Objective
The student will match initial sounds to letters.

Materials
- Scrambled letter boards (Activity Master P.027.AM1a - P.027.AM1c)
- Magnetic letters
- Tray
- Tub of "A-Z" objects
- Dry-erase marker boards or paper
- Dry-erase markers or washable markers

Activity
Students match the initial sounds of objects to letters.
1. Place the scrambled letter boards, tray of magnetic letters, and tub of objects on a flat surface.
2. The student chooses an object from the tub.
3. Places the object on the corresponding letter (e.g., turtle, /t/).
4. Continues until all the objects are matched with a letter.
5. Practices writing the letters on the marker board.
6. Self-check

Extensions and Adaptations
- Label each object.
- Use final and medial sounds.
Object Letter-Sound Matching

i
d
f

g
r
x
c
v
h
Objective
The student will match initial sounds to letters.

Materials
- Two egg cartons with two extra cups taped to one of the egg cartons (or Activity Master P.028.AM1a - P.028.AM1c)
  *Attach egg cartons to make 26 egg cups in all.*
- Permanent markers
  *Label the bottom of each egg cup from "a-z."
- Small "a-z" objects
- Bag
  *Place objects in bag.*
- Paper
- Crayons

Activity
Students match initial sounds of objects to letters in egg cartons.
1. Place the egg cartons and bag of objects on a flat surface.
2. Taking turns, students draw an object from a small bag and identify the initial sound of the object.
3. Match the initial sound of the object to the letter in the egg carton cup and place the object on the letter.
4. Illustrate object and label with the initial sound.
5. Teacher evaluation

Extensions and Adaptations
- Match final or medial sounds.
Alpha Eggs

tape or glue
tape or glue

α β
γ δ
ε ζ
η θ
ι κ
λ μ
ν ξ
ο ρ
σ τ
υ χ
φ ϖ
θ ω
Phonics

Alpha Eggs
Objective
The student will identify initial sounds of letters.

Materials
- Ten target sound objects
- Non-target sound objects
- Basket
  * Place all objects in the basket.
- Engine and caboose (Activity Master P029.AM1)
- Train cars (Activity Master P029.AM2)
  * Copy five times.
- Sound letters (Activity Master P016.AM1).
  * Cut letters apart.
  * Choose a target sound for the train engine.
- Construction paper
  * Use as the platform.
- Paper
- Crayons or markers

Activity
Students match initial sound objects to a target letter on the train.
1. Place the engine, cars, caboose, and basket of objects on a flat surface. Place the target sound on the train engine.
2. Taking turns, the students choose objects from the basket, say the initial sound (e.g., /t/ /t/ /t/) and say the target sound.
3. Place each object that begins with the target sound on a car.
4. Place objects that do not begin with the target sound on the platform.
5. Practice writing the target letter while saying the target sound.
6. Peer evaluation

Extensions and Adaptations
- Use blends for target sounds.
- Use final sounds and medial sounds.
Letter-Sound Train
Objective
The student will order letters and match to initial sounds.

Materials
- Tactile letters (Activity Master P.030.AM1a - P.030.AM1m)
  Use sandpaper, bubble wrap, corrugated cardboard, salt, rice, or textured fabric to make tactile letters.
- Picture cards (Activity Master P.030.AM2a - P.030.AM2d)

Activity
Students place tactile letters in alphabetical order and match the initial sound of each picture to the corresponding letter.
1. Place tactile letters and picture cards in random order on a flat surface.
2. The student traces the letters with his "lead fingers."
3. Puts the letters in alphabetical order.
4. Matches the initial sound of the picture card to the correct letter.
5. Self-check

Extensions and Adaptations
- Write the letters of the alphabet in order.
- Draw a picture that begins with each letter-sound.
- Match final and medial sounds
Sandpaper Letters and Picture Match

P.030.AMI.a

\[ \begin{array}{cc}
  a & b \\
  c & d \\
\end{array} \]
Phonics

Sandpaper Letters and Picture Match

P.030.AM1b

e  f  g  h
Phonics

Sandpaper Letters and Picture Match

m n o p
Sandpaper Letters and Picture Match

q
r
s

K-1 Student Center Activities: Phonics

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

Sandpaper Letters and Picture Match
Sandpaper Letters and Picture Match

G
H
I
J
Phonics

Sandpaper Letters and Picture Match

K L M N
Phonics

Sandpaper Letters and Picture Match

S  T
U  V
Sandpaper Letters and Picture Match

W  X
Y  Z
Phonics

Sandpaper Letters and Picture Match

alligator, banana, carrot, dog, elephant, feather, goat, hammer
Sandpaper Letters and Picture Match

- inch
- jam
- kite
- ladder
- mirror
- necklace
- octopus
- pillow
Sandpaper Letters and Picture Match

- quarter
- rabbit
- sandwich
- triangle
- unicorn
- volcano
- watch
- xylophone
<table>
<thead>
<tr>
<th>yarn, zebra</th>
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Objective
The student will match medial sounds to letters.

Materials
- Upper and lowercase letter stamps
- Stamp pad
- Alphabet picture cards (Activity Master P.031.AM1a - P.031.AM1b)
- Blank mini-books
- Markers

Activity
Students make medial sound letter books using letter stamps.
1. Place letter stamps, stamp pad, and picture cards on a flat surface.
2. The student selects a picture card.
3. Draws the picture in the mini-book.
4. Stamps the letter that corresponds with the medial sound of the picture.
5. Selects another picture card and continues the activity.
6. Teacher evaluation

Extensions and Adaptations
- Write mini-book stories.
- Make picture dictionaries.
- Make initial and final sound mini-books.
cat, dog, pig, wig, dot, tub
Phonics

Letter Stamp Mini-Books

P.031.AM1b

bat, bug, net, jet, map, bed
Objective
The student will match initial sounds to letters.

Materials
- Student photographs
  - Write the name of the student on the back of the photograph.
- Clothesline chart or pocket chart
  - Staple string in parallel lines on poster board.
- Clothespins
- Alphabet cards (Activity Master P.022.AM1a - P.022.AM1e)

Activity
Students match the initial sounds in names to student photographs.
1. Place student photographs, alphabet cards, and clothespins on a flat surface. Place clothesline chart on board or chart stand.
2. Working in pairs, the students use the clothespins to clip the alphabet cards on the clothesline chart in alphabetical order leaving space between each letter.
3. Select a photograph, state the name, and say the initial sound of the name.
4. Clip photograph on the chart beside the letter that corresponds to the initial sound.
5. Peer evaluation

Extensions and Adaptations
- Match photograph cards and final sounds.
- Match letters with picture cards (Activity Master P.032.AM1a - P.032.AM1c).
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 to letters.

**Materials**

- 12” x 18” construction paper
- Laminate the finished product for place mats.
- Letter stamps and stamp pads
- Print resources (e.g., newspapers, magazines, or picture cards)
- Scissors
  - If using newspapers or magazines
- Glue

**Activity**

Students select and glue pictures beginning with the initial sound of their first names to create place mats.

1. Place print resources on a flat surface. Provide each student with letter stamps, stamp pad, and construction paper.
2. The student stamps his name on the construction paper.
3. Selects and cuts pictures that match the initial sound in the student’s name.
4. Glues pictures on the construction paper.
5. Teacher evaluation

**Extensions and Adaptations**

- Create place mats using pictures that match the final sound in name.
- Write the word under each picture.
Objective
The student will identify initial sounds of letters.

Materials
- 12" by 18" construction paper
- Die-cut letters
  - Glue each letter of the alphabet on one piece of construction paper.
- Markers and/or crayons
- Binder
  - Create a Big Book using 28 pieces of 12" by 18" construction paper—one for the cover, one for the backing, and one for each letter that the students illustrate.

Activity
Students illustrate target sound pictures in a class Big Book.
1. Assign a letter to each student. Place paper and markers on a flat surface.
2. The student illustrates a picture that begins with the sound of the target letter.
3. Teacher evaluation

Extensions and Adaptations
- Write the name of the illustrated object.
- Illustrate and add pages for variant correspondences such as /ar/.
- Use final sounds.
Objective
The student will match initial sounds to letters.

Materials
- Environmental print cards
  *Use two matching pictures of each print media (e.g., labels, signs, logos, and brand names).

Activity
Students play a memory game matching and sorting environmental print cards by initial sounds.

1. Place environmental print cards face down on the table.
2. Taking turns, the students turn over two cards from the rows.
3. Student one names the cards, says the initial sound, and checks for a match.
4. If a match is made, student one keeps the pair and takes another turn.
5. If a match is not made, student one returns the cards to their original positions and student two takes a turn.
6. When the game is finished the students sort the cards by initial sounds.
7. Peer evaluation

Extensions and Adaptations
- Match cards by final sound.
- Match cards by number of syllables.
Objective
The student will match initial sounds to letters.

Materials
- 26 small brown paper bags
  *Label the bags "a-z."
- Magazines
- Scissors

Activity
Students sort pictures by initial sounds into bags labeled with the letters of the alphabet ("a-z").
1. Place paper bags on the floor in alphabetical order.
2. The student cuts pictures from magazines.
3. Using initial sounds sorts the pictures into the bags labeled "a-z."
4. Teacher evaluation

Extensions and Adaptations
- During a whole group activity check the pictures in the bags for initial sound matches.
- Use pictures to make a class alphabet book.
- Sort pictures by final or medial sounds.
Objective
The student will match final sounds to letters.

Materials
- Target sound objects
- Non-target sound objects
- Drawstring bag
  Place all objects in the bag.
- T-chart student sheet (Activity Master P.037.SS)
  Label with the target sound.
- Pencil

Activity
Students sort, illustrate, and write the final sounds of objects.
1. Place the T-chart and the bag of objects on a flat surface.
2. The student reaches into a bag of objects and removes one object.
3. Under the correct heading on the T-chart the student illustrates the object and writes the final sound.
4. Continues activity until all the objects are identified.
5. Teacher evaluation

Extensions and Adaptations
- Identify initial or medial sounds.
- Write the word beside the illustration.
Objective
The student will match final sounds to letters.

Materials
- Colored chalk
- 12” x 18” black construction paper
- Final sound picture cards (Activity Master P.038.AM1a - P.038.AM1b)
- Basket
  Place cards in the basket.

Activity
Students identify and write the final sounds of pictures on black construction paper.
1. Place basket of picture cards on a flat surface.
2. Working in pairs, student one folds the black paper in half (hamburger fold).
3. Student two draws a chalk line down the middle of the paper.
4. Student one takes a picture card from the basket, identifies the final sound of the picture, and writes the uppercase letter on the left side of the paper.
5. Student two writes the matching lowercase letter on the right side of the paper.
6. Reverse roles and repeat the activity until all the cards are used.
7. Peer evaluation

Extensions and Adaptations
- Identify letter cards.
- Identify picture cards by initial or medial sound.
moon, glass, jogger, elephant, tub, bee
flag, girl, rock, mop, cat, box
Objective
The students will match initial sounds to letters.

Materials
- Clipboard
- Pencil
- Paper
- Labels on classroom objects

Activity
Students illustrate and list words in the classroom environment that begin with a target letter.
1. Provide the student with a clipboard, paper, and pencil.
2. The student walks around the room and finds labeled items that begin with a target letter.
3. Lists and illustrates words in the classroom that begin with the target letter.
4. Teacher evaluation

Extensions and Adaptations
- Find items that end with target letters.
- Find items that relate to a specific theme (e.g., stars, solar system, sun).
Objective
The student will match initial sounds to letters.

Part I
Materials
- Video boxes or construction paper pockets
  *If using construction paper, hamburger fold and tape two sides closed.*
- Paper
  *Cut to fit the video box cover. Hamburger fold the paper.*
- Basket
  *Put paper in basket.*
- Picture dictionaries
- Markers

Activity
Students make individual letter boxes and match initial sound pictures.
1. Place the basket of paper and letter boxes at the student center.
2. The student takes a letter box paper and writes his name on the fold line.
3. Writes the initial letter of first name on one side of the folded paper.
4. Draws pictures that match the initial sound in name on the other side of the paper (use the picture dictionaries).
5. Slips the paper under the plastic cover.
6. Teacher evaluation

Extensions and Adaptations
- See Part II on the following page.
Part II

Materials

- Letter boxes
- Initial sound picture cards (Activity Master PLSC-I.1 - PLSC-I.22)
  
  Choose cards matching initial sounds of students’ names and duplicate.
- Tray
  
  Put picture cards on the tray.
- Paper
  
  Cut into rectangles.
- Basket
  
  Put paper in the basket.
- Picture dictionaries
- Markers

Activity

Students select and make picture cards for their letter boxes.

1. Place the tray of picture cards, basket of paper, letter boxes, and dictionaries at the center.
2. The student selects picture cards that begin with the same sound as the initial letter in his first name.
3. Labels each picture card with the initial sound letter.
4. Puts the picture cards in the letter box.
5. Uses dictionaries to find more initial sound matches, illustrates the pictures, writes the initial sound letter, and places in the letter box.
6. Teacher evaluation

Extensions and Adaptations

- Draw pictures matching initial sound target words.
- Sort the pictures into categories (e.g., people, places, or things).
Objective
The student will match final sounds to letters.

Materials
- File folders
- Letter/letter combination cards (Activity Master P082.AM1a - P082.AM1q)
  Choose target letters.
  Tape or glue target cards across the top of the file folders.
- Final sound picture cards (Activity Master P.LSC-F.1 - P.LSC-F.16)
  Choose target picture cards.
  Write corresponding target letters on back of picture cards.

Activity
Students match final sound picture cards to letters on a file folder.
1. Place the open file folder flat on the table. Stack the corresponding picture cards face up next to the file folder.
2. The student sorts the picture cards according to the final sounds and places them underneath the corresponding letters on the folder.
3. Continues until all cards are sorted. Turn cards over to check and re-sort, if needed.
4. Self-check

Extensions and Adaptations
- Use initial or medial sounds (Activity Master P.LSC-I.1 - P.LSC-I.22 and P.LSC-M.1 - P.LSC-M.13).
Objective
The student will match medial sounds to letters.

Materials
- Letter/letter combination cards (Activity Master P.082.AM1a - P.082.AM1q)  
  Choose target letter cards.
- Medial sound picture cards (Activity Master P.LSC-M.1 - P.LSC-M.13)  
  Choose target picture cards.
- Clothes hanger
- String, yarn, or clear fishing line
- Hole punch

Activity
Students match and tie sound cards to the corresponding letter cards to make a mobile.
1. Place clothes hanger, string, and hole punch on a flat surface. Scatter all the cards next to them.
2. The student ties the letters or letter combinations across the clothes hanger.
3. Sorts the picture cards by medial sounds, punches holes at the top and bottom of each card, and ties each under the corresponding letter.
4. Teacher evaluation

Extensions and Adaptations
Objective
The student will match initial sounds to letters.

Materials
- Domino picture/letter cards (Activity Master P.043.AM1a - P.043.AM1e)

Activity
Students play dominoes by matching initial sound pictures to letters.

1. Picture cards are scattered face up on a flat surface.
2. Taking turns, student one selects a domino and names the picture.
3. Student two finds a domino with an initial sound match and connects it to the picture portion of the original domino.
4. Continue until all dominoes have been connected.
5. Peer evaluation

Extensions and Adaptations
- Make dominoes with final sounds.
- Make dominoes with upper and lowercase letters.
Phonics

Letter-Sound Dominoes

START

B

H

W

T

P

lamp, skunk, zebra, pencil, kiss, octopus
<table>
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<tr>
<th>Letter-Sound Dominoes</th>
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<tr>
<td>yak, wink, inch, x-ray, brush, hammer</td>
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**Letter-Sound Dominoes**

- yak
- wink
- inch
- x-ray
- brush
- hammer
Phonics

Letter-Sound Dominoes

ant, tent, violin, robot, grapes, monkey
Letter-Sound Dominoes

- cat, egg, nine, quilt, dog, jacks
Phonics

Letter-Sound Dominoes

umbrella, fish

N > V > F

umbrella, fish
Objective
The student will match initial sounds to letters.

Materials
- Bingo cards (Activity Master P.044.AM1)
  - Write target sound spellings on cards.
- Initial sound picture cards (Activity Master P.LSC-I.1 - P.LSC-I.22)
- Counters

Activity
Students play an initial sound bingo game.
1. Provide a bingo card and counters for each student. Stack the picture cards in the middle of the table.
2. Taking turns, students draw a card and name the picture. If a student has a square with the initial sound of the picture, a counter is placed on that square.
3. The game is finished when one card is complete with counters and the student says "Bingo!"
4. Peer evaluation

Extensions and Adaptations
- Use final or medial sounds.
Letter-Sound Bingo
Objective
The student will match initial or final sounds to letters.

Materials
- Sound position cards (Activity Master P.045.AM1)
- Letter cards (Activity Master P.022.AM1a - P.022.AM1i) Choose target letters.

Activity
Students determine the position of the target sound and place picture cards in the corresponding column.
1. Place the target letter card and sound position cards on a flat surface. Stack target picture cards.
2. Working in pairs, students select a picture card and determine if the target sound is at the beginning or end of the word.
3. Place the card in the corresponding column, either under "initial sound" (engine) or "final sound" (caboose).
4. Continue until all cards in the stack have been used.
5. Peer evaluation

Extensions and Adaptations
- Use medial sounds (Activity Master P.LSC-M.1 - P.LSC-M.13).
Phonics

Where's That Sound?

initial sound

final sound
Objective
The student will match initial and final sounds to letters.

Materials
Consonant card student sheet (Activity Master P.046.SS)
Picture cards (Activity Master P.046.AM1)
Scissors
Glue

Activity
Students match and glue pictures with corresponding letters on student sheets.
1. Provide the student with a student sheet and picture card Activity Master.
2. The student cuts the picture cards apart, reviews the consonant sounds, and matches each picture with the correct beginning and ending letter.
3. Glues the picture in the empty box on the consonant card strip.
4. Teacher evaluation

Extensions and Adaptations
- Write letters in the blank space (Activity Master P.046.SS).
- Cut the word strips apart and staple to make a sound book.
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Objective
The student will match initial and final sounds to letters.

Materials
- Initial and final sound picture cards (Activity Master PLSC-I.1 - PLSC-I.22 and PLSC-F.1 - PLSC-F.16)
- Yarn
  * Cut into 36 inch lengths.
- Hole punch

Activity
Students identify words on picture belts using letter and sound clues.
1. Place picture cards, yarn, and hole punch on a flat surface.
2. The students hole punch and "thread" four or more picture cards with yarn to make belts. Tie the belts around their waistlines (with the pictures on their backs facing outward).
3. Taking turns, the students provide clues until each student is able to guess the names of the pictures on his partner's belt. Clues should include the name of the beginning and ending letters. For example, "This picture begins with /d/ and ends with /t/.
4. Reverse roles and continue activity.
5. Peer evaluation

Extensions and Adaptations
- Include medial sounds in the clues. For example, "The middle sound in this word is /ʒ/.
- Include rhymes in the clues. For example, "This word rhymes with bat."
ant, apple, alligator, ax, ape, apron
acorn, alien, beach, banana, backpack, camel
PLSC-I.3
Letter-Sound Correspondence Cards – Initial

cane, candle, carrot, doughnut, dragon, deer
Phonics

Letter-Sound Correspondence Cards – Initial

P.LSC-1.4

door, egg, elf, elbow, envelope, equal

2 + 2 = 4
eagle, easel, eat, four, finger, feather
fire, grapes, guitar, gold, glue, heart
hippopotamus, horse, hammer, inch, igloo, ice
Letter-Sound Correspondence Cards – Initial

iron, jump, juice, jacket, jacks, kangaroo
Letter-Sound Correspondence Cards – Initial

key, kick, kite, ladder, lamp, lion
leash, mailbox, map, match, mirror, nail
Letter-Sound Correspondence Cards – Initial

necklace, needle, nurse, octopus, ox, olive
ostrich, open, oatmeal, pretzel, pillow, pear
piano, quill, queen, question, quarter, rabbit
Phonics
Letter-Sound Correspondence Cards – Initial

read, rainbow, ruler, sandwich, saw, seven
snake, timer, ten, tire, triangle, umbrella
umpire, unicorn, unicycle, valentine, vacuum, vest
volcano, wagon, wallet, watch, window, yarn
Phonics

Letter-Sound Correspondence Cards – Initial

P.LSC-I.18

yawn, yo-yo, yak, zebra, zero, zipper
zoo, arm, armadillo, whale, wheelchair, whistle
whip, shark, shell, ship, shoe, thermometer
thimble, thorn, thirty, check, chin, cheese
chimney, owl, ouch
map, cat, can, rat, rain, gate
cake, rake, cane, nail, bell, bed
net, men, pen, vet, teeth, wheel
feet, cheese, jeep, sheep, lip, dish
fish, kiss, bib, pig, nine, five
hive, mice, doll, dog, hot, sock
PLSC-M.7
Letter-Sound Correspondence Cards – Medial

boat, bone, roach, sun, duck, rug
tub, cube, mule, farm, card, cart
barn, fern, bird, shirt, dirt, girl
surf, nurse, purse, third, mouse, shower
mouth, couch, house, walk, chalk, yawn
Phonics

Letter-Sound Correspondence Cards – Medial

shawl, moon, pool, moose, boot, book
cook, foot, hook, coin, boil
tub, crab, crib, bulb, rock, milk
Phonics

Letter-Sound Correspondence Cards – Final

steak, lock, bed, card, bird, cloud
cookie, pea, tea, penny, wolf, elf
leaf, scarf, bug, bag, frog, log
book, cake, stick, school, shovel, seal
bowl, arm, team, drum, broom, seven

Letter-Sound Correspondence Cards – Final

7
button, corn, moon, piano, zero, volcano
potato, ship, sleep, stop, soap, bus
Phonics
Letter-Sound Correspondence Cards – Final

P.LSC-F.9

gas, kiss, octopus, carrot, boat, bat
feet, five, sleeve, stove, cave, ox
ax, six, box, car, star, jar
shower, river, stir, brush, dish, fish
trash, tooth, bath, watch, sandwich, inch
couch, king, swing, ring, gong, cow
Phonics

Letter-Sound Correspondence Cards – Final

plow, draw, claw, jaw, straw, paw
zoo, kangaroo, shampoo, igloo, boy, toy