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

**Materials**
- Initial sound picture cards (Activity Master PA.025.AM1a - PA.025.AM1e)
- Card (Activity Master PA.025.AM2)
- Make two copies for a total of 12 cards.
  Pocket chart

**Activity**
Students determine which words have the same initial sound and place a card over the picture that does not.

1. Place initial sound picture cards with the same numbers in separate rows on the pocket chart. Place the cards face up in a stack.
2. Taking turns, students name the pictures in a given row and say each initial sound (e.g., “house /h/, helicopter /h/, zebra /z/”).
3. Place the card over the picture that does not have the same initial sound as the other two cards (i.e., zebra).
4. Continue until one picture on each row is covered by a card.
5. Peer evaluation

**Extensions and Adaptations**
- Use medial or final sounds (Activity Masters PLSC-M.1 - PLSC-M.13 or PLSC-F.1 - PLSC-F.16).
initial sound picture cards: house, zebra, helicopter, lion, goat, lizard
initial sound picture cards: fan, popsicle, parrot, bed, bug, window
initial sound picture cards: turkey, pencil, turtle, hand, ladder, lamp
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initial sound picture cards: balloon, bike, clown, bracelet, paint, penny
initial sound picture cards: violin, needle, newspaper, grapes, skateboard, grass
cards
Phonological Awareness

Phoneme Matching

Sound Snacker – Sound Smacker

Objective
The student will match initial phonemes in words.

Materials
- Construction paper
  Make two “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 face to the front of each container.
- Initial sound picture cards (Activity Master PA.026.AM1a - PA.026.AM1b)
  Choose a target picture (e.g., monkey) and attach it to the “Sound Snacker” container.
- Non-target initial sound picture cards (Activity Master PA.026.AM2)

Activity
Students sort objects by initial sounds into containers.
1. Place the sorting containers and picture cards face down in a stack at the center.
2. Taking turns, students select the top card, name it, and say its initial sound (e.g., “moon, /m/”).
   Determine if initial sound matches target sound (i.e., /m/).
3. If it matches, place picture card in Sound Snacker container. If it does not match, place in Sound Smacker container.
4. Continue until all picture cards are sorted.
5. Peer evaluation

Extensions and Adaptations
- Use target and non-target initial sound objects.
- Use final and medial target and non-target sound objects.
- Sort objects that do and do not have the same rime.
initial sound picture cards: monkey, mice, mat, motorcycle, moon, mirror
initial sound picture cards: mitten, mop, marble, mask, moose, milk
non-target initial sound picture cards: flower, pie, crayon, fox, lion, table
### Objective
The student will match initial phonemes in words.

### Materials
- Sound Train engine and caboose (Activity Master PA.027.AM1)
- Sound Train cars (Activity Master PA.027.AM2)
  
  *Copy five times.*
- Construction paper
  
  *Use as the platform.*
- Initial sound objects or picture cards (Activity Master PA.027.AM3a - PA.027.AM3b)
  
  *Choose a target picture (e.g., toothbrush) and attach it to the train engine.*
- Non-target initial sound objects or picture cards (Activity Master PA.027.AM4)

### Activity
**Students sort objects by target initial sound on the sound train.**

1. Place the engine, cars, and caboose in a line on a flat surface. Place the platform and objects at the center.
2. Taking turns, students select an object, name the object, and say the initial sound (e.g., “tiger, /t/”). Determine if initial sound matches target sound (i.e., /t/).
3. If it matches, place object on a train car. If it does not match, place on the platform.
4. Continue until all objects are sorted.
5. Peer evaluation

### Extensions and Adaptations
- Include objects with digraphs as initial sounds.
- Use final or medial target and non-target sound picture cards (Activity Master PLSC-M.1 - PLSC-M.13 or PLSC-F.1 - PLSC-F.16).
sound train engine and caboose
Sound Train

initial sound picture cards: tiger, toothbrush, telephone, tie, two, ten
initial sound picture cards: tree, table, turtle, toothpaste, train, ticket
non-target initial sound picture cards: six, fish, slide, heart, wall, sock
Objective
The student will match initial phonemes in words.

Materials
- Backpack (Activity Master PA.028.AM1)
  *Make two copies on card stock and laminate.*
- Initial sound objects or picture cards (Activity Master PA.028.AM2a - PA.028.AM2c)
  *Choose one picture for each target sound and attach it to the top flap of the backpack (e.g., car, dragon).*
- Student sheet (Activity Master PA.028.SS)
- Crayons or markers

Activity
Students sort objects by initial sound on the backpacks.
1. Place backpacks, initial sound objects, and crayons at the center. Provide each student with a student sheet.
2. Taking turns, students select an object, name the object, and say the initial sound (e.g., “cow, /k/”).
3. Determine which target sound picture (i.e., /k/ or /d/) matches the selected object. Place object on the corresponding backpack.
4. Continue until all objects are sorted.
5. Choose one target sound and illustrate corresponding objects on student sheet.
6. Teacher evaluation

Extensions and Adaptations
- 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)
Pack – A – Backpack
initial sound picture cards: car, carrot, cloud, cat, cow, comb
initial sound picture cards: crayon, coat, dog, door, duck, dragon
initial sound picture cards: deer, donut, doll, dice, drum, domino
Name

PA.028.SS

Pack – A – Backpack
**Objective**
The student will match initial phonemes in words.

**Materials**
- Initial sound picture cards (Activity Master PA.029.AM1a - PA.029.AM1f).

**Activity**
Students group initial sound pictures while playing a Go Fish game.
1. Mix 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 name their cards, pair by initial sound, and put aside the matching sets.
3. Student one looks at his remaining cards and asks for a picture card that begins with a certain letter-sound (e.g., “Do you have a picture that begins with /r/?”).
4. If yes, student one takes the card, names the card, and says the initial sound of both pictures, places match aside, and takes another turn. If no, student two says, “Go fishing for a match!”
5. Student one then selects a card from the “pond.”
6. Continue until all cards are matched.
7. Peer evaluation

**Extensions and Adaptations**
- Play with other initial sound picture cards (Activity Master P.LSC-I.1 - P.LSC-I.22).
- Play with final or medial sound picture cards (Activity Master P.LSC-F.1 - P.LSC-F.16 or Activity Master P.LSC-M.1 - P.LSC-M.13).
initial sound picture cards: bear, cat, dog, banana, car, duck
Phonological Awareness

Phoneme Go Fish

initial sound picture cards: fence, goat, hat, fish, garden, horse
initial sound picture cards: jacket, kangaroo, leaf, jam, king, lunchbox
Phoneme Go Fish

initial sound picture cards: necklace, penny, quilt, nickel, piano, queen
initial sound picture cards: raccoon, seahorse, turtle, ring, sandwich, tooth
Phonological Awareness

Phoneme Go Fish

initial sound picture cards: vase, yo-yo, zipper, van, yarn, zebra
Objective
The student will match initial phonemes in words.

Materials
- Domino picture cards (Activity Master PA.030.AM1a - PA.030.AM1c)  
  Copy on card stock, cut, and laminate.

Activity
Students match pictures with the same initial sound while playing a domino game.
1. Scatter domino picture cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, names the picture on the other side of the domino and says its initial sound (i.e., “plant, /p/”).
3. Looks for a domino with a picture that has the same initial sound, names it, and says its initial sound (i.e., “pig, /p/”). Connects the two dominoes.
4. Student two names the picture on the other side of the domino (i.e., “six”), says its initial sound (i.e., “/s/”), and finds the domino with the matching sound. Names the picture and says its initial sound (i.e., “sun, /s/”). Connects it to the domino.
5. Continue until all dominoes are connected.
6. Peer evaluation

Extensions and Adaptations
- Make and use medial sound dominoes (Activity Master PA.030.AM2).
domino picture cards: START/plant, pig/six, sun/dress, duck/brush, bell/inch, igloo/ten
Phoneme Dominoes

domino picture cards: tent/kite, kiss/flag, fox/apple, ant/clock, cat/bus, box/mop
domino picture cards: map/nest, needle/lamp, ladder/STOP
Phoneme Dominoes

START

STOP

blank domino cards
Phonological Awareness

Phoneme Matching

Sound It – Bag It

Objective
The student will match initial phonemes in words.

Materials
- Alphabet sound picture cards (Activity Master PA.031.AM1a - PA.031.AM1c)
- 26 Small brown paper bags
  - Glue a sound picture card to each bag.
- Print resources (e.g., magazines and catalogs)
- 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. Place print resources and scissors at center.
2. Students cut out magazine pictures that match the target initial sounds on the bags.
3. Taking turns, students name each cut-out picture and say its initial sound (e.g., “duck, /d/”).
4. Find the corresponding bag, name the picture, say its initial sound (i.e., “dinosaur, /d/”), and place picture in bag.
5. Continue until cut-out pictures are sorted.
6. Teacher evaluation

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

The student will match final phonemes in words.

**Materials**

- Final sound picture boards (Activity Master PA.032.AM1a - PA.032.AM1d)
- Final sound picture cards (Activity Master PA.032.AM2a - PA.032.AM2b)

**Activity**

Students match final sounds of picture cards to a picture board.

1. Place final sound picture cards face down in a stack on a flat surface. Provide each student with a different picture board.
2. Taking turns, students select the top card, name it, and say its final sound (e.g., "swim, /m/").
3. Find the picture on the board with the same final sound and name it (i.e., "vacuum, /m/"). Place the card on that picture.
4. Continue until all pictures are matched.
5. Peer evaluation

**Extensions and Adaptations**

- Exchange picture boards and repeat activity.
- Make and use other target picture boards (Activity Master PA.032.AM3).
- Use objects with corresponding final sounds to match to pictures on boards.
Final Sound Match-Up

Picture Board

final sound picture board: eight, violin, bike, well, pie, soap
Phonological Awareness

Final Sound Match-Up

Picture Board

final sound picture board: kangaroo, key, nose, tiger, gorilla, vacuum

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K-1 Student Center Activities: Phonological Awareness
final sound picture board: ostrich, rainbow, bread, cube, ring, bag
final sound picture board: stove, brush, car, tooth, wolf, octopus
Final Sound Match-Up

Final sound picture cards:
peanut, pen, clock, nickel, butterfly, map, igloo, baby, cheese, zipper, umbrella, swim
**Final Sound Picture Cards:**

- watch
- cub
- card
- radio
- swing
- log
- cave
- fish
- star
- bath
- elf
- kiss

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**Phonological Awareness**

**Final Sound Match-Up**

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PA.032.AM2b

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**Objective**

The student will match final phonemes in words.

**Materials**

- Final sound picture cards (Activity Master PA.033.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 group pictures containing the same final sound creating a collage.

1. Provide the student with one target sound picture and paper circle. Place print resources, scissors, and glue at the center.
2. The student glues the target sound picture on the paper circle. Names the picture and says its final sound (e.g., “dog, /g/”).
3. Finds and cuts out pictures from print resources that have the same final sound as the target picture. Names the picture and says its final sound (e.g., “mug, /g/”).
4. Glues pictures to paper circles.
5. Continues until at least six pictures are glued on the circles.
6. Teacher evaluation

**Extensions and Adaptations**

- Use a different final sound picture card.
- Use target initial and medial sounds.
final sound picture cards: dog, girl, farm, map, ant, bus
** Phonetic Awareness  

**Sound Bags**

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

**Materials**  
- Paper bag  
- Pairs of objects with the same medial sounds  
  *Place one object from each pair in the bag.*

**Activity**  
Students match objects with the same medial sound.  
1. Place the bag and the objects at the center.  
2. Taking turns, student one pulls out an object, names it, and says the medial sound (e.g., “comb, /o/”).  
3. Student two finds the object that has the matching medial sound, names it, and says the medial sound (i.e., “goat, /o/”). Puts the matching pair aside.  
4. Continue until all objects are paired.  
5. Peer evaluation

**Extensions and Adaptations**  
- Use initial or final sound objects.  
- Use medial sounds of a pair of objects as clues and partner identifies objects.
Objective
The student will match medial phonemes in words.

Materials
- Poster board
  Draw a T-chart.
- Medial sound header cards (Activity Master PA.035.AM1)
  Place at the top of the T-chart.
- Medial sound picture puzzles (Activity Master PA.035.AM2a - PA.035.AM2b)
  Copy on card stock and cut.

Activity
Students sort medial sound pictures and assemble to create puzzles.
1. Place the T-chart on a flat surface. Scatter the pieces of the medial sound picture puzzles around the chart.
2. Taking turns, students select a puzzle picture, name the picture, and say its medial sound (e.g., “mail, /æ/”). Place in column under corresponding header card (i.e., cake).
3. Continue until all pieces are placed under corresponding header card. Assemble each puzzle.
4. Peer evaluation

Extensions and Adaptations
- Illustrate other pictures with the same medial sounds as those on the student T-chart (Activity Master PA.035.SS).
- Make other target sound picture puzzles to match (Activity Master PA.035.AM3).
medial sound header cards: bird, cake
medial sound picture cards: nurse, shirt, girl, dirt, third, surf, purse, fern
medial sound picture cards: rain, nail, mail, cane, pail, vase, rake, gate
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**PA.035.SS**