**Objective**
The student will isolate initial phonemes in words.

**Materials**
- Box
  *Cut a hole in the end of the box large enough to fit a child’s hand.*
- Target sound objects
  *Place objects inside the box.*

**Activity**
Students determine and say initial sounds of objects as they are taken out of a box.
1. Place the box of objects on a flat surface.
2. Working in pairs, student one selects an object from the box and shows the object.
3. Student two names the object and says its initial sound (e.g., “domino, /d/”). Place object aside.
4. Continue until all objects and their initial sounds are identified.
5. Peer evaluation

**Extensions and Adaptations**
- Say the final sound of each object.
- Count the number of syllables of each object.
Phonemic Awareness

The Last Sound Is...

**Objective**

The student will isolate final phonemes in words.

**Materials**

- Final sound objects

**Activity**

Students use final sound clues to identify objects.

1. Place final sound objects on a flat surface.
2. Taking turns, student one chooses and silently names an object. Isolates and says the final sound aloud (e.g., “Find the object that ends in /l/.”).
3. Student two looks at the objects and selects the one with the designated final sound. Names the object and says its final sound (i.e., “turtle, /l/”).
4. Reverse roles and continue until all objects are identified.
5. Peer evaluation

**Extensions and Adaptations**

- Include several objects with the same final sound.
- Use initial sound objects.
Objective
The student will isolate medial phonemes in words.

Materials
- Move and Tell game board (Activity Master PA.038.AM1a - PA.038.AM1b)
  Copy on card stock, assemble, and laminate.
  Note: Pictures on the game board are: six, rock, pan, hive, bug, cake, moon, fin, cheese, house, hook, cone, tree, chain, girl, kite, book, fish, glue, bed, rope, dice, purse, mouse, ant, shell, feet, fork, duck, mop, and bell.
- Number cube (Activity Master PA.008.AM3)
- Game pieces (e.g., counters)

Activity
Students isolate medial sounds of pictures while playing a board game.
1. Place Move and Tell game board and number cube on a flat surface. Place game pieces on the START space.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown.
3. Name the picture on which it lands and say its medial sound (e.g., “moon, /oo/”).
4. If correct, leave game piece on the space. If incorrect, place game piece back on the previous space.
5. Continue until both students reach the END space.
6. Peer evaluation

“I landed on moon and /oo/ is the middle sound.”

Extensions and Adaptations
- Make and play game using initial or final sound pictures (Activity Master PA.038.AM2a - PA.038.AM2b)
Phonological Awareness

PA.038.AM1b

Move and Tell

END
Phonological Awareness

Phoneme Isolating

Sound Quest

Objective

The student will isolate initial, final, and medial phonemes in words.

Materials

- Double-picture cards (Activity Master PA.039.AM1)
- Student sheet (Activity Master PA.039.SS)
  
  *Note: The head of the shark denotes the beginning sound, the body of the shark denotes the medial sound, and the tail denotes the final sound.*
- Scissors
- Glue

Activity

Students sort pictures according to initial, medial, and final sounds.

1. Provide the student with a set of double-picture cards and a student sheet. Place scissors and glue at the center.
2. The student cuts out a double-picture card, names both pictures, and determines if the two pictures share the same initial, medial, or final sound (e.g., “soap, boat; both words have the same middle sound /ō/”).
3. Glues the card under the correct heading (i.e., the middle of the shark).
4. Continues until all double-picture cards are glued on student sheet.
5. Teacher evaluation

Extensions and Adaptations

- Illustrate other double-picture cards with matching initial, final, or medial phonemes sort.
Sound Quest

PA.039.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 phonemes in words.

Materials
- Elkonin Box picture cards (Activity Master PA.040.AM1a - PA.040.AM1l)
  Copy on card stock, cut on the outside line, and laminate.
- Chips or counters

Activity
Students orally segment words using counters and Elkonin Boxes.
1. Place the picture cards face up in a stack. Place the chips on a flat surface.
2. Working in pairs, student one selects the top card, names the picture, and orally segments the sounds (e.g., “cheese, /ch/ /ē/ /z/”).
3. Student two repeats the sounds while moving a chip into each box, then says the word quickly.
4. Reverse roles and continue until all pictures are named and segmented.
5. Peer evaluation

Extensions and Adaptations
- Make other Elkonin Box picture cards (Activity Master PA.040.AM2).
- Segment classmates’ names.
- Segment the words using phones (use two curved and one straight piece of PVC pipe to make phones).
Phonological Awareness
Say and Slide Phonemes

tea
Say and Slide Phonemes

SAW
Say and Slide Phonemes

ax
rain
Say and Slide Phonemes

cheese
Phonological Awareness
Say and Slide Phonemes

PA.040.AM1g

shirt
Phonological Awareness

Say and Slide Phonemes

drum
Say and Slide Phonemes
Phonological Awareness
Say and Slide Phonemes

spoon

©2005 The Florida Center for Reading Research (Revised, 2008)
**Objective**
The student will segment phonemes in words.

**Materials**
- Student photographs
  - Copy the photographs (school pictures).
  - Label the back with the number of phonemes in each student’s name.
- Interlocking cubes

**Activity**
Students sound out phonemes in classmates’ names.
1. Place the student photographs and interlocking cubes on a flat surface.
2. Taking turns, student one selects a photograph.
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 an interlocking cube tower that corresponds to the number of phonemes in the name and places it beside the photograph.
5. Reverse roles and continue until all photographs are used.
6. Peer evaluation

**Extensions and Adaptations**
- Sort photographs by number of phonemes.
- Use two - four phoneme picture cards (Activity Master PA.041.AM1a - PA.041.AM1b).
picture cards: owl-2, car-2, cup-3, bat-3, log-3, foot-3
<table>
<thead>
<tr>
<th>Picture Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>shirt-3,</td>
</tr>
<tr>
<td>drum-4,</td>
</tr>
<tr>
<td>tiger-4,</td>
</tr>
<tr>
<td>hand-4,</td>
</tr>
<tr>
<td>penny-4,</td>
</tr>
<tr>
<td>crib-4</td>
</tr>
</tbody>
</table>
Objective
The student will segment phonemes in words.

Materials
- Pocket chart
  Arrange number header cards in a row at the top of the chart.
- Number header cards (Activity Master PA.042.AM1)
- Two-to-six phoneme picture cards (Activity Master PA.042.AM2a - PA.042.AM2d)

Activity
Students count phonemes in words and sort them on a pocket chart.
1. Place the phoneme picture cards face down in a stack next to the pocket chart.
2. Taking turns, students select a picture card and name the picture (e.g., “kite”).
3. “Finger tap” the number of phonemes while segmenting the word orally (i.e., “/k/ /ī/ /t/”).
   Place the picture card under the corresponding number on the pocket chart (i.e., the picture card of “kite” is placed under the “3”).
4. Continue until all picture cards are sorted.
5. Peer evaluation

Extensions and Adaptations
- Clap syllables in other picture cards (Activity Master PA.042.AM3a - PA.042.AM3d).
## Phonological Awareness

### Phoneme Closed Sort

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

*header cards*
phoneme picture cards: cow-2, knee-2, pea-2, saw-2, sew-2, star-3
phoneme picture cards: rope-3, kite-3, roach-3, ant-3, clown-4, turtle-4
phoneme picture cards: bottle-4, bridge-4, paper-4, plant-5, rooster-5, lettuce-5
phoneme picture cards: skunk-5, ticket-5, dinosaur-6, backpack-6, snowman-6, violin-6
sylable picture cards: boy-1, girl-1, spoon-1, doll-1, coat-1, lamp-1
Phoneme Closed Sort – Extension (syllables)

syllable picture cards: table-2, apron-2, crayon-2, wagon-2, window-2, baby-2
syllable picture cards:
radio-3, computer-3, butterfly-3, kangaroo-3, skeleton-3, astronaut-3
Phonological Awareness

PA.042.AM3d

Phoneme Closed Sort – Extension (syllables)

syllable picture cards:
motorcycle-4, alligator-4, rhinoceros-4, elevator-4, thermometer-4, caterpillar-4
Objective

The student will segment phonemes 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.043.AM1a - PA.043.AM1b)

Activity

Students segment the number of phonemes in a word and hop to the corresponding number.

1. Place the phoneme picture cards face down in a stack and arrange the hopscotch board on the floor.
2. Taking turns, student one selects the top card, names the picture, segments it into phonemes, and counts the number of phonemes (e.g., “domino, /d/ /o/ /m/ /i/ /n/ /ō/. That’s six sounds.”).
3. Student two repeats the segments and hops to the corresponding number.
4. Reverse roles and continue until all picture cards are used.
5. Peer evaluation

Extensions and Adaptations

- Play using other phoneme picture cards (Activity Master PA.046.AM1a - PA.046.AM1d).
phoneme picture cards: hay-2, jar-2, tack-3, mice-3 snail-4, bread-4
phoneme picture cards: tent-4, rabbit-5, koala-5, robot-5, domino-6, dragon-6
Objective
The student will segment phonemes in words.

Materials
- The Sound Game board (Activity Master PA.044.AM1a - PA.044.AM1b)
- Copy on card stock, assemble, and laminate.
- Two-to-five phoneme picture cards (Activity Master PA.044.AM2a - PA.044.AM2b)
- Game pieces (e.g., counters)

Activity
Students count phonemes in words while playing a board game.
1. Place the Sound Game board and phoneme picture cards face down in a stack on a flat surface. Place game pieces at START.
2. Taking turns, students pick up a picture card, name the picture, and segment the word into phonemes (e.g., “tie, /t/ /ī/”).
3. Move game piece the corresponding number of spaces.
4. Continue until all students reach the END space.
5. Peer evaluation

Extensions and Adaptations
- Play using other phoneme picture cards.
- Count syllables in words.
The Sound Game
phoneme picture cards: tie-2, eight-2, key-2, lock-3, cry-3, five-3
phoneme picture cards: paint-4, box-4, giraffe-4, apron-5, peanut-5, seven-5
Objective

The student will segment phonemes in words.

Materials

- Two-to-five phoneme picture cards (Activity Master PA.045.AM1a - PA.045.AM1b)
- Sound spinner (Activity Master PA.045.AM2)
  Copy on card stock.
- Brad
  Attach arrow to the spinner with the brad.
- Student sheet (Activity Master PA.045.SS)
- Crayons or markers

Activity

Students count phonemes in words while playing a spinner game.
1. Place phoneme picture cards face up in rows. Place spinner and crayons at the center. Provide each student with a student sheet.
2. Taking turns, students spin the arrow to identify a number.
3. Locate one picture card with the corresponding number of phonemes. Point to and name the picture. Orally segment it into phonemes (e.g., “icicle, /i/ /s/ /i/ /k/ /l/”).
4. Illustrate the picture under the corresponding number on the student sheet.
5. Continue until student sheets are complete.
6. Teacher evaluation

Extensions and Adaptations

- Play using other phoneme picture cards.
- Draw other phoneme pictures corresponding with the numbers in each section of the student sheet (Activity Master PA.045.SS).
phoneme picture cards: tie-2, four-2, owl-2, ball-3, leaf-3, boat-3
phoneme picture cards: six-4, block-4, flag-4, icicle-5, puppet-5, radio-5
Sound Spin

4 2 3 5

spinner
Name

Sound Spin

PA.045.SS
Objective
The student will segment phonemes in words.

Materials
- Two-to-five phoneme picture cards (Activity Master PA.046.AM1a - PA.046.AM1d)

Activity
Students count the phonemes in words while playing a word game.
1. Mix and place phoneme picture cards face down in two stacks on a flat surface.
2. Taking turns, students turn over a card from the stack, name the picture, segment the sounds, and count the phonemes (e.g., “key, /k/ /ē/, two phonemes”).
3. The student with the picture card containing the highest number of phonemes takes the cards.
4. If the students have the same number then they have a “phoneme feud.” Each student selects one more card, and places it face up. Names the picture, segments the sound, and counts the phonemes. Student who has the card with the highest number of phonemes takes all the cards.
5. Continue until all cards are used.
6. Peer evaluation

Extensions and Adaptations
- Sort picture cards by number of phonemes.
- Play using other picture cards.
phoneme picture cards: key-2, arm-2, hay-2, two-2, saw-2, pie-2
Phoneme picture cards: bat-3, fish-3, nail-3, hose-3, coach-3, rope-3
phoneme picture cards: penny-4, baby-4, spoon-4, snail-4, ladder-4, clock-4
phoneme picture cards: gorilla-5, racoon-5, bucket-5, candy-5, plant-5, cracker-5