Objective
The student will isolate initial phonemes in words.

Materials
- Bag
- Sound objects (e.g., book, ball, basket, pencil, paper, pen, sock, safety scissors, stapler)
  Select target sounds.

Activity
Students play an initial sound identification game using a bag and objects.
1. Place the bag on a flat surface and place the objects inside the bag.
2. Working in pairs, student one selects an object from the bag and shows the object.
3. Student two names the object and the initial sound of the object (e.g., “sock, /s/”).
   Places object with any others that have the same initial phoneme.
4. Continue the game until all the objects and initial sounds are identified.
5. Reverse roles and repeat the activity.
6. Peer evaluation

Extensions and Adaptations
- State the final phoneme of each object.
- State the second or medial phoneme of each object.
**Objective**
The student will isolate final phonemes in words.

**Materials**
- Tape player
- Blank tape
- Dialogue (Activity Master PA.010.AM1)
  - Record on tape.
- Student sheet (Activity Master PA.010.SS1)
- Headphones
- Pencils

**Activity**
Students isolate final phonemes by listening to words and choosing pictures with that sound.
1. Set up the listening center. Provide the student with a student sheet.
2. Student puts on headphones and listens to the directions on the tape.
3. Listens to sound and pauses tape.
4. Finds and places number next to the picture that ends with the target sound.
5. Continues until student sheet is completed.
6. Self-check (provide answer key)

“Put a number 1 by the picture that ends with the sound /ch/.”

**Extensions and Adaptations**
- Use other sounds with new pictures (Activity Master PA.010.SS2).
Teacher Dialogue

Preparation: Record the bold text.
Wait before recording next item to allow student time to fill in answer or
instruct student to pause the tape before listening to the next sound.
An Answer Key is provided at the bottom of the page.

On your student sheet you will find 12 pictures. I will now say the name of each one
starting at the top and going across. They are: cow, monkey, octopus, whistle, fox, watch,
saw, banana, rainbow, calendar, guitar, and toothbrush.

I will say a sound. Your job is to find a picture that ends with that sound. When you find
the picture, you will mark it with a number on your student sheet.

Put a number 1 by the picture that ends with the sound /ch/.
Put a number 2 by the picture that ends with the sound /ō/.
Put a number 3 by the picture that ends with the sound /a/.
Note to teacher: The /a/ is a schwa and is pronounced like a short “u” like in the word “cut.”
Put a number 4 by the picture that ends with the sound /er/.
Put a number 5 by the picture that ends with the sound /sh/.
Put a number 6 by the picture that ends with the sound /ar/.
Put a number 7 by the picture that ends with the sound /l/.
Put a number 8 by the picture that ends with the sound /s/.
Put a number 9 by the picture that ends with the sound /ks/.
Put a number 10 by the picture that ends with the sound /aw/.
Put a number 11 by the picture that ends with the sound /ow/.
Put a number 12 by the picture that ends with the sound /e/.

Answer Key:
11. cow 12. monkey
Final Phoneme Find

<table>
<thead>
<tr>
<th>Cow</th>
<th>Monkey</th>
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<tbody>
<tr>
<td>Octopus</td>
<td>Whistle</td>
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<td>Fox</td>
<td>Watch</td>
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<td>Saw</td>
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Objective
The student will isolate medial phonemes in words.

Materials
- Tape player
- Blank tape
- Dialogue (Activity Master PA.011.AM1) 
  Record on tape.
- Student sheet (Activity Master PA.011.SS)
- Headphones
- Pencil

Activity
Students isolate medial phonemes by listening to words and choosing pictures with that sound.
1. Set up the listening center. Provide the student with a student sheet.
2. Student puts on headphones and listens to the directions on the tape.
3. Listens to sound and pauses tape.
4. Puts the assigned number beside the picture containing the target sound.
5. Continues until student sheet is completed.
6. Self-check (provide answer key)

Extensions and Adaptations
- Use other sounds with new pictures (Activity Master PA.010.SS2).

“The medial sound is /a/.
Put a number 1 by the picture that has the medial sound /a/.”
Teacher Dialogue

Preparation: Record the bold text.
Wait before recording next item to allow student time to fill in answer or
instruct student to pause the tape before listening to the next sound.
An Answer Key is provided at the bottom of the page.

On your student sheet you will find 12 pictures. I will now say the name of each one
starting at the top and going across. They are: heart, mouse, cap, shawl, book, sheep,
cone, kite, cub, gate, pin, moon.

I will say a sound. Your job is to find the picture that has the same medial sound.
When you find the picture, you will mark it with a number on your student sheet.

Put a number 1 by the picture that has the medial sound /a/. 
Put a number 2 by the picture that has the medial sound /o/. 
Put a number 3 by the picture that has the medial sound /oʊ/. 
Put a number 4 by the picture that has the medial sound /aʊ/. 
Put a number 5 by the picture that has the medial sound /u/. 
Put a number 6 by the picture that has the medial sound /i/. 
Put a number 7 by the picture that has the medial sound /e/. 
Put a number 8 by the picture that has the medial sound /e/. 
Put a number 9 by the picture that has the medial sound /u/. 
Put a number 10 by the picture that has the medial sound /ou/. 
Put a number 11 by the picture that has the medial sound /ar/. 
Put a number 12 by the picture that has the medial sound /a/. 

Answer Key:
Medial Phoneme Find

- Heart
- Mouse
- Hat
- Person
- Book
- Sheep
- Ice cream
- Kite
- Bear
- Door
- Pin
- Night sky
Phonemic Awareness

Phoneme Isolating

Phoneme Quest

**Objective**
The student will isolate initial/final/medial phonemes in words.

**Materials**
- Set of double-picture cards (Activity Master PA.012.AM1)
  *Cut words from the bottom of the page before giving to students.*
- Student sheet (Activity Master PA.012.SS)
  *Note: The head of the shark denotes the beginning sound, the body of the shark with fin denotes the medial or middle sound, and the tail denotes the final sound.*
- Scissors
- Glue

**Activity**
Students isolate initial, medial, and final sounds by comparing pictures.
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 double-picture card, names each picture, and determines if the two pictures share the same initial, medial, or final sound (e.g., “banana” and “bike” share the same initial sound).
3. Places and glues the card under the correct heading on the student sheet (i.e., head of the shark). Student may wait until assured that all cards are in the correct places before gluing.
4. Teacher evaluation

**Extensions and Adaptations**
- Sort double-picture cards on a pocket chart by initial, final, and medial sound changes with a partner using picture header cards (Activity Master PA.022.AM1).
<table>
<thead>
<tr>
<th>Phoneme Quest</th>
<th>student Center Activities: Phonemic Awareness</th>
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