

Where's That Sound?

Objective

The student will match initial and final phonemes to graphemes.

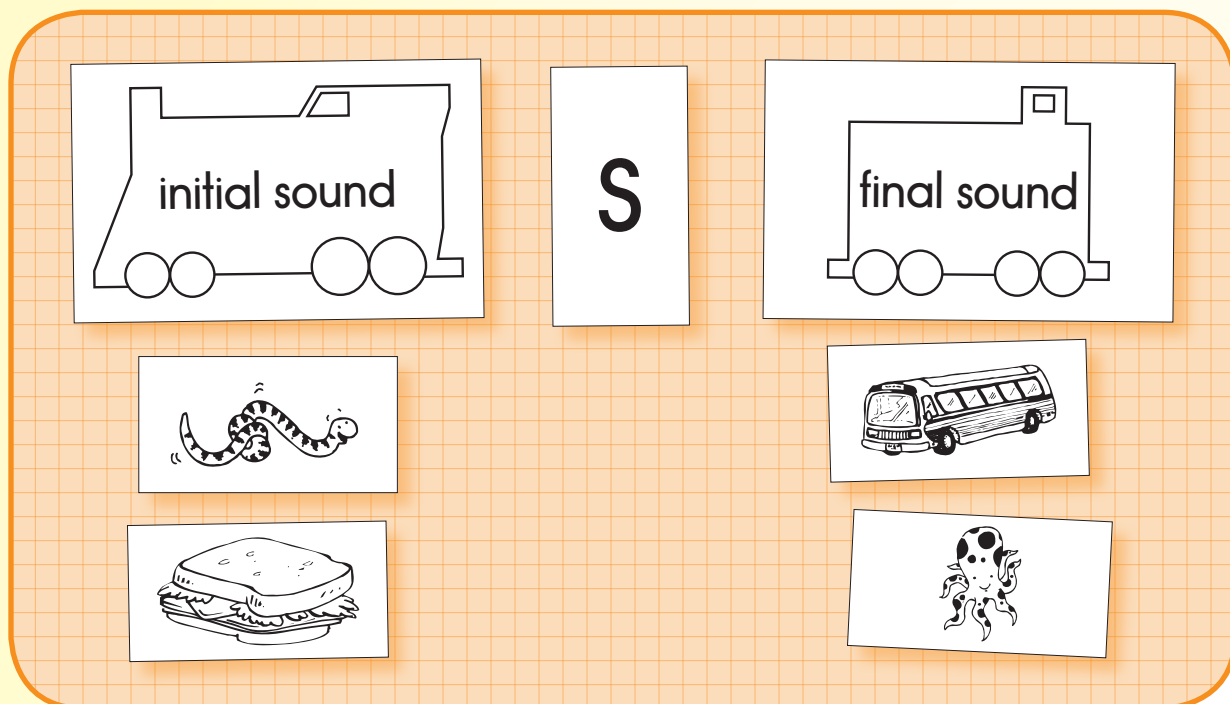
Materials

- ▶ Initial and final sound train cards (Activity Master P.024.AM1)
- ▶ Letter cards (Activity Master P.007.AM1a - P.007.AM1i)
Choose target letter(s).
- ▶ Initial and final sound picture cards (Activity Master P.LSC-I.1 - P.LSC-I.22 and P.LSC-F.1 - P.LSC-F.16)
Choose cards that match the target letter(s).

Activity

Students determine the position of the target sound in words and sort.

1. Place the initial sound train card, target letter card, and final sound train card left to right in a row. Place the picture cards face down in a stack.
2. Taking turns, students name the target letter and say its sound (e.g., “s, /s/”). Select a picture card, name it, and determine if the target sound is at the beginning or end of the word (e.g., “sandwich. I hear the /s/ at the beginning of the word”).
3. Place the card under the corresponding train card.
4. Continue until all cards in the stack are sorted.
5. Peer evaluation



The diagram illustrates the activity setup on a grid background. It features three main components in a row: a train card labeled "initial sound" with two wheels, a vertical letter card with the letter "S", and a train card labeled "final sound" with two wheels. Below these are six picture cards arranged in two columns. The left column contains a snake and a sandwich. The right column contains a bus and a clown. The snake and sandwich are positioned under the "initial sound" train card, while the bus and clown are positioned under the "final sound" train card.

Extensions and Adaptations

- ▶ Use other target letters and picture cards.
- ▶ Use digraphs or diphthongs.

