaluation

Extensions and Adaptations
- Use blends or digraphs for target sounds.
- Use final or medial picture cards (Activity Master PLSC-M.1 - PLSC-M.13 and PLSC-F.1 - PLSC-F.16).
tiger, toothbrush, telephone, tie, two, ten
Sound Train

tree, table, turtle, toothpaste, train
six, fish, slide, heart, wall, sock
### Objective
The student will match initial sounds in words.

### Materials
- Clear plastic “discovery” bottle
  - *Attach the target /s/ picture card.*
- Small initial sound picture cards (Activity Master PA.036.AM1)
  - *Copy, glue, and cut the picture cards.*
  - *Place inside the bottle and glue the bottle cap closed.*
- Paper
- Crayons, markers, or pencils

### Activity
Students examine a “discovery” bottle and illustrate target sound pictures.
1. Place the bottle, paper, and crayons on a flat surface.
2. Student examines the bottle contents, turning the bottle to identify target sound pictures.
3. Draws a picture of five or more of the target sound items.
4. Teacher evaluation

### Extensions and Adaptations
- Make a final sound bottle (Activity Master PA.036.AM2).
- Make a variety of sound bottles using other target sounds.
- Use small objects.
1. Copy the Activity Master.
2. Cut out the picture grid on the dotted line.
3. Fold the two sets of pictures on the bold line.
4. Glue pages back to back.
5. Cut the squares apart.
6. Place in the bottle.
1. Copy the Activity Master.
2. Cut out the picture grid on the dotted line.
3. Fold the two sets of pictures on the bold line.
4. Glue pages back to back.
5. Cut the squares apart.
6. Place in the bottle.
Objective
The student will match initial sounds in words.

Materials
- Backpack (Activity Master PA.037.AM1)
  Make two copies on card stock and laminate.
- Target sound objects or picture cards (Activity Master PA.037.AM2a - PA.037.AM2c)
  If using objects copy Activity Masters for target sounds.
- Backpack student sheet (Activity Master PA.037.SS)
- Basket
  Place objects or cards in the basket.
- Crayons or markers

Activity
Students match initial sounds of objects to target pictures on the backpacks.
1. Place a target sound picture card on each backpack (/k/ and /d/). Place backpacks and basket of initial sound objects at the center. Provide each student with a student sheet.
2. Taking turns, students select one item in the basket, identify it, say the initial sound (e.g., car, /k/).
3. Place item on the backpack with the picture that has the corresponding initial sound.
4. Continue until all items are placed.
5. Illustrate the target sound objects on the student sheet.
6. Teacher evaluation

Extensions and Adaptations
- Use real backpack.
- Label the pictures.
- Add non-target sound pictures or objects.
- Use other target sound picture cards (Activity Master PLSC-I.1 - PLSC-I.22, PLSC-M.1 - PLSC-M.13, and PLSC-F.1 - PLSC-F.16)
car, carrot, cloud, cat, cow, comb
crayon, coat, dog, door, duck, dragon
deer, donut, doll, dice
Phonological Awareness

K-1 Student Center Activities: Phonological Awareness

2005 The Florida Center for Reading Research (Revised July, 2007)

Phoneme Matching

Sound Pictures and Picture Puzzles

Objective
The student will match initial sounds in words.

Materials
- Target initial sound pictures (Activity Master PA.038.AM1)
  - Headings for T-chart
- Sound puzzles (Activity Master PA.038.AM2a - PA.038.AM2b)
  - Copy on card stock and cut into individual pictures.
- T-chart
  - Make on large poster board.
- Student sheet (Activity Master PA.038.SS)

Activity
Students sort and assemble picture sound puzzles.

1. Place the T-chart on the table with the initial sound pictures at the top. Scatter the pieces of the initial sound puzzles around the chart.
2. Students sort the initial sound puzzle pictures on the T-chart (e.g., the /a/ on the left and the /s/ on the right).
3. Assemble each puzzle and place under the corresponding target sound picture.
4. Illustrate five /a/ and five /s/ initial sound pictures on the student sheet.
5. Teacher evaluation

Extensions and Adaptations
- Draw additional pictures to match each target sound.
- Make other target sound pictures and puzzles to match.
Sound Pictures and Picture Puzzles

ax, ant, alligator, apple, animals, Africa, antelope, antenna
sound pictures and picture puzzles

snake, sandwich, soap, smile, seal, stick, swim, sweater
<table>
<thead>
<tr>
<th>Name</th>
<th>PA.038.SS</th>
<th>Sound Pictures and Picture Puzzles</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Apple" /></td>
<td><img src="image2.png" alt="Sun" /></td>
<td></td>
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</tbody>
</table>

**Activity:**

1. **Sound Pictures and Picture Puzzles**
   - Match each sound picture with its corresponding word.
   - Write the word for each picture below the image.

2. **Instructions**
   - Look at the apple and the sun.
   - Write the word for each picture below the image.

**Examples:**

- Apple: 
- Sun: 

---

**Notes:**

- Practice verbalizing the sound of each picture.
- Use these pictures to create simple sentences.

---

**References:**

K-1 Student Center Activities: Phonological Awareness

2005 The Florida Center for Reading Research (Revised July, 2007)
Objective
The student will match initial sounds in words.

Materials
- Pairs of objects with the same initial sounds
- Small paper bags

Activity
Students place objects with the same initial sound in bags.
1. Place one bag for each pair of objects at the center. Put one object from each pair in a bag. Place remaining objects at the center.
2. Taking turns, student one pulls out an object, names it, and determines the initial sound.
3. Student two then finds the object on the table that has the matching initial sound and places them together in the bag.
4. When all the objects are paired in the bags, the students may walk the room as partners to find other objects for their bags (like a scavenger hunt).
5. Peer evaluation

Extensions and Adaptations
- Play using medial or final sounds.
- Match objects to letters on the bags by initial sounds.
Objective
The student will match initial sounds in words.

Materials
- Picture boards (Activity Master PA.040.AM1a - PA.040.AM1e)
- Initial sound objects (A-Z) or picture cards (Activity Master PA.040.AM2a - PA.040.AM2b)
  - Place objects or picture cards in a basket.
- Dry-erase board or paper
- Dry-erase markers or markers

Activity
Students match the initial sound of objects to a picture board.
1. Place initial sound picture boards and basket of objects on a flat surface.
2. Taking turns, students choose objects from the basket.
3. Place the object on corresponding initial sound picture.
4. Continue until all the pictures are matched with an object.
5. Illustrate initial sound matches on marker board.
6. Teacher evaluation

Extensions and Adaptations
- Label the objects.
- Match foam or plastic letters to pictures.
Phonological Awareness
Object - Initial Sound Matching

apple, butterfly, cake, duck, elephant, flag
### Phonological Awareness

#### Object - Initial Sound Matching

<table>
<thead>
<tr>
<th>Picture Board</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Goat" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Igloo" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Kangaroo" /></td>
</tr>
</tbody>
</table>

- goat, heart, igloo, jet, kangaroo, ladybug
### Object - Initial Sound Matching

<table>
<thead>
<tr>
<th>Picture Board</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="monkey.png" alt="Monkey" /></td>
</tr>
<tr>
<td><img src="octopus.png" alt="Octopus" /></td>
</tr>
<tr>
<td><img src="queen.png" alt="Queen" /></td>
</tr>
</tbody>
</table>

monkey, nest, octopus, pencil, queen, ring
Phonological Awareness

Object - Initial Sound Matching

sun, tiger, umbrella, van, wagon, x-ray
### Phonological Awareness

**Object - Initial Sound Matching**

<table>
<thead>
<tr>
<th>Picture Board</th>
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<tbody>
<tr>
<td>yo-yo, zebra</td>
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</tbody>
</table>
Phonological Awareness

Object - Initial Sound Matching

<table>
<thead>
<tr>
<th>alligator</th>
<th>barn</th>
<th>car</th>
<th>dog</th>
<th>egg</th>
<th>fountain</th>
<th>glasses</th>
<th>hippopotamus</th>
<th>ice</th>
<th>jacks</th>
<th>kite</th>
<th>lamp</th>
<th>mask</th>
<th>nickel</th>
</tr>
</thead>
</table>

alligator, barn, car, dog, egg, fountain, glasses, hippopotamus, ice, jacks, kite, lamp, mask, nickel
Phonological Awareness
Object - Initial Sound Matching

ostrich, pig, quarter, rocket, swing, tractor, umpire, violin, well, xylophone, yarn, zipper
**Objective**

The student will match initial sounds in words.

**Materials**

- "A-Z" sound pictures (Activity Master PA.041.AM1a - PA.041.AM1c)
- Small brown paper bags
  - Label with "A-Z" sound pictures.
- Magazines
- Scissors

**Activity**

Students identify and sort pictures by initial sounds into labeled bags.

1. Alphabetize the paper bags in a line on a flat surface.
2. Students cut out magazine pictures that match the target sounds on the bags.
3. Sort the pictures into the labeled bags by initial sounds.
4. Teacher evaluation

**Extensions and Adaptations**

- Check pictures in bags during whole group activity.
- Use pictures to make class alphabet book.
- Sort objects by initial or final sounds.
apple, ball, camera, dinosaur, egg, fan, gorilla, hug, igloo
jug, kangaroo, lion, monkey, nose, ostrich, popcorn, queen, robot
snail, tiger, umbrella, vacuum, wheel, x-ray, yak, zipper
**Objective**

The student will match initial sounds in words.

**Materials**

- Sound picture cards (Activity Master PA.042.AM1a - PA.042.AM1f).

**Activity**

Students play an initial sound Go Fish picture card game.

1. Divide the set of picture cards into three separate and equal stacks. Each student gets one stack and the remaining stack is the “pond.”
2. Working in pairs, students check their cards, pair by initial sound, and put aside the matching sets.
3. Student one asks for a picture card that begins with a certain letter-sound. For example, “Do you have a picture that begins with /r/?”
4. If yes, student two gives it to his partner. If no, says, “Go fishing for a match!”
5. Student one then selects a card from the “pond.”
6. If a match is made, student one gets another turn. If a match is not made, student two takes a turn.
7. The game continues until all cards are matched.
8. Peer evaluation

**Extensions and Adaptations**

- Play Go Fish with final or medial sound cards.
- Match picture cards to target sounds on a pocket chart.
bear, cat, dog, banana, car, duck
Phonological Awareness

PA.042.AM1b

Phoneme Go Fish

fence, goat, hat, fish, garden, horse
jacket, kangaroo, leaf, jam, king, lunchbox
Phoneme Go Fish

necklace, penny, quilt, nickel, piano, queen
raccoon, seahorse, turtle, ring, sandwich, tooth
vase, yo-yo, zipper, van, yarn, zebra
**Objective**

The student will match initial sounds in words.

**Materials**

- Domino picture cards (Activity Master PA.043.AM1a - PA.043.AM1d)
  
  *Copy on card stock, color, cut apart, and laminate.*

**Activity**

Students play dominoes by matching pictures with the same initial sound.

1. Scatter dominoes face up on a flat surface.
2. The student takes one of the dominoes and names both pictures.
3. Finds another domino with a picture that has the same initial sound as one of the pictures on the original domino and connects them.
4. The game is finished when all the dominoes are connected.
5. Self-check

**Extensions and Adaptations**

- Make dominoes with final sounds.
- Make dominoes with upper and lowercase letters.
Phoneme Dominoes

flag, tent, igloo, START, kiss, kite, ten, plant
mop, nest, pig, bell, box, map, six, inch
END, dress, cat, fox, ladder, sun, bus, apron
<table>
<thead>
<tr>
<th>ant</th>
<th>brush</th>
<th>lamp</th>
<th>clock</th>
<th>duck</th>
<th>needle</th>
</tr>
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<td><img src="image2" alt="brush" /></td>
<td><img src="image3" alt="lamp" /></td>
<td><img src="image4" alt="clock" /></td>
<td><img src="image5" alt="duck" /></td>
<td><img src="image6" alt="needle" /></td>
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Objective
The student will match final sounds in words.

Materials
- Final sound picture cards (Activity Master PA.044.AM1)
  *Cut out picture wedges to use as target sounds.*
- Construction paper circles or paper plates
- Print resources (e.g., magazines and catalogs)
- Scissors
- Glue

Activity
Students create a collage of pictures that match the target final sound.
1. Provide the student with a target sound picture, paper circle, and print resources.
2. The student glues a target sound picture on a paper circle.
3. Finds and cuts out pictures from print media that have the same final sound as the target picture.
4. Glues pictures to paper circles.
5. Teacher evaluation

Extensions and Adaptations
- Use target initial and medial sounds.
Target Final Sound Pictures

girl, farm map, ant, bus, dog
**Objective**
The student will isolate initial sounds in words.

**Materials**
- CD or tape player
- Headphones
- CD or tape with initial sound songs
  - *Choose a target sound.*
- Paper
- Crayons or markers

**Activity**
Students interact with initial sound songs at the listening center.
1. Set up the listening center.
2. The student puts on the headphones and interacts with the song (singing the initial sounds of words).
3. Draws pictures of the words that begin with the target sound.
4. Teacher evaluation

**Extensions and Adaptations**
- Use a variety of letter-sound correspondence tapes.
- Use or make tapes that target medial or final sounds.
Phoneme Isolating

Feel It – Sound It

Objective

The student will isolate initial sounds in words.

Materials

- Box
  *Cut a hole in the end of the box large enough for a child's hand to reach in.*
- Sock
  *Cut the toe end open, insert in the box hole, attach with tape.*
- Target sound objects

Activity

Students play an initial sound identification game using a box and objects.

1. Place the box on a flat surface with the objects inside the box.
2. Working in pairs, student one selects an object from the box and shows the object.
3. Student two names the object and the initial sound of the object.
4. Continue the game until all the objects and initial sounds are identified.
5. Reverse roles and repeat the game.
6. Peer evaluation

Extensions and Adaptations

- State words that rhyme with each object.
- State the final sound of each object.
Objective
The student will isolate initial sounds in words.

Materials
- Sound objects
  Choose five-to-ten different initial sound objects.
- Basket
  Place the objects in the basket.
- File folder or construction paper

Activity
Students play an initial sound recall game with objects.
1. Place the basket of objects and file folder on a flat surface.
2. Working in pairs, one student is a “coach” and one student is a “player.”
3. The “coach” counts to 20 while the "player" observes the objects in the basket.
4. After counting to 20, the "coach" covers the basket with the file folder (hiding the objects from view).
5. The “player” names the objects and says the initial sound for each object named.
6. The “coach” gives the "player" each correctly identified object.
7. Players reverse roles and continue the game.
8. Peer evaluation

Extensions and Adaptations
- Identify target final sound objects.
- Include non-target sound objects.
- Increase the number of objects.
**Objective**
The student will isolate initial, final, and medial sounds in words.

**Materials**
- Double-picture cards (Activity Master PA.048.AM1)
- Student sheet (Activity Master PA.048.SS)
- Scissors
- Glue

**Activity**
The students sort pictures according to initial, medial, and final sounds.
1. Provide the student with a student sheet and a set of picture cards. Place scissors and glue at the center.
2. The student cuts out a picture card, determines if the two pictures share the same initial, medial, or final sound, and glues the card under the correct heading.
3. Teacher evaluation

**Extensions and Adaptations**
- Make double-picture cards.
Sound Quest

PA.048.AM1

duck/dog
rooster/rainbow
grape/whale
mule/cube
mop/ship

marble/map
skeleton/smoke
feet/cheese
ax/box
stick/rock

table/tractor
soap/boat
bike/five
bus/glass
elf/leaf
Objective
The student will segment sounds in words.

Materials
- CD or tape player
- Headphones
- CD or tape with songs that segment sounds in words
- Paper
- Crayons or markers

Activity
Students interact with songs that segment words at the listening center.
1. Set up the listening center.
2. Student puts on headphones and interacts with the song, segmenting the sounds in words.
3. Student folds the paper in fourths and writes name in the top left box.
4. Draws a picture of a word with two phonemes heard on the tape in the top right box.
5. Draws a picture of a word with three phonemes in the bottom left box.
6. Draws a picture of a word with four phonemes in the bottom right box.
7. Teacher evaluation

Extensions and Adaptations
- Make a word segmenting tape.
Objective
The student will segment sounds in words.

Materials
- Phoneme Phones
  Make two using small straight pieces of PVC pipe and four 90° PVC elbows. Use PVC glue to secure.
- Paper phone (Activity Master PA.050.AM1)
  Copy on card stock.
- Two-to-four phoneme picture cards (Activity Master PA.050.AM2a - PA.050.AM2b)
- Basket
  Place picture cards in the basket.
- Counters

Activity
Students segment sounds using Phoneme Phones.
1. Place Phoneme Phones, paper phones, picture cards, and counters on a flat surface.
2. Working in pairs, student one selects a picture card from the basket.
3. Student two names the picture and orally segments the sounds into the Phoneme Phone (e.g., /p/ /e/ /n/).
4. Student one places one counter for each phoneme on the paper phone.
5. Students take turns until all the pictures are completed.
6. Peer evaluation

Extensions and Adaptations
- Use paper cups, paper clips, and string to make the phones.
- Use Phoneme Phones to read a story.
- Use other phoneme picture cards (Activity Master PA.053.AM1a - PA.053.AM1d).
pie-2, key-2, ice-2, arm-2, bike-3, pen-3
book-3, gate-3, mask-4, lamp-4, snake-4, clock-4
Objective
The student will segment sounds in words.

Materials
- Student photographs
  
  *Copy the photographs (school pictures).*
  
  *Label the back with the number of phonemes in each student’s name.*
- Unifix cubes
- Small stickers
- Baskets
  
  *Place photographs, unifix cubes, and stickers in three separate baskets.*

Activity
Students sound out phonemes in classmates’ names.
1. Place the baskets of student photographs, unifix cubes, and stickers on a flat surface.
2. Taking turns, student one selects a photograph from the basket.
3. Student two names the student in the photograph and finger taps the phonemes in the name. Student one counts the taps and checks the back of the card.
4. Student two makes a unifix cube tower that corresponds to the number of phonemes in the name and places it beside the photograph.
5. Continue choosing pictures, tapping out phonemes, and making unifix towers.
6. Find the photograph of the student with the most phonemes in name. Place a sticker on the back of the photograph.
7. Peer evaluation

Extensions and Adaptations
- Use two, three, and four phoneme picture cards (Activity Master PA.051.AM1a - PA.051.AM1b).
- Use a magnetic board and place magnetic tape on the back of the picture cards.
owl-2, car-2, cup-3, bat-3, log-3, foot-3
Name That Sound

shirt-3, drum-4, tiger-4, hand-4, penny-4, crib-4
**Objective**

The student will segment sounds in words.

**Materials**

- Hopscotch board
  
  *Use a hopscotch mat, tape off a hopscotch board, or draw with sidewalk chalk.*
- Two-to-six phoneme picture cards (Activity Master PA.052.AM1a - PA.052.AM1b)

**Activity**

Students hop the number of phonemes in a word.

1. Place the hopscotch board on the floor and the cards nearby.
2. Taking turns, student one flips over the first card from a stack of picture cards, says the name of the picture, segments the word into phonemes, and counts the number of phonemes.
3. Student two hops to the corresponding number while orally segmenting the phonemes.
4. Continue the activity.
5. Peer evaluation

**Extensions and Adaptations**

- Use other phoneme picture cards (Activity Master PA.053.AM1a - PA.053.AM1d).
Phoneme Hopscotch

hay-2, jar-2, tack-3, fire-3 snail-4, bread-4
Phonological Awareness

PA.052.AM1b

Phoneme Hopscotch

tent-4, rabbit-5, koala-5, robot-5, domino-6, dragon-6
Phonological Awareness

Phoneme Segmenting

PA.053

Phoneme Feud

Objective
The student will segment sounds in words.

Materials
- Two-to-five phoneme picture cards (Activity Master PA.053.AM1a - PA.053.AM1d)

Activity
Students play a word game counting the sounds in words.
1. Mix and place phoneme picture cards in two stacks face down at the center.
2. Working in pairs, students simultaneously turn over a card, say the word, segment the sounds, and count the phonemes.
3. The student with the picture card containing the highest number of phonemes takes the cards. If the students have the same number then they have a “phoneme feud.” Each student selects two more cards, placing one face down, and one face up.
4. The student with the most phonemes represented on the card that is placed face up gets all the cards.
5. Continue to play until one student has all the cards.
6. Peer evaluation

Extensions and Adaptations
- Sort picture cards by number of phonemes.
- Develop additional picture cards (e.g., drawing, cutting out magazine pictures).
key-2, arm-2, hay-2, two-2, saw-2, pie-2
bat-3, fish-3, nail-3, hose-3, coach-3, rope-3
penny-4, baby-4, spoon-4, snail-4, ladder-4, clock-4
Phoneme Feud

gorilla-5, racoon-5, bucket-5, candy-5, plant-5, cracker-5
Objective
The student will segment sounds in words.

Materials
- Pocket chart
- Two-to-six phoneme picture cards (Activity Master PA.054.AM1a - PA.054.AM1d)
- Number headings (Activity Master PA.054.AM2)
  *Arrange in a row so that picture cards may be placed under them in a column.
- Gloves (optional)
  *May also use socks or "two finger tap" (tapping thumb and index finger) to muffle noise.

Activity
Students clap the number of phonemes in a word and place under the corresponding number on a pocket chart.
1. Place the gloves and stack of picture cards beside the pocket chart.
2. Taking turns, the students pick up a picture card and say the word.
3. "Finger tap" the number of phonemes while saying the word and place the picture card under the correct number on the pocket chart (e.g., picture card of the "cow" would be placed under the number "2").
4. Continue until all picture cards are sorted.
5. Peer evaluation

Extensions and Adaptations
- Spell the words out, then sort words by the number of graphemes.
- Clap syllables in other picture cards (Activity Master PA.054.AM3a - PA.054.AM3d).
cow-2, knee-2, pea-2, saw-2, sew-2, star-3
### Phonological Awareness

**Phoneme Closed Sort**

**PA.054.AM1b**

<table>
<thead>
<tr>
<th>rope-3</th>
<th>kite-3, roach-3</th>
<th>ant-3, clown-4, turtle-4</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Rope" /></td>
<td><img src="image2.png" alt="Kite" /></td>
<td><img src="image3.png" alt="Ant" /></td>
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<tr>
<td><img src="image4.png" alt="Roach" /></td>
<td><img src="image5.png" alt="Clown" /></td>
<td><img src="image6.png" alt="Turtle" /></td>
</tr>
</tbody>
</table>
bottle-4, bridge-4, paper-4, plant-5, rooster-5, lettuce-5
skunk-5, ticket-5, dinosaur-6, backpack-6, snowman-6, violin-6
Phoneme Closed Sort

1  2
3  4
5  6
Phonological Awareness

PA.054.AM3a
Phoneme Closed Sort - Extension (syllables)

boy-1, girl-1, spoon-1, doll-1, coat-1, lamp-1
table-2, apron-2, crayon-2, wagon-2, window-2, baby-2
radio-3, computer-3, butterfly-3, kangaroo-3, skeleton-3, astronaut-3
motorcycle-4, alligator-4, rhinoceros-4, elevator-4, thermometer-4, caterpillar-4
Objective
The student will segment sounds in words.

Materials
- Elkonin Box picture cards (Activity Master PA.055.AM1a - PA.055.AM1l)
- Chips or counters

Activity
Students orally segment words using counters and Elkonin Boxes.
1. Place the picture cards in a stack and the chips on a flat surface.
2. Working in pairs, student one says the name of the picture and then says the word again, pausing between sounds, while slowly moving a chip in each box.
3. Student two repeats the sounds while touching each box, then says the word quickly.
4. Peer evaluation

Extensions and Adaptations
- Write the grapheme(s) for each phoneme in the boxes (Activity Master P.074.AM1a - P.074.AM1l).
- Make other Elkonin Box picture cards (Activity Master PA.055.AM1m).
Phonological Awareness

Say and Slide Phonemes

PA.055.AM1a

[Image of a teacup with a teabag inside]

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Say and Slide Phonemes
Say and Slide Phonemes
Phonological Awareness
Say and Slide Phonemes

PA.055.AM1g

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Say and Slide Phonemes
Phonological Awareness
Say and Slide Phonemes
PA.055.AM1k
**Objective**

The student will segment sounds in words.

**Materials**

- The Sound Game board (Activity Master PA.056.AM1a - PA.056.AM1b)
- Two-to-five phoneme picture cards (Activity Master PA.056.AM2a - PA.056.AM2b)
- Game pieces (e.g., counters)

**Activity**

Students play a board game counting phonemes in words.

1. Place game board and picture cards face up in a stack on a flat surface.
   - Place game pieces at START.
2. Taking turns, students pick up a picture card, name the picture, say the word, and segment the word into phonemes.
3. Count the phonemes in the word and move game piece the corresponding number of spaces. For example, pick up the picture of a dog, say "dog," segment the sounds "/d/ /o/ /g/," and move the game piece three spaces.
4. Continue game until all students reach the END.
5. Peer evaluation

**Extensions and Adaptations**

- Use other phoneme picture cards (PA.054.AM1a - PA.054.AM1d).
- Make picture cards (e.g., draw or cut pictures from magazines).
- Count syllables in words.
tie-2, eight-2, key-2, lock-3, cry-3, five-3
The Sound Game

paint-4, box-4, giraffe-4, apron-5, peanut-5, seven-5
Objective
The student will segment sounds in words.

Materials
- Two-to-five phoneme picture cards (Activity Master PA.057.AM1a - PA.057.AM1b)
- Sound spinner (Activity Master PA.057.AM2)
  Copy on card stock.
- Brad
  Use to make the spinner.
- Student sheet (Activity Master PA.057.SS)
- Crayons

Activity
Students play a spinner game counting the sounds in words.
1. Place spinner on a flat surface and picture cards in rows face up beside the spinner. Provide each student with a student sheet.
2. Taking turns, students use the spinner to identify a number.
3. Point to and name one picture card with matching number of phonemes (e.g., student spins a “5” and points to "icicle").
4. Draw the picture on the student sheet. For example, draw the icicle in the space labeled "5."
5. Continue the activity until each student has a picture in all numbered areas.
6. Teacher evaluation

Extensions and Adaptations
- Use other phoneme picture cards (PA.053.AM1a - PA.053.AM1d).
- Draw other phoneme pictures corresponding with the numbers in each section of the student sheet (Activity Master PA.057.SS).
tie-2, four-2, owl-2, ball-3, leaf-3, boat-3
Sound Spin

six-4, block-4, flag-4, icicle-5, puppet-5, radio-5
Sound Spin

PA.057.AM2
Name

Sound Spin

PA.057.SS
Objective
The student will segment and blend sounds in words.

Materials
- Puppets
- Pirate hat instructions (Activity Master PA.058.AM1) 
  *Place the pirate hats on the puppets.*
- Box
  *Decorate as a treasure chest.*
- Pennies
- Two-to-four phoneme picture cards (Activity Master PA.058.AM2a - PA.058.AM2c)
- Graphing student sheet (Activity Master PA.058.AM3)
- Crayons or markers

Activity
Students use puppets to segment and blend sounds to make words.
1. Place picture cards, treasure chest, and pennies on a flat surface. Provide each student with a puppet and a student sheet.
2. Working in pairs, student one chooses a picture card, uses a pirate puppet to say the word, segments the sounds (e.g., /t/ /r/ /e/), and turns the card face down.
3. Student two uses his puppet to say the word (e.g., tree).
4. If student two identifies the word correctly the pirate puppet puts one coin for each phoneme in the treasure chest.
5. Record the number of pennies placed in the treasure chest on the graphing sheet.
6. Reverse roles and continue the activity.
7. Teacher evaluation

Extensions and Adaptations
- List the words.
1. Fold paper in half.

2. Fold paper in half again.

3. Rotate 90 degrees.

4. Fold down top corners.

5. Fold up bottom edges to make a brim.

All finished!
toe-2, door-2, shoe-2, egg-2
nose-3, sock-3, shark-3, tree-3
baby-4, tiger-4, snail-4, ladder-4
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<td><img src="image32.png" alt="Diagram 32" /></td>
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</table>
**Objective**
The student will segment and blend sounds in words.

**Materials**
- Two-to-five phoneme picture parts (Activity Master PA.059.AM1a - PA.059.AM1h)
  *Copy on card stock, laminate, and cut on dotted lines. Select target pictures.*

**Activity**
Students slide vertical picture cut-outs while blending sounds to make words.
1. Place target picture parts in random order in individual stacks on a flat surface.
2. The student chooses a stack of picture parts and puts in order to make a picture leaving spaces between the parts.
3. Says a phoneme for each picture part while slowly sliding the parts together.
4. Once together, says the whole word and continues until all the pictures are assembled.
5. Self-check

**Extensions and Adaptations**
- Use photographs of students.
- Make other picture parts.
cow-2, egg-2
bow-2, bee-2
fish-3, leaf-3
star-3, pen-3
frog-4, tiger-4
turtle-4, mask-4
candy-5, crayon-5
lizard-5, rainbow-5
Making Words

**Objective**
The student will manipulate sounds in words.

**Materials**
- CD or tape player
- Headphones
- CD or tape of “making words” songs
- Paper
- Crayons or markers

**Activity**
Students interact with “making words” songs at the listening center.
1. Set up the listening center.
2. Student puts on headphones and interacts with the songs (manipulating initial sounds to make new words).
3. Folds the paper in fourths.
4. Writes name in top left box.
5. Changes the initial sound in three words and draws a picture of each word.
6. Teacher evaluation

**Extensions and Adaptations**
- Label word family illustrations.