Objective
The student will match initial phonemes in words.

Materials
- Initial phoneme header picture cards (Activity Master PA.001.AM1)
- Initial phoneme picture cards (Activity Master PA.001.AM2a - PA.001.AM2c)

Activity
Students match initial phonemes by sorting pictures.
1. Place header cards face up on a flat surface. Mix and place the initial phoneme picture cards face down in a stack.
2. Taking turns, students select a card from the stack, name the picture, and say the initial phoneme (e.g., “penguin, /p/”).
3. Place in column under matching initial phoneme header card.
4. Point to and name picture cards in entire column starting at top.
5. Continue until all cards are sorted.
6. Peer evaluation

Extensions and Adaptations
- Use additional picture cards to sort by other initial phonemes.
- Use other picture cards to sort by final or medial phoneme.
Initial Phoneme Picture Sort

Header cards: stamp, shark, purse, bike
| star | sweater | spider | spoon | saddle | sun | shower | shawl |

star, sweater, spider, spoon, saddle, sun, shower, shawl
ship, shell, shoe, shirt, penguin, penny, popcorn, pretzel
pillow, pickle, button, ball, block, belt, bus, bottle
Objective
The student will match initial phonemes in words.

Materials
- Initial phoneme picture cards (Activity Master PA.002.AM1a - PA.002.AM1c)

Activity
Students identify initial phonemes by matching picture cards.
1. Divide the initial phoneme pictures by the numbers on the cards and place face down in three separate stacks.
2. Taking turns, students select the top card from each stack.
3. Say the name and initial sound of each picture. For example, “kitten /k/, cake /k/, calendar, /k/.” If initial sounds match on all three cards, student keeps all three cards. If two cards have the same initial sound, keep those and return the nonmatching card to the middle (not the bottom) of the appropriate stack. If no cards match, return all three cards to the middle (not the bottom) of their respective stacks.
4. Continue activity until all possible matches are made.
5. Peer evaluation

Extensions and Adaptations
- Use same initial phoneme picture cards in open sort.
- Make alliterative rebus sentences using picture cards.
baby, watermelon, cheek, lip, shoe, thumb, house, kitten
Phonemic Awareness

2-3 Student Center Activities: Phonemic Awareness

bacon, wagon, chimney, leaf, shoulder, thread, hammer, cake
Match Maker

PA.002.AM1c

bowl, watch, chalk, lettuce, shovel, thirteen, heart, calendar

bowl, watch, chalk, lettuce, shovel, thirteen, heart, calendar
Objective
The student will match final phonemes in words.

Materials
- Final phoneme memory picture cards (Activity Master PA.003.AM1a - PA.003.AM1c)

Activity
Students match final phonemes by playing a memory game.
1. Place final phoneme memory picture cards face down in rows.
2. Taking turns, students turn over two cards and name the picture on each card.
3. Identify the final phoneme of each picture and state whether or not they match (e.g., “bus, /s/ and octopus, /s/; both end with the same sound”). If final phonemes match, keep cards. If a match is not made, put each card face down in the original spot.
4. Reverse roles and continue until all the matches are made.
5. Peer evaluation

Extensions and Adaptations
- Use other picture cards to match final phonemes.
- Use other picture cards to match initial or medial phonemes.
Final Phoneme Memory

dragon, bacon, chimney, tree, zipper, hamburger, puppet, basket
tornado, rainbow, couch, match, camera, banana, octopus, bus
paw, saw, crayon, queen, turtle, juggle, well, pail
Objective
The student will match final phonemes in words.

Materials
- Final Phoneme Pyramid picture boards (Activity Master PA.004.AM1a - PA.004.AM1b)
- Final phoneme picture cards (Activity Master PA.004.AM2a - PA.004.AM2c)
- Game pieces (e.g., counters)

Activity
Students match final phonemes by playing a board game.
1. Place picture cards face down in a stack at the center. Provide each student with a different Final Phoneme Pyramid picture board and game pieces.
2. Taking turns, students select a card from the stack, say the name and final phoneme of each picture. For example, “This is a picture of a pig and the final sound is /g/."
3. Look for the picture on the Pyramid with matching final phoneme. If a match is made, say name of picture and final phoneme (i.e., “dog, /g/”). Place game piece on matching picture.
4. Return picture card to the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation

Extensions and Adaptations
- Sort picture cards by final phoneme.
match, pear, feet, mail, box, desk, leg, five, zoo, moon
watch, seven, chair, tail, cave, bike, dog, ax, glue, carrot
bat, doughnut, couch, peach, stair, hair, basketball, wheel
six, ox, corn, button, lock, snake, pig, frog
sleeve, stove, igloo, kangaroo
Objective

The student will match final phonemes in words.

Materials

- Spinner (Activity Master PA.005.AM1)
  
  Copy spinner on card stock.
  
  Cut spinner and attach arrow with a brad.
- Final phoneme picture cards (Activity Master PA.005.AM2a - PA.005.AM2d)

Activity

Students match final phonemes by playing a spinner game.

1. Place spinner at the center. Spread picture cards face up.
2. Taking turns, students spin the spinner, and say the name and the final phoneme of the picture that the arrow lands on. For example, if the spinner lands on “apple,” the student says, “apple, /l/.”
3. Locate picture card that has the same final sound.
4. Say the name and final sound of the picture (e.g., “candle, /l/”). If correct, keep the card. If not correct, card remains in place.
5. Continue until all cards are used.
6. Peer evaluation

Extensions and Adaptations

- Use other picture cards and target sounds (Activity Master PA.005.AM3).
fountain, baby, window, banana, fish, jacket, apple, eraser
pencil, candle, seal, turtle, brush, leash, dish, fish
finger, caterpillar, alligator, river, puppet, wallet, basket, rabbit
toe, piano, elbow, volcano, dragon, button, bacon, apron
Florida, candy, monkey, cookie, penny, camera, umbrella, zebra
Objective
The student will match medial phonemes in words.

Materials
- Set of domino picture cards (Activity Master PA.006.AM1a - PA.006.AM1c)
  Note: There are six dominoes per page and each one has two pictures (e.g., box/kite).

Activity
Students match medial sounds by playing dominoes.
1. Scatter domino picture cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table and says the name and medial sound of the picture on the end of the domino (e.g., “fork, /or/”).
3. Student two finds the domino with the matching medial phoneme; says name and medial sound of the picture (e.g., “corn, /or/”).
4. Connects it to the original domino.
5. Continue until all the dominoes are connected.
6. Peer evaluation

Extensions and Adaptations:
- Use dominoes with initial or final phonemes (Activity Master PA.006.AM2).
START/fork, corn/seal, heel/rock, box/kite, dime/cane, gate/moon
tooth/mug, sun/bird, shirt/mouse, couch/bell, hen/rose, bone/chin
Phonemic Awareness

Medial Phoneme Dominoes

hip/shark, barn/cab, fan/hook, book/STOP
## Phonemic Awareness

### Medial Phoneme Dominoes

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PA.006.AM2

2-3 Student Center Activities: Phonemic Awareness

2006 The Florida Center for Reading Research (Revised July, 2007)
Phoneme Matching

Medial Match

**Objective**
The student will match medial phonemes in words.

**Materials**
- Medial phoneme picture cards (Activity Master PA.007.AM1a - PA.007.AM1e)

**Activity**
Students match medial phonemes by playing a card game.
1. Place medial phoneme picture cards face down in a stack at the center.
2. Students select five cards each off the top of the stack and check their cards for pairs of pictures that have the same medial sound.
3. Taking turns, students read matches and state the medial sound. For example, “I have heart and barn. The medial sound is /ar/.” Place the matched pairs down on the table.
4. Select one card from the deck. Look at the cards in their hands to try to make a match.
5. If a match is made, say the names and the medial sounds of the pictures and place with other matched cards on table.
6. If no match is made, next student takes turn.
7. Continue until all pairs are made.
8. Peer evaluation

"I have barn and heart. The medial sound is /ar/.”

**Extensions and Adaptations**
- Use picture cards for a memory game.
- Use picture cards for an open sort.
cake, rain, boat, rope, wing, sing, fork, corn
### Medial Match

<table>
<thead>
<tr>
<th>Seal</th>
<th>Beach</th>
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</thead>
<tbody>
<tr>
<td>Tree</td>
<td>Cry</td>
</tr>
<tr>
<td>Yarn</td>
<td>Card</td>
</tr>
<tr>
<td>Shawl</td>
<td>Yawn</td>
</tr>
</tbody>
</table>

- seal, beach, tree, cry, yarn, card, shawl, yawn
<table>
<thead>
<tr>
<th>Rug</th>
<th>Duck</th>
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</thead>
<tbody>
<tr>
<td>Heart</td>
<td>Barn</td>
</tr>
<tr>
<td>Horn</td>
<td>Horse</td>
</tr>
<tr>
<td>Check</td>
<td>Ten</td>
</tr>
</tbody>
</table>

rug, duck, heart, barn, horn, horse, check, ten
Phonemic Awareness

Medial Match

ant, inch, bird, girl, mop, box, mouse, couch
### Phonemic Awareness

**Medial Match**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><img src="image" alt="book" /></td>
<td><img src="image" alt="hook" /></td>
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<tr>
<td><img src="image" alt="moon" /></td>
<td><img src="image" alt="roof" /></td>
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<td><img src="image" alt="match" /></td>
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</tr>
<tr>
<td><img src="image" alt="kite" /></td>
<td><img src="image" alt="five" /></td>
</tr>
</tbody>
</table>

- book, hook, moon, roof, match, bat, kite, five
**Objective**

The student will match vowel sounds in words.

**Materials**

- Vowel header picture cards (Activity Master PA.008.AM1a - PA.008.AM1e)
- Vowel picture cards (Activity Master PA.008.AM2a - PA.008.AM2j)

Choose one vowel at a time by selecting header and picture cards for the same vowel (e.g., short and long “a”).

**Activity**

Students match vowel sounds by sorting pictures into columns.

1. Place vowel header picture cards face up on flat surface. Mix and place the vowel picture cards face down in a stack.
2. Taking turns, students select a card from the stack, name the picture, and say the vowel sound (e.g., “fan, /a/”).
3. Place in column with matching vowel header picture card (i.e., bat).
4. Point to and name picture cards in entire column starting at top.
5. Continue until all cards are sorted.
6. Peer evaluation

**Extensions and Adaptations:**

- Sort several different vowels (long and short) at a time.
header cards: long "a" - whale, short "a" - bat
header cards: long "e" - jeep, short "e" - bell
header cards: long "i" - eye, short "i" - chin
header cards: long "o" - rose, short "o" - clock
header cards: long "u" - cube, short "u" - gum
long "a" - vase, snail, pail, lake, gate, rain, rake, nail
short "a" - cat, bag, plant, van, crab, fan, rat, ham
Vowel Picture Sort

long "e" - leaf, three, teeth, heel, bee, cheek, beach, seal
| short "e" - net, desk, sled, vest, bed, jet, dress, fence |

| net |
| desk |
| sled |
| vest |
| bed |
| jet |
| dress |
| fence |
long "i" - dime, five, nine, pie, kite, knight, hive, mice
short "i" - brick, six, dish, wig, lip, fin, chick, bib
long "o" - cone, soap, rope, goat, toe, bone, boat, coat
short "o" - rock, mop, hop, lock, fox, sock, log, block
long "u" - mule, music, cube, unicorn, uniform, unicycle
short "u" - bus, truck, rug, bug, tub, trunk, brush, skunk