



Phonemic Awareness

PA.001

Phoneme Matching

Initial Phoneme Picture Sort

Objective

The student will match initial phonemes in words.

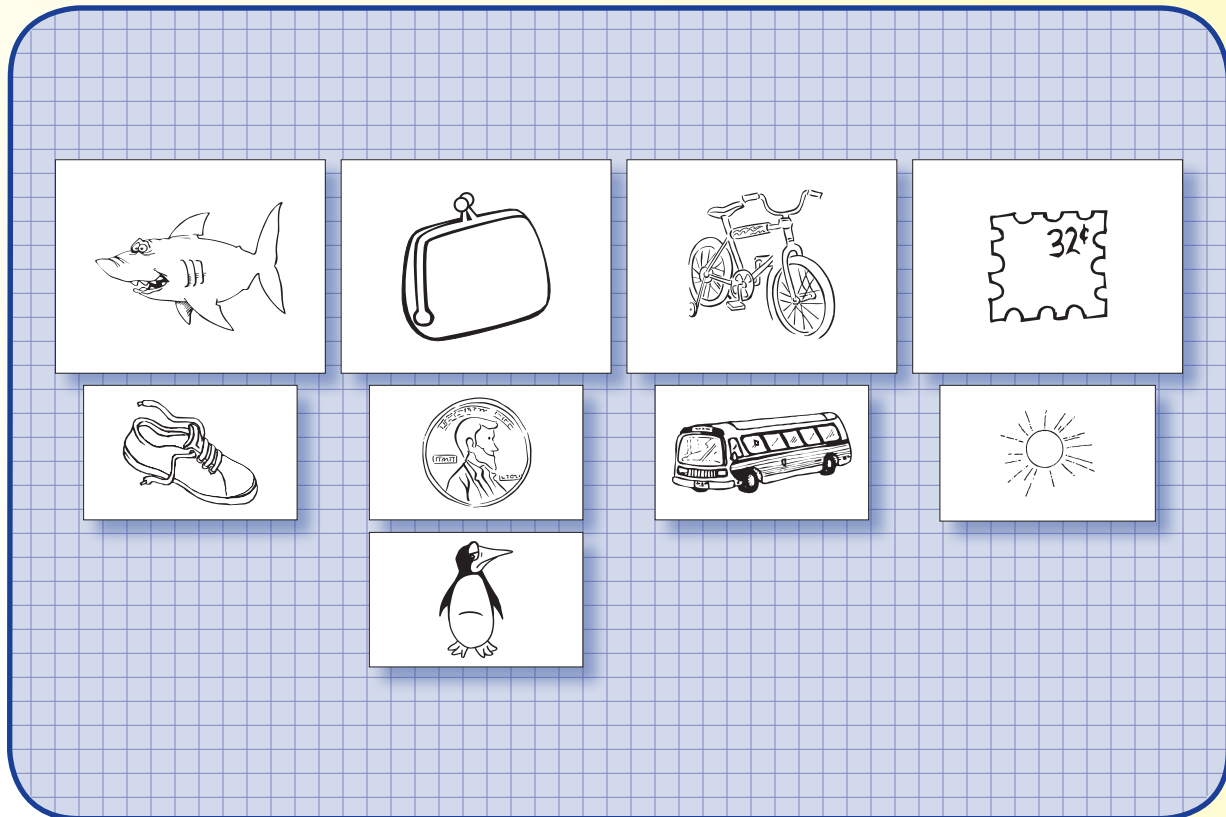
Materials

- ▶ 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



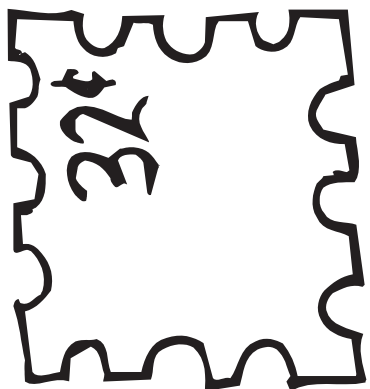
Extensions and Adaptations

- ▶ Use additional picture cards to sort by other initial phonemes.
- ▶ Use other picture cards to sort by final or medial phoneme.

Phonemic Awareness

Initial Phoneme Picture Sort

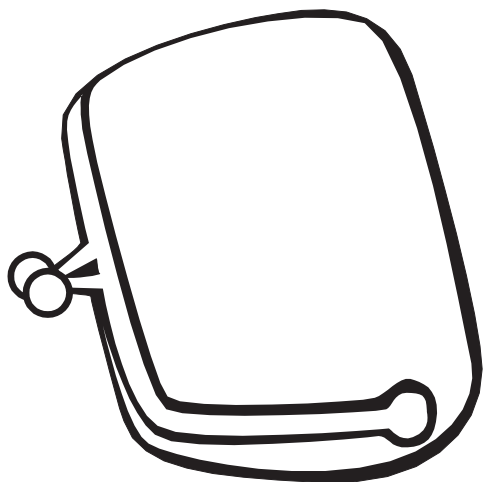
PA.001.AM1



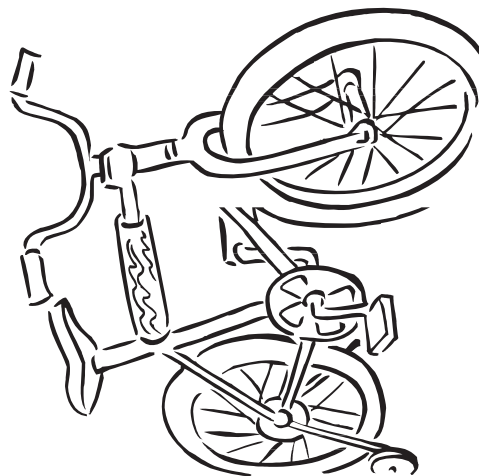
header



header



header



header

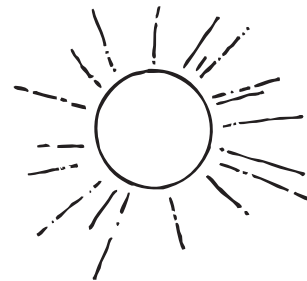
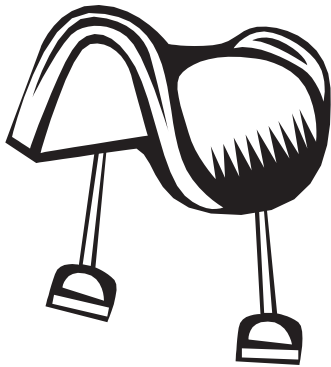
header cards: stamp, shark, purse, bike



Phonemic Awareness

PA.001.AM2a

Initial Phoneme Picture Sort



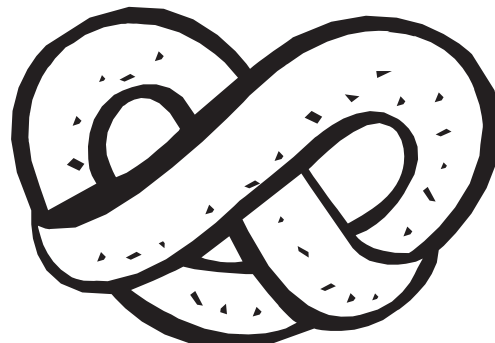
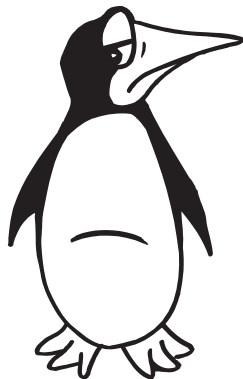
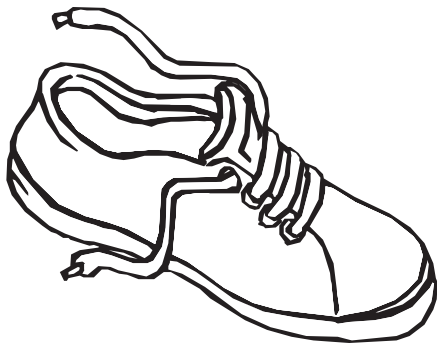
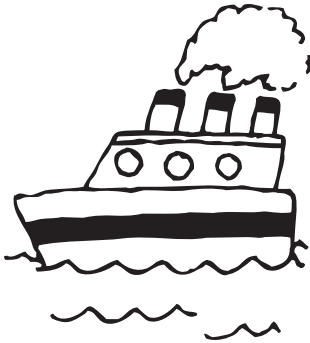
star, sweater, spider, spoon, saddle, sun, shower, shawl



Phonemic Awareness

Initial Phoneme Picture Sort

PA.001.AM2b



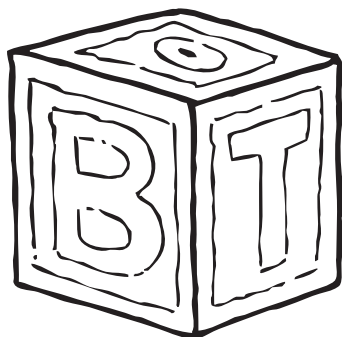
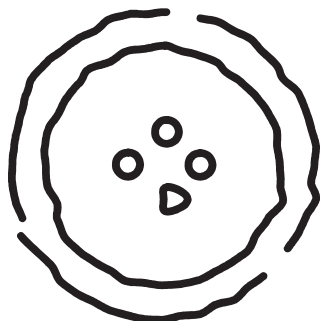
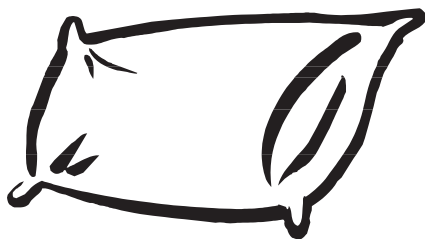
ship, shell, shoe, shirt, penguin, penny, popcorn, pretzel



Phonemic Awareness

PA.001.AM2c

Initial Phoneme Picture Sort



pillow, pickle, button, ball, block, belt, bus, bottle





Match Maker

Objective

The student will match initial phonemes in words.

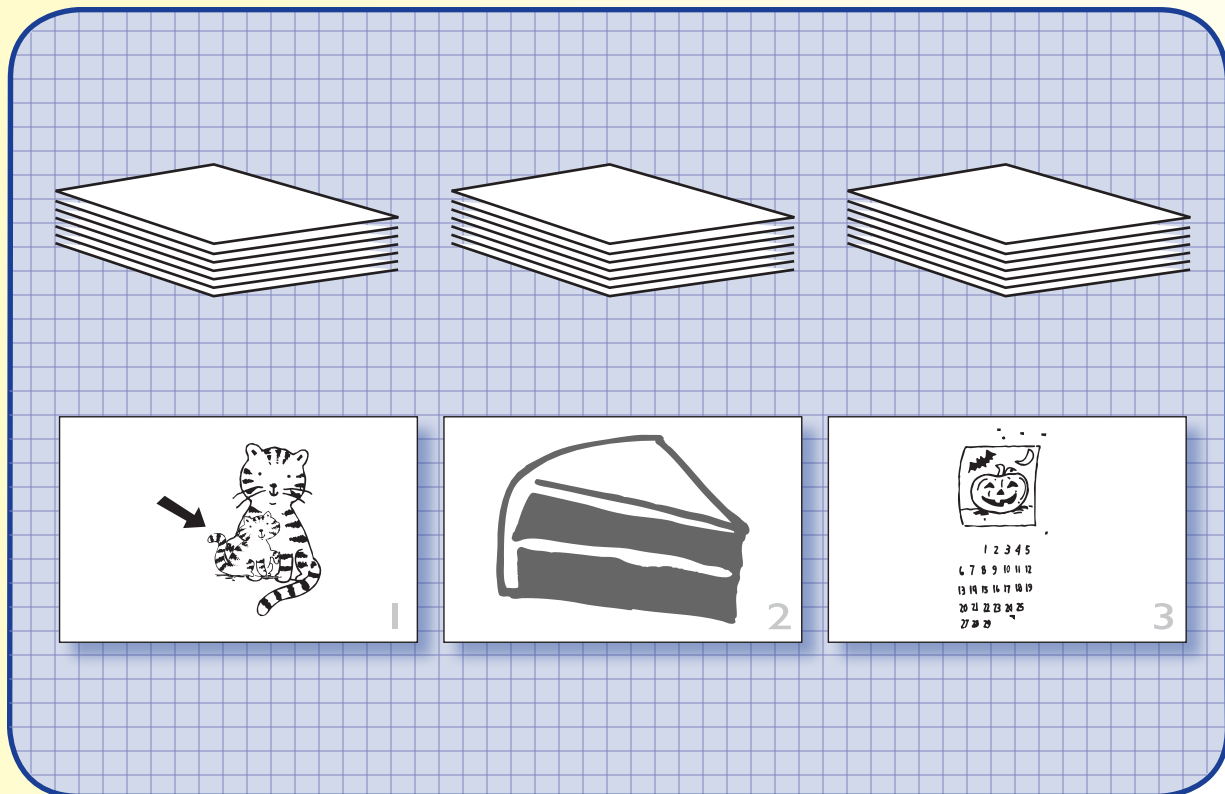
Materials

- ▶ 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



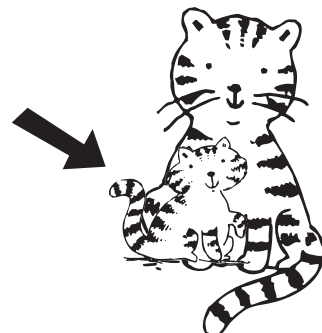
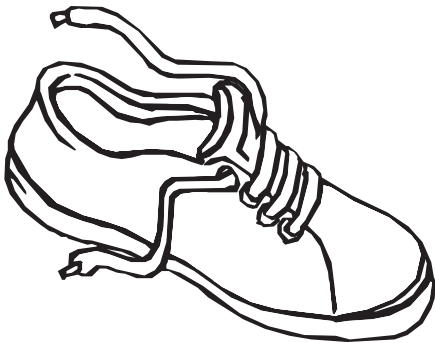
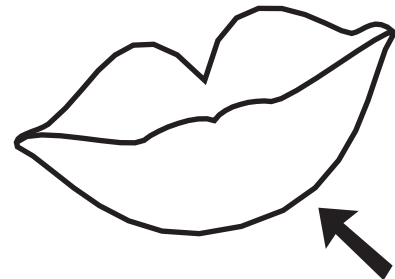
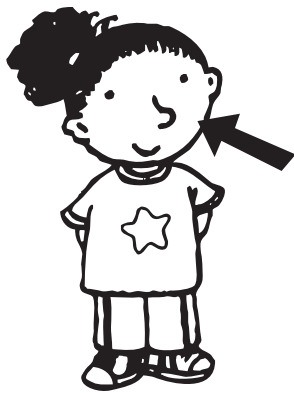
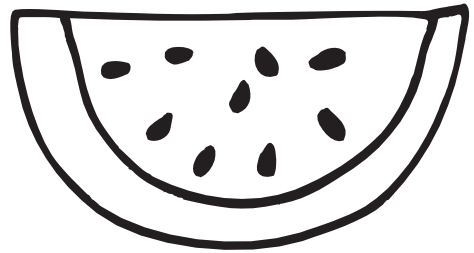
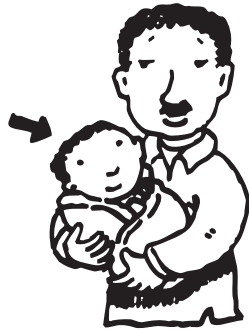
Extensions and Adaptations

- ▶ Use same initial phoneme picture cards in open sort.
- ▶ Make alliterative rebus sentences using picture cards.

Phonemic Awareness

PA.002.AM1a

Match Maker



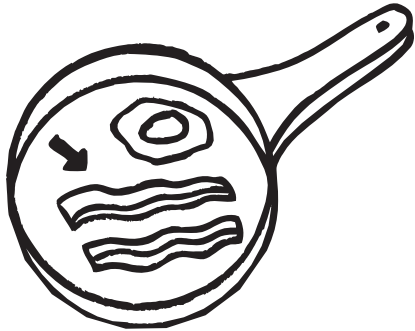
baby, watermelon, cheek, lip, shoe, thumb, house, kitten



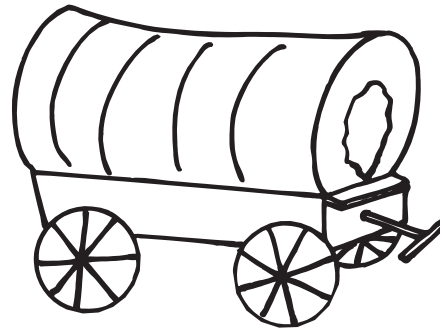
Phonemic Awareness

Match Maker

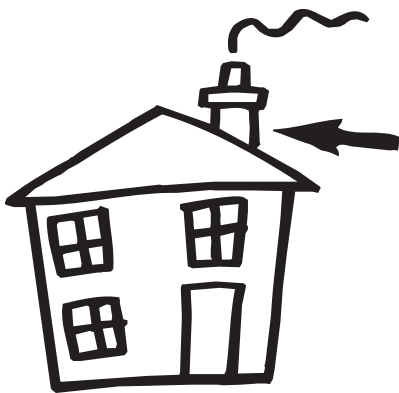
PA.002.AM1b



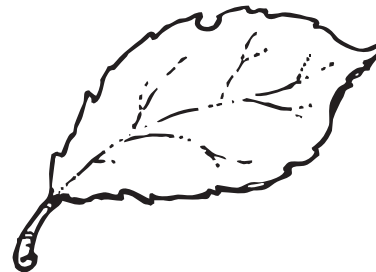
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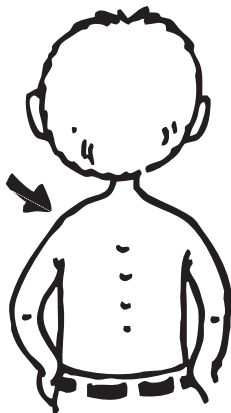
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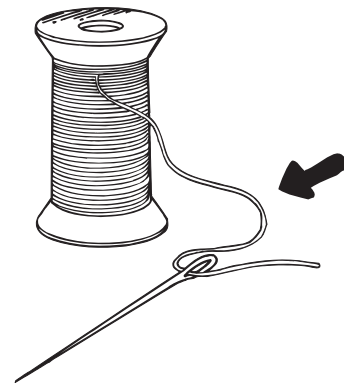
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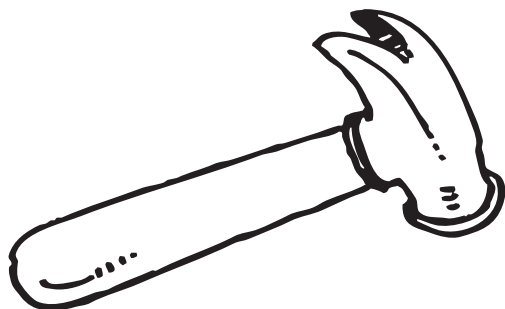
2



2



2



2



2

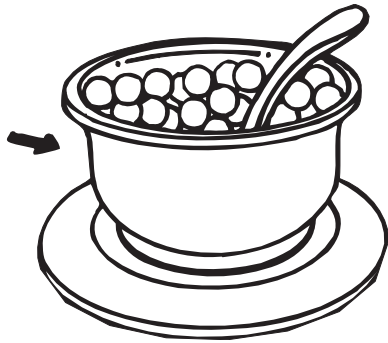
bacon, wagon, chimney, leaf, shoulder, thread, hammer, cake



Phonemic Awareness

PA.002.AM1c

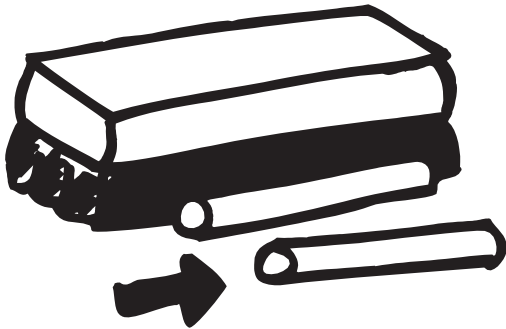
Match Maker



3



3



3



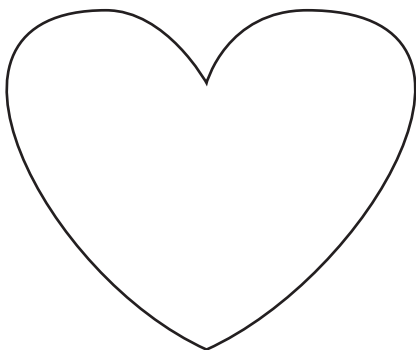
3



3

13

3



3



1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25
26 27 28 29

3

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





Final Phoneme Memory

Objective

The student will match final phonemes in words.

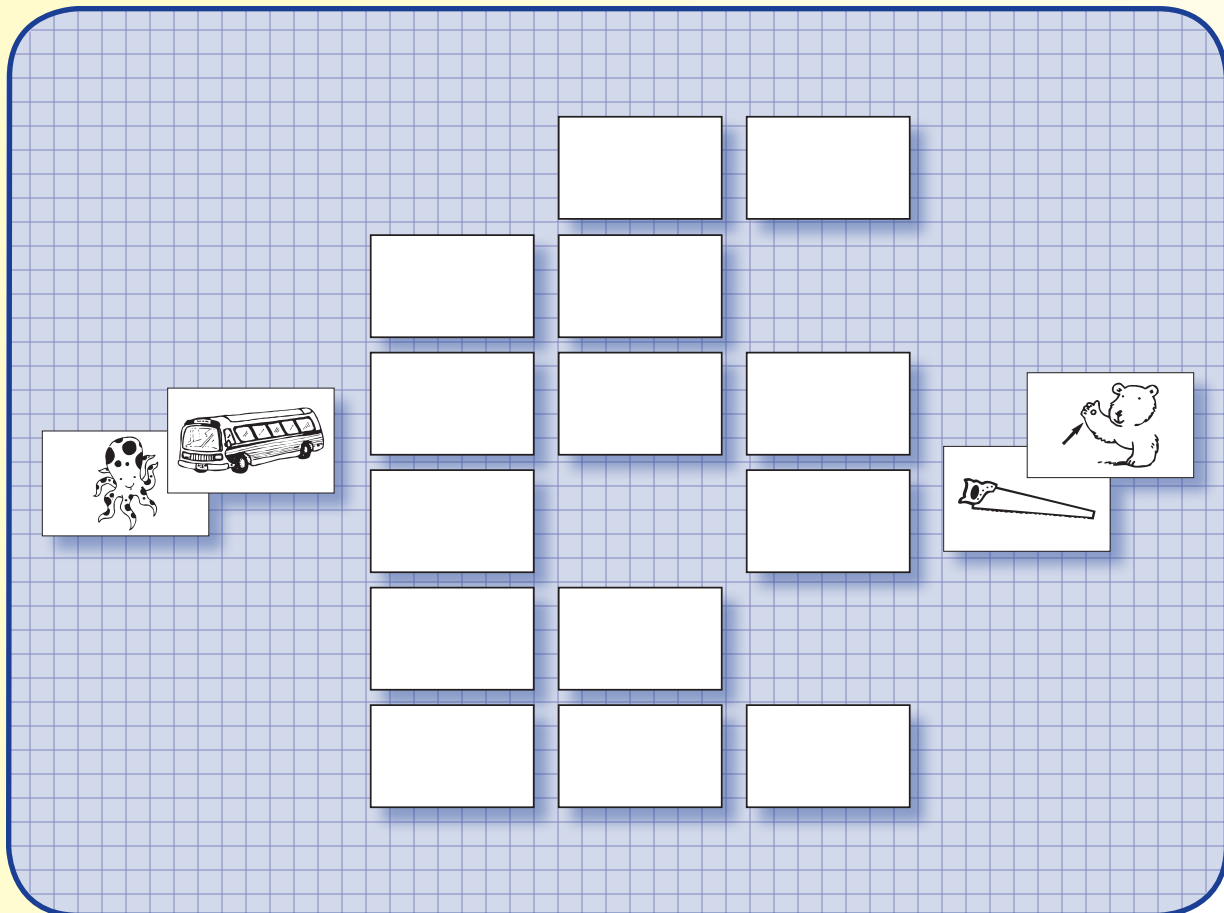
Materials

- ▶ 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



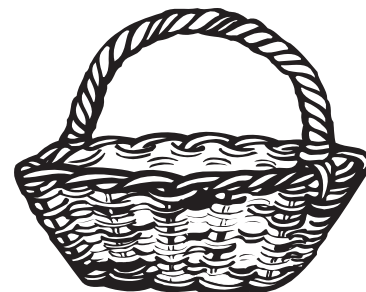
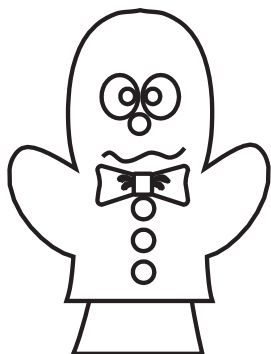
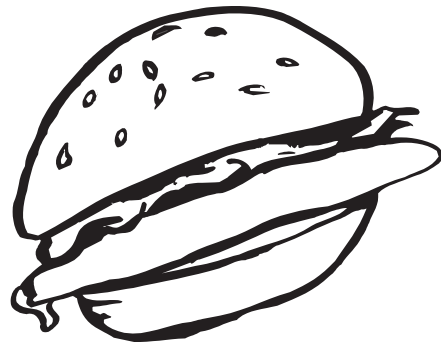
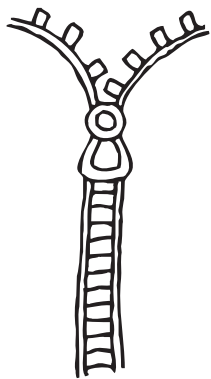
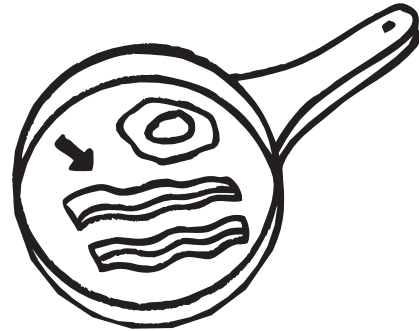
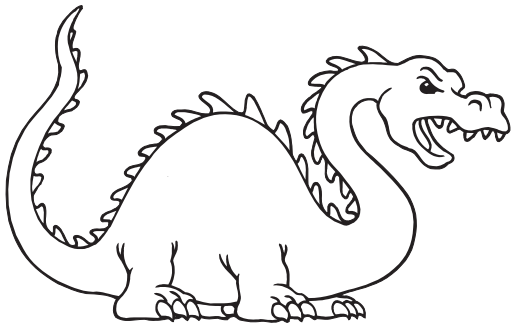
Extensions and Adaptations

- ▶ Use other picture cards to match final phonemes.
- ▶ Use other picture cards to match initial or medial phonemes.

Phonemic Awareness

PA.003.AM1a

Final Phoneme Memory



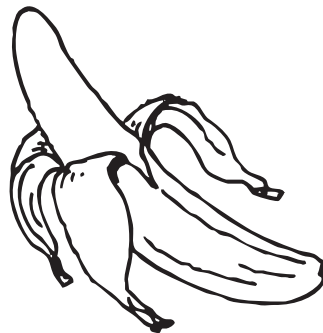
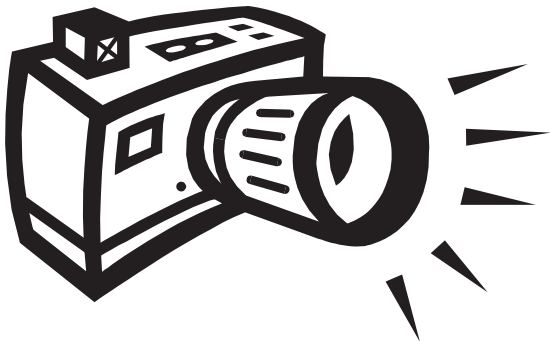
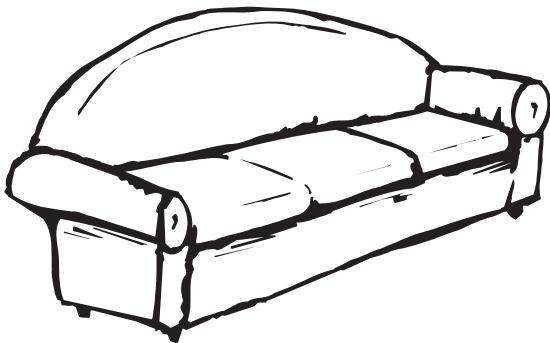
dragon, bacon, chimney, tree, zipper, hamburger, puppet, basket



Phonemic Awareness

Final Phoneme Memory

PA.003.AM1b



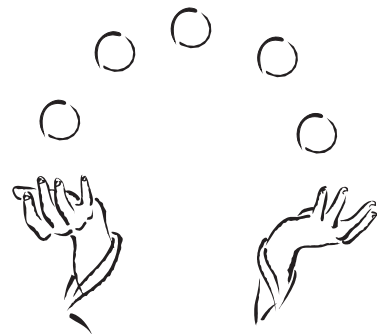
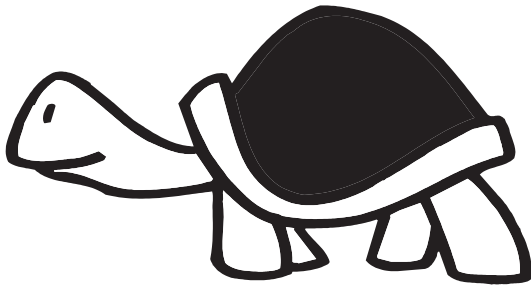
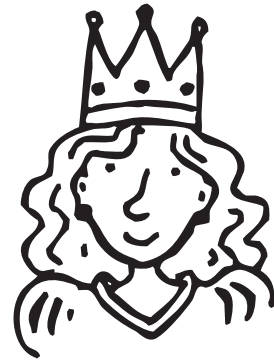
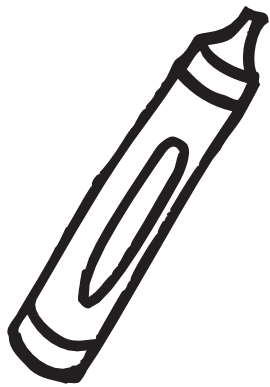
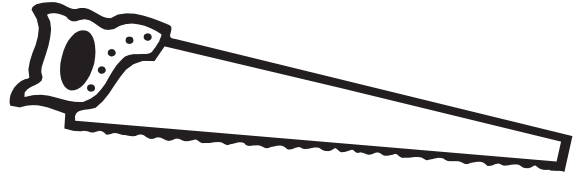
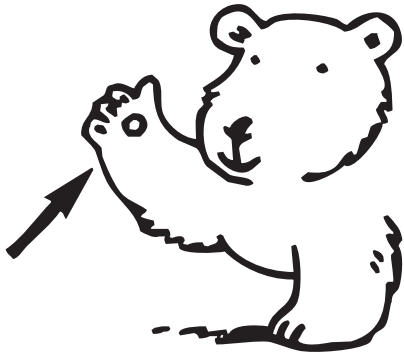
tornado, rainbow, couch, match, camera, banana, octopus, bus



Phonemic Awareness

PA.003.AM1c

Final Phoneme Memory



paw, saw, crayon, queen, turtle, juggle, well, pail





Final Phoneme Pyramid

Objective

The student will match final phonemes in words.

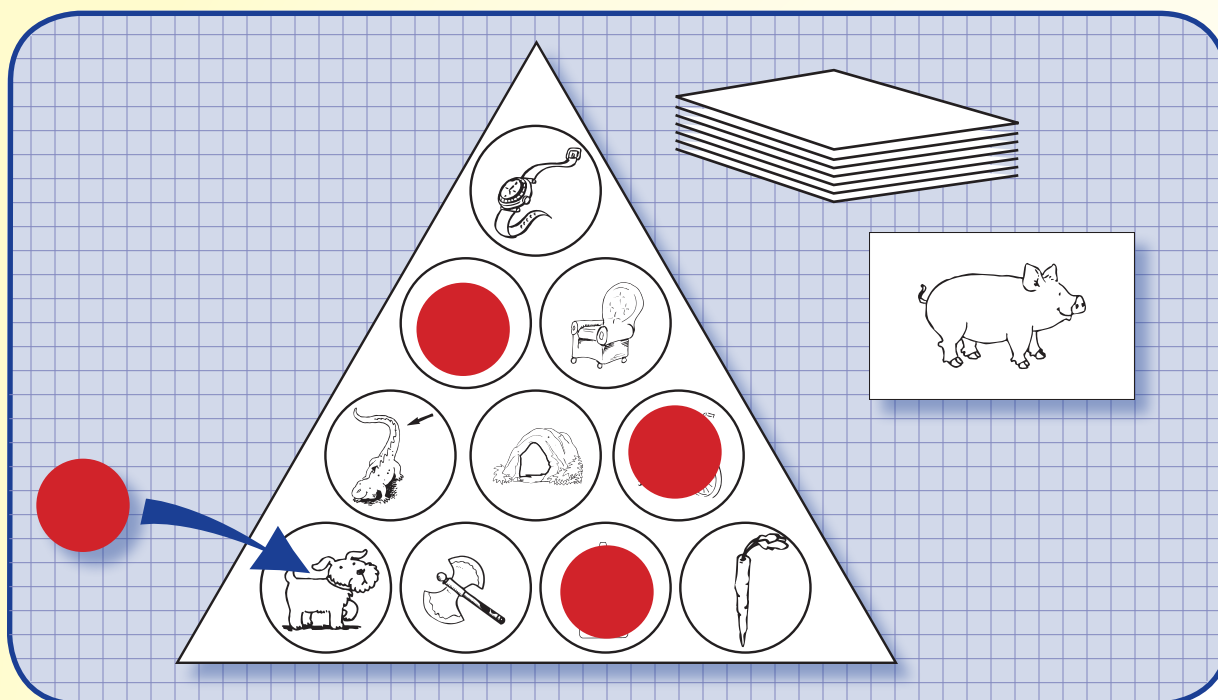
Materials

- ▶ 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



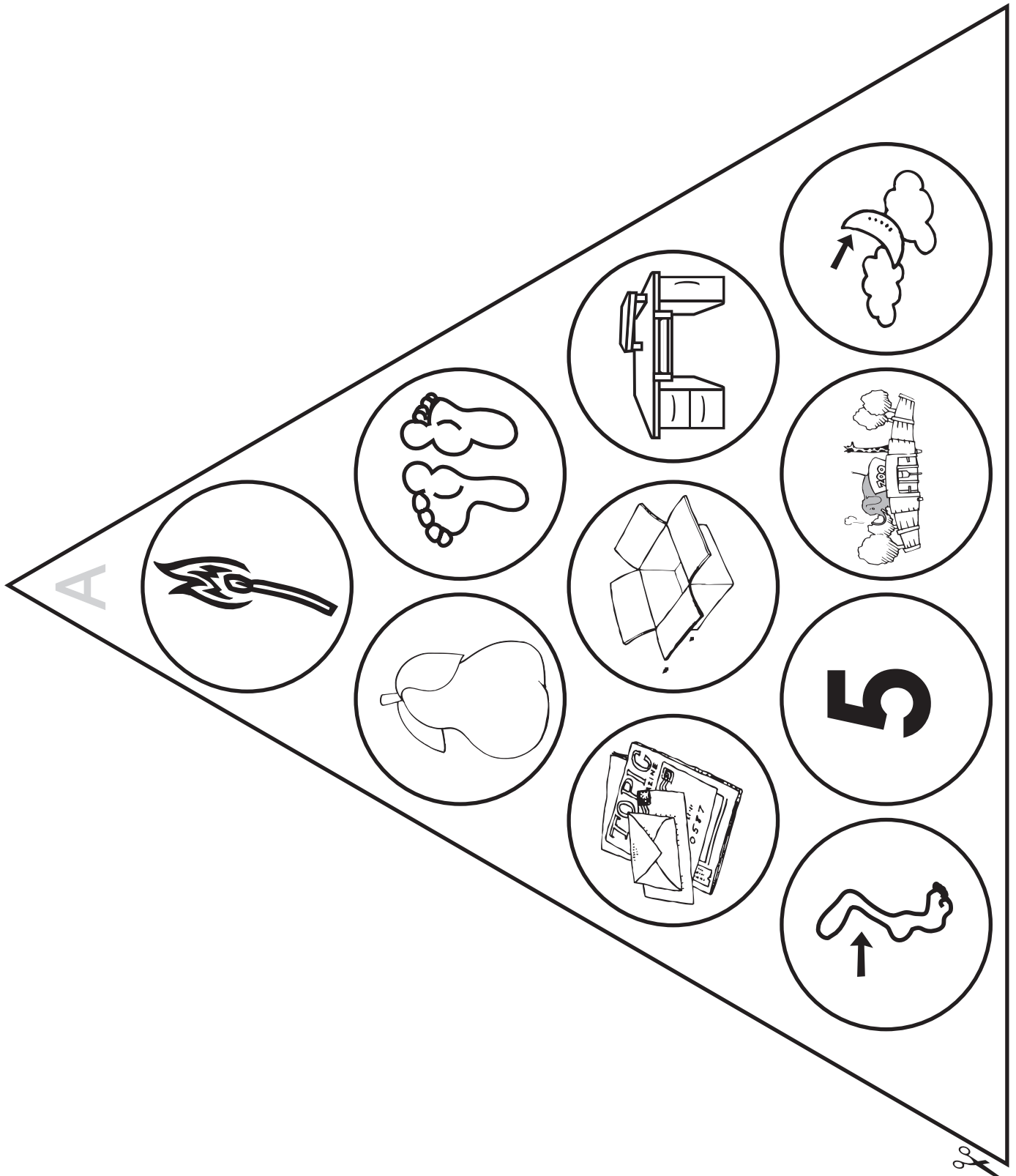
Extensions and Adaptations

- ▶ Sort picture cards by final phoneme.

Phonemic Awareness

PA.004.AM1a

Final Phoneme Pyramid

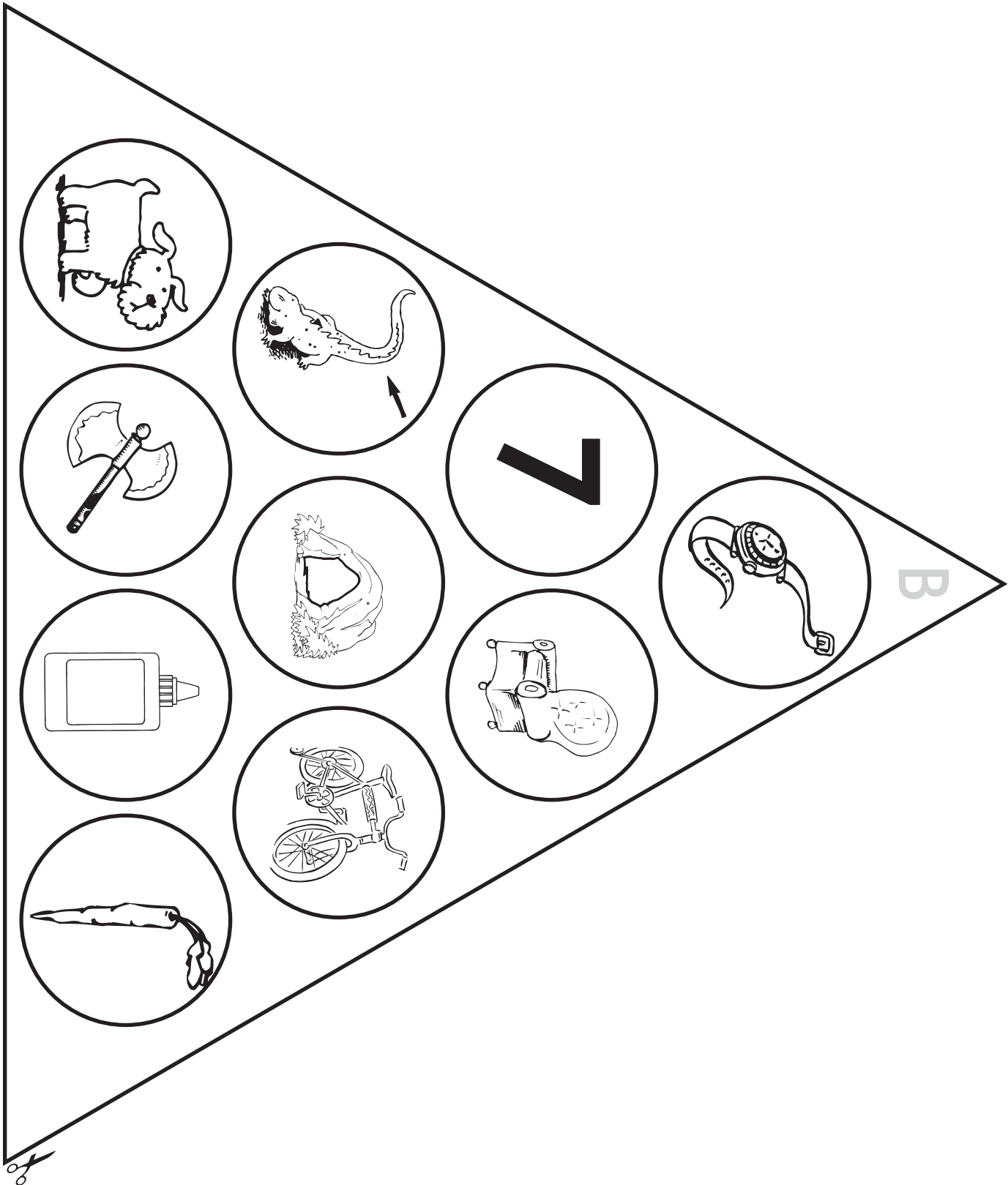


match, pear, feet, mail, box, desk, leg, five, zoo, moon

Phonemic Awareness

Final Phoneme Pyramid

PA.004.AM1b

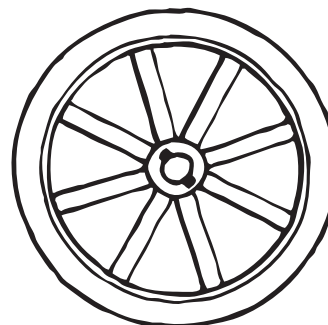
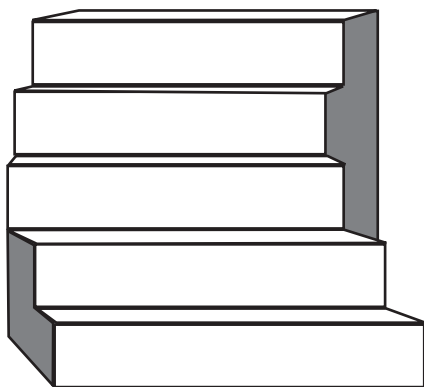
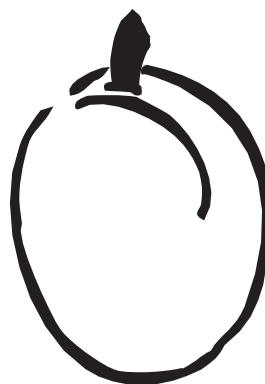
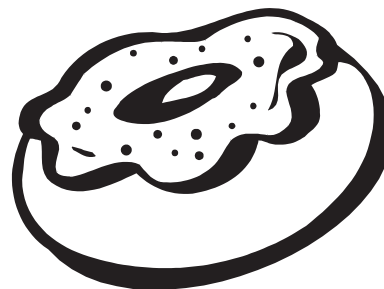


watch, seven, chair, tail, cave, bike, dog, ax, glue, carrot

Phonemic Awareness

PA.004.AM2a

Final Phoneme Pyramid



bat, doughnut, couch, peach, stair, hair, basketball, wheel

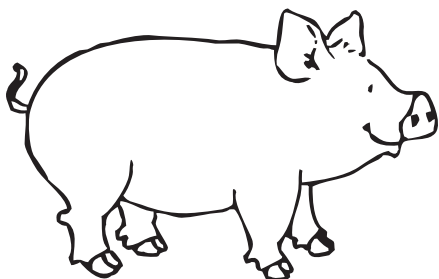
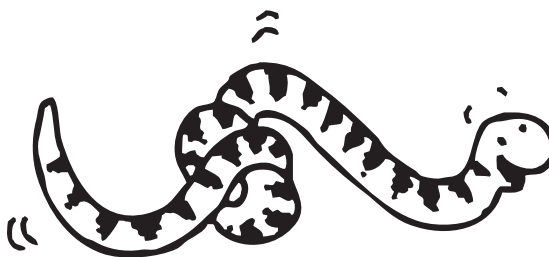
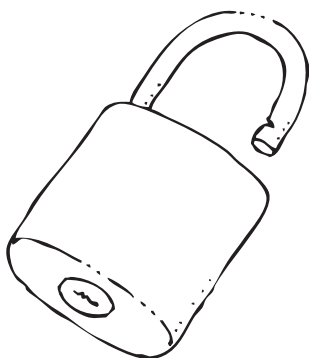
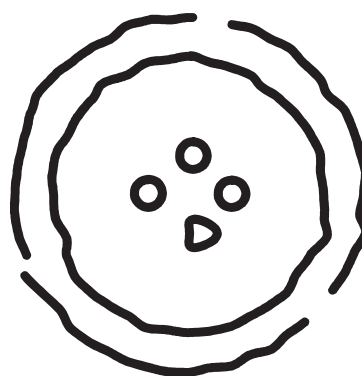
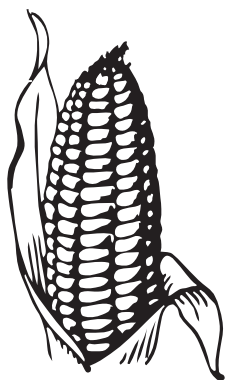
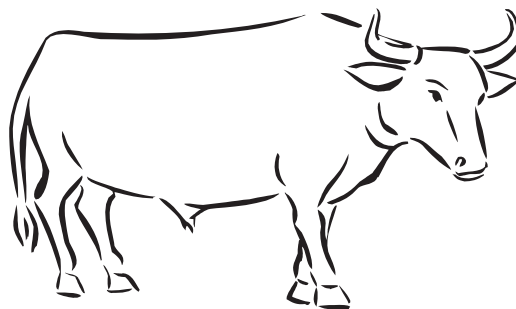


Phonemic Awareness

Final Phoneme Pyramid

PA.004.AM2b

6



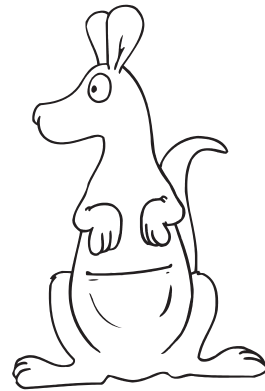
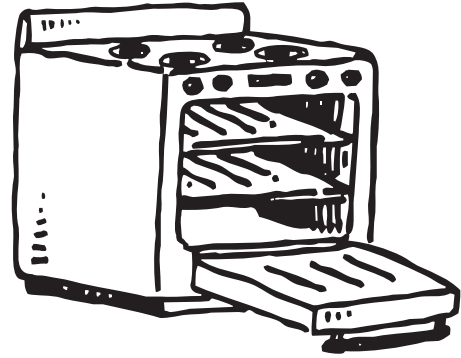
six, ox, corn, button, lock, snake, pig, frog



Phonemic Awareness

PA.004.AM2c

Final Phoneme Pyramid



sleeve, stove, igloo, kangaroo





Final Phoneme Spin

Objective

The student will match final phonemes in words.

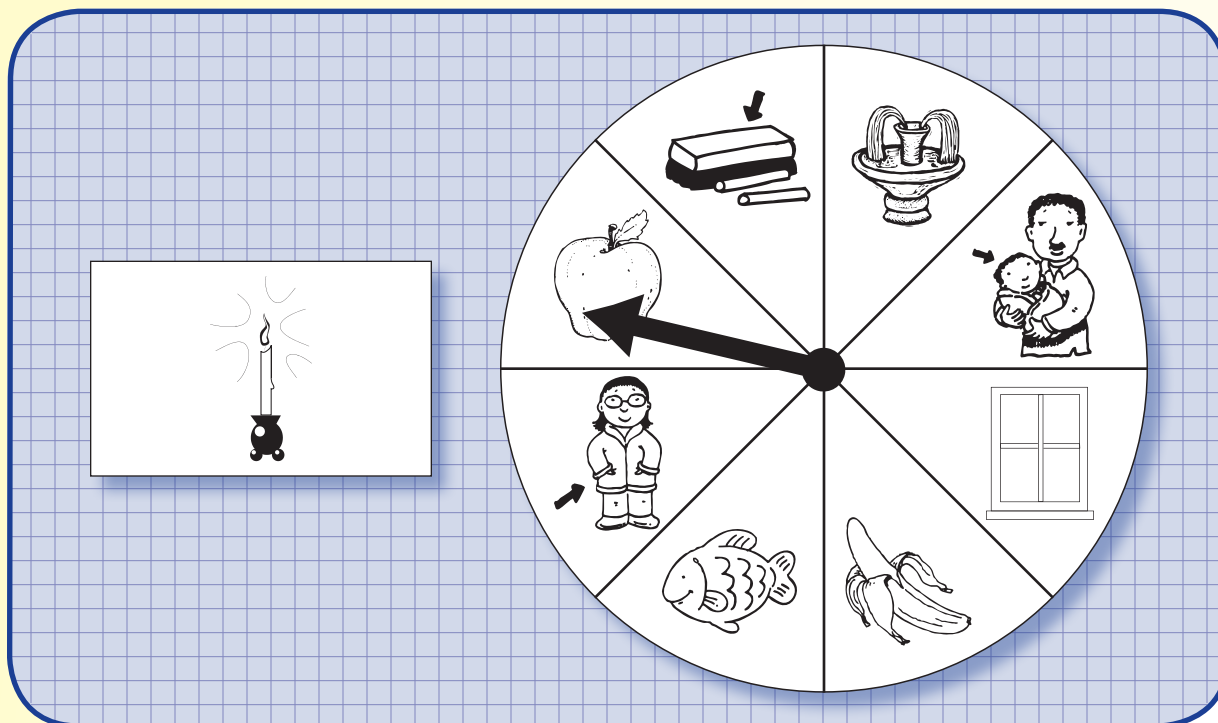
Materials

- ▶ 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



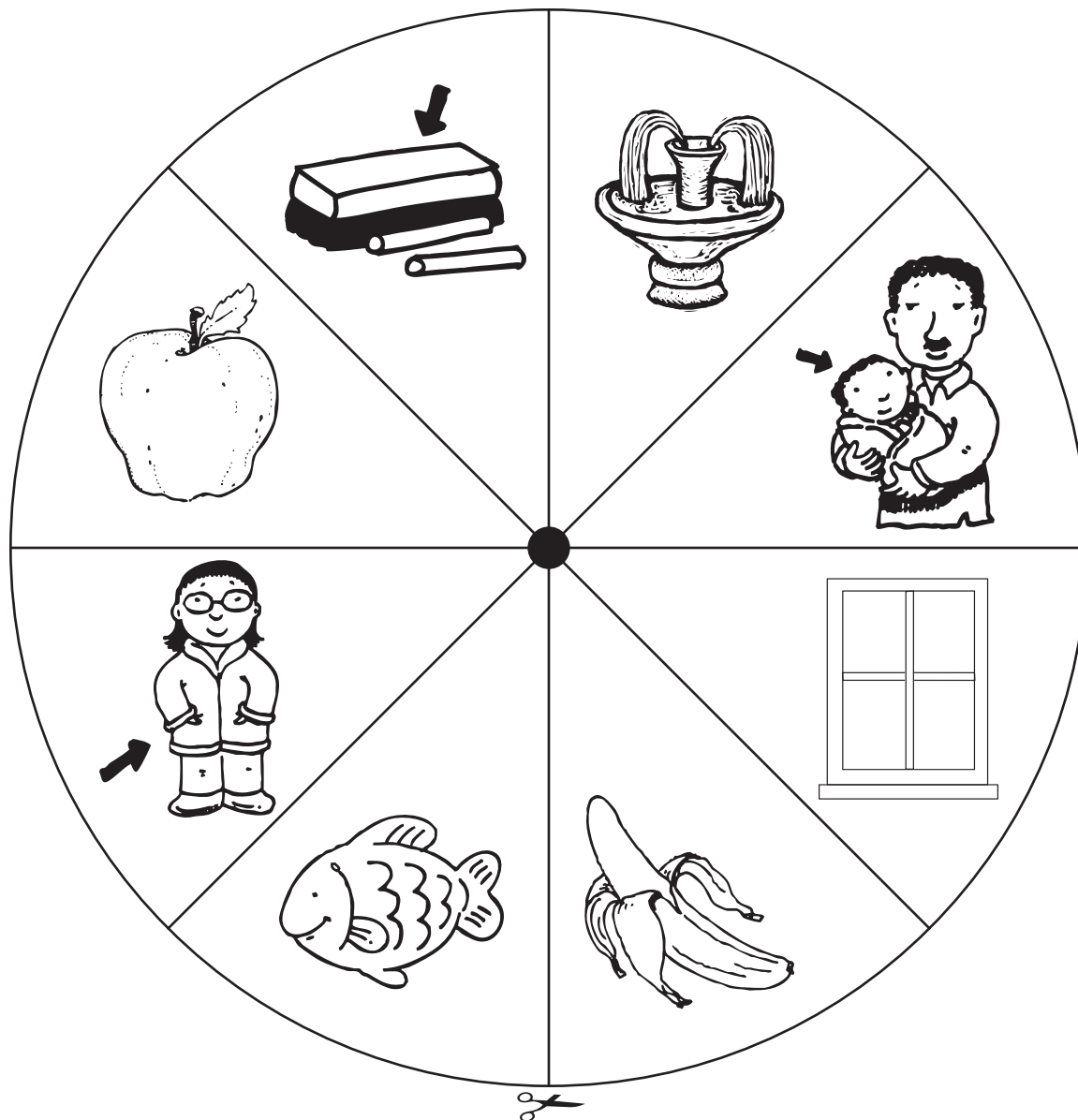
Extensions and Adaptations

- ▶ Use other picture cards and target sounds (Activity Master PA.005.AM3).

Phonemic Awareness

PA.005.AMI

Final Phoneme Spin

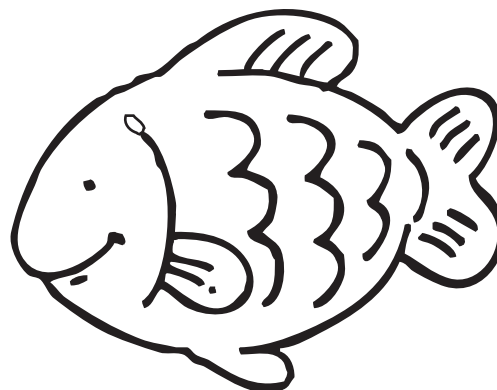
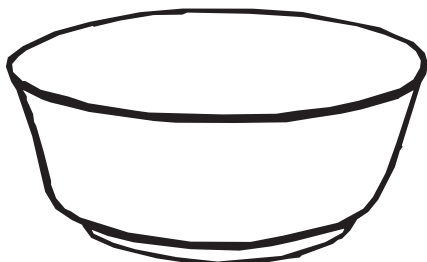
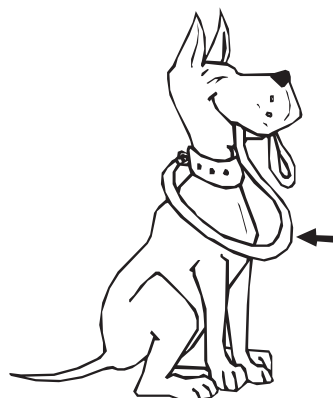
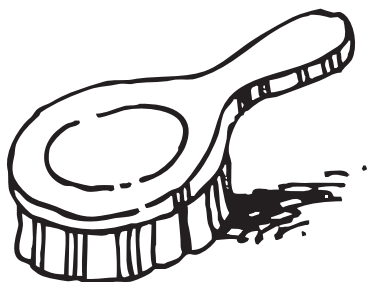
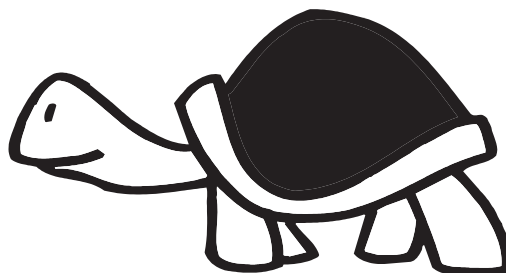
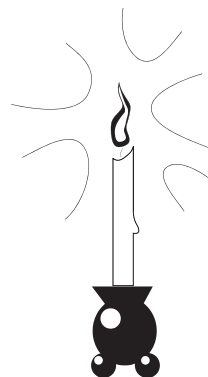
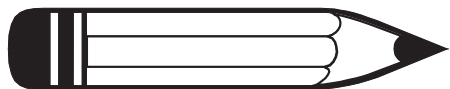


fountain, baby, window, banana, fish, jacket, apple, eraser

Phonemic Awareness

Final Phoneme Spin

PA.005.AM2a



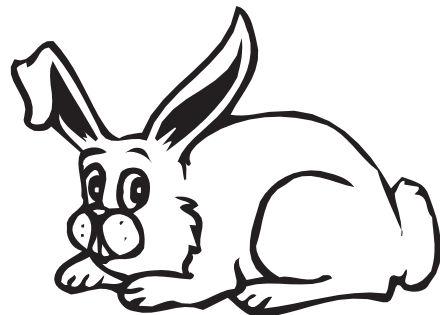
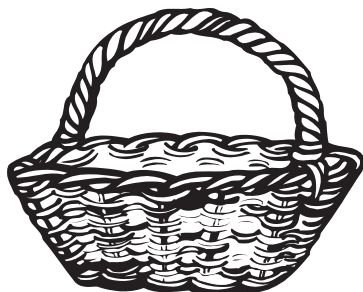
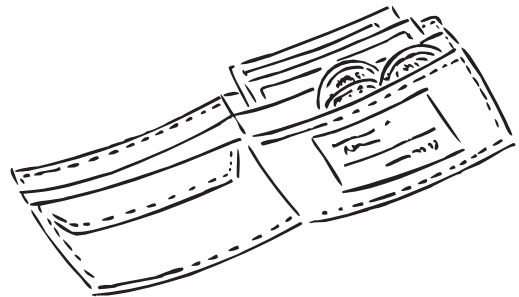
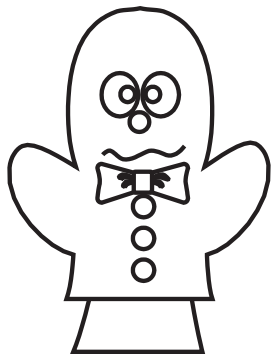
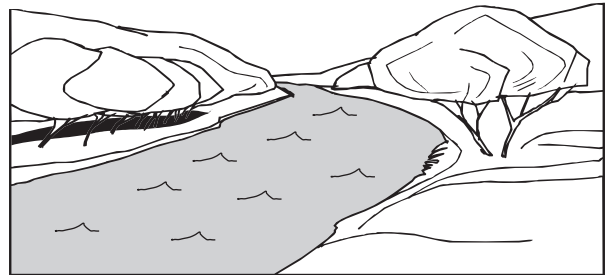
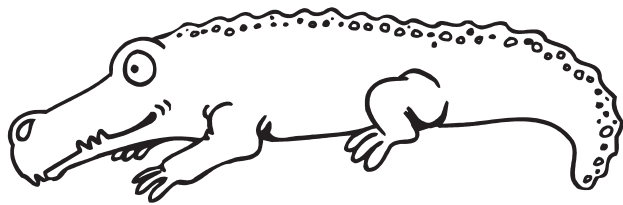
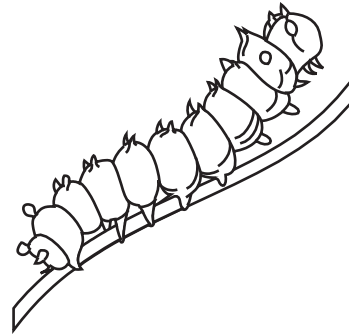
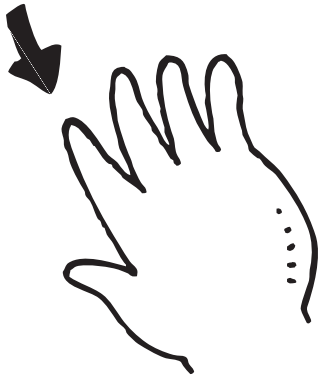
pencil, candle, seal, turtle, brush, leash, dish, fish



Phonemic Awareness

PA.005.AM2b

Final Phoneme Spin



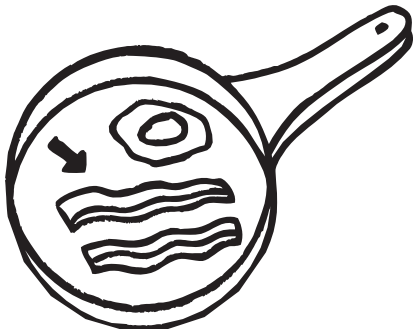
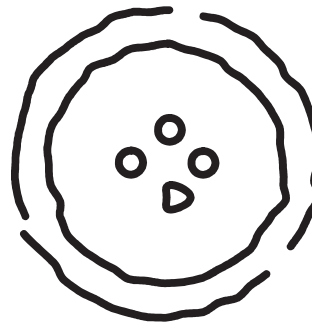
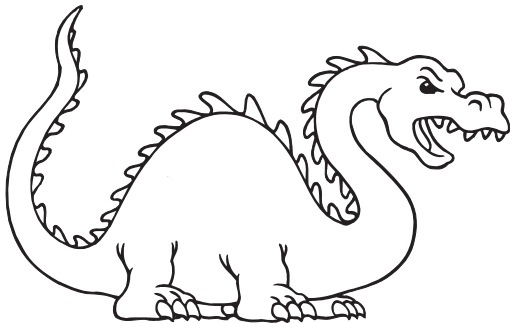
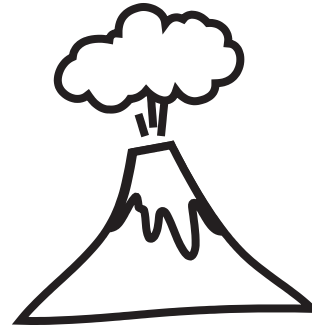
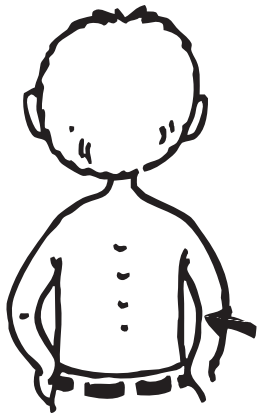
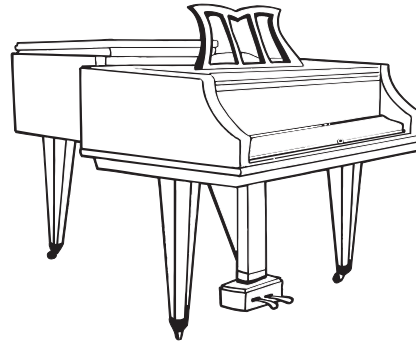
finger, caterpillar, alligator, river, puppet, wallet, basket, rabbit



Phonemic Awareness

Final Phoneme Spin

PA.005.AM2c



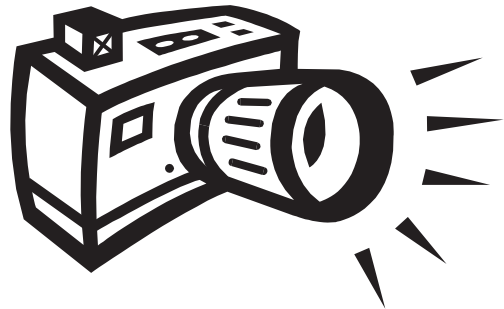
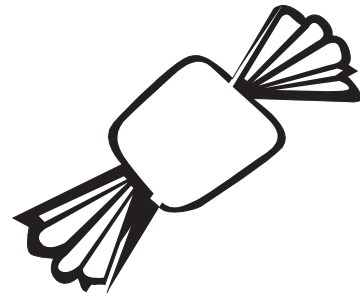
toe, piano, elbow, volcano, dragon, button, bacon, apron



Phonemic Awareness

PA.005.AM2d

Final Phoneme Spin



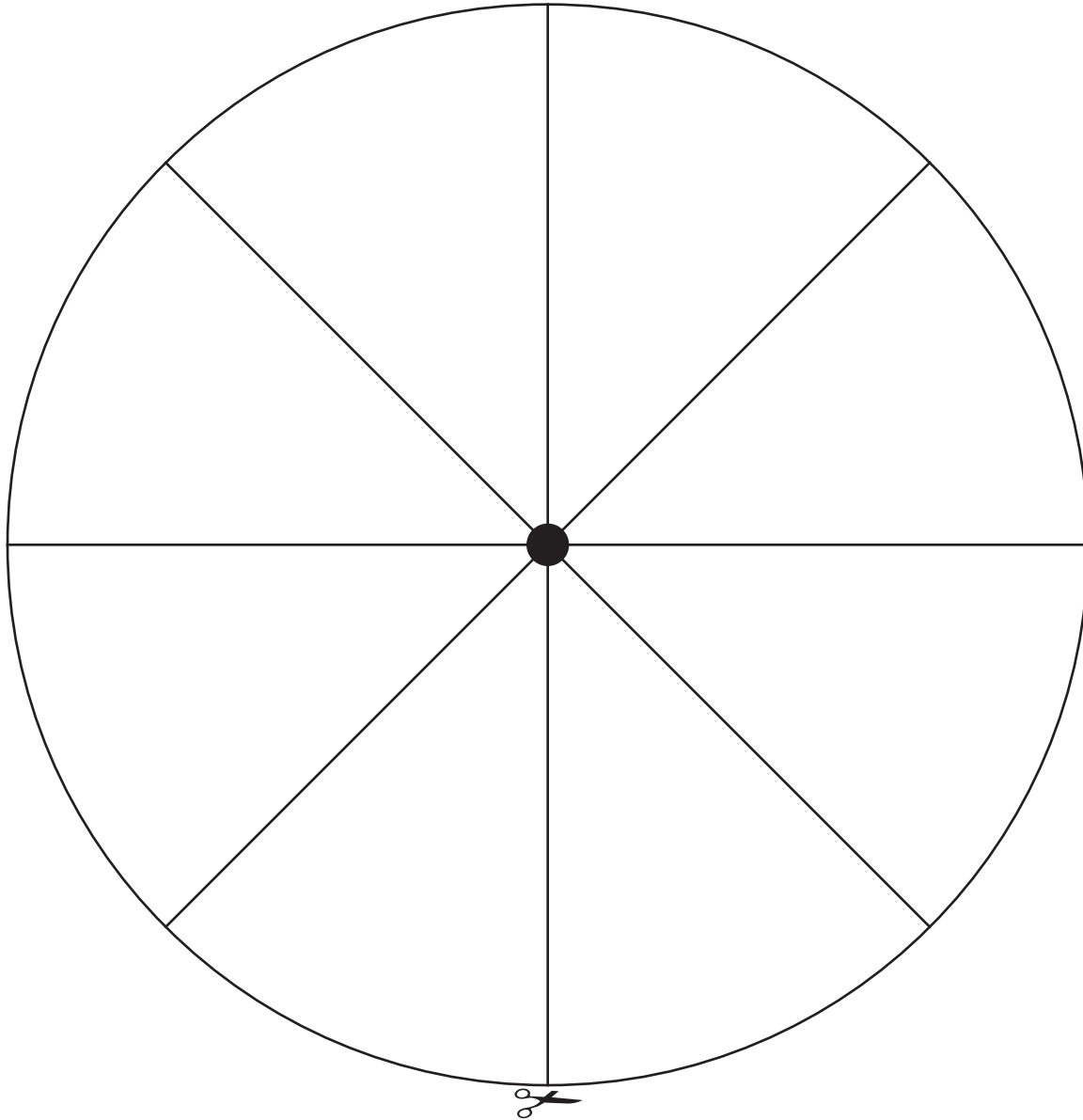
Florida, candy, monkey, cookie, penny, camera, umbrella, zebra



Phonemic Awareness

Final Phoneme Spin

PA.005.AM3





Phonemic Awareness

PA.006

Phoneme Matching
Medial Phoneme Dominoes

Objective

The student will match medial phonemes in words.

Materials

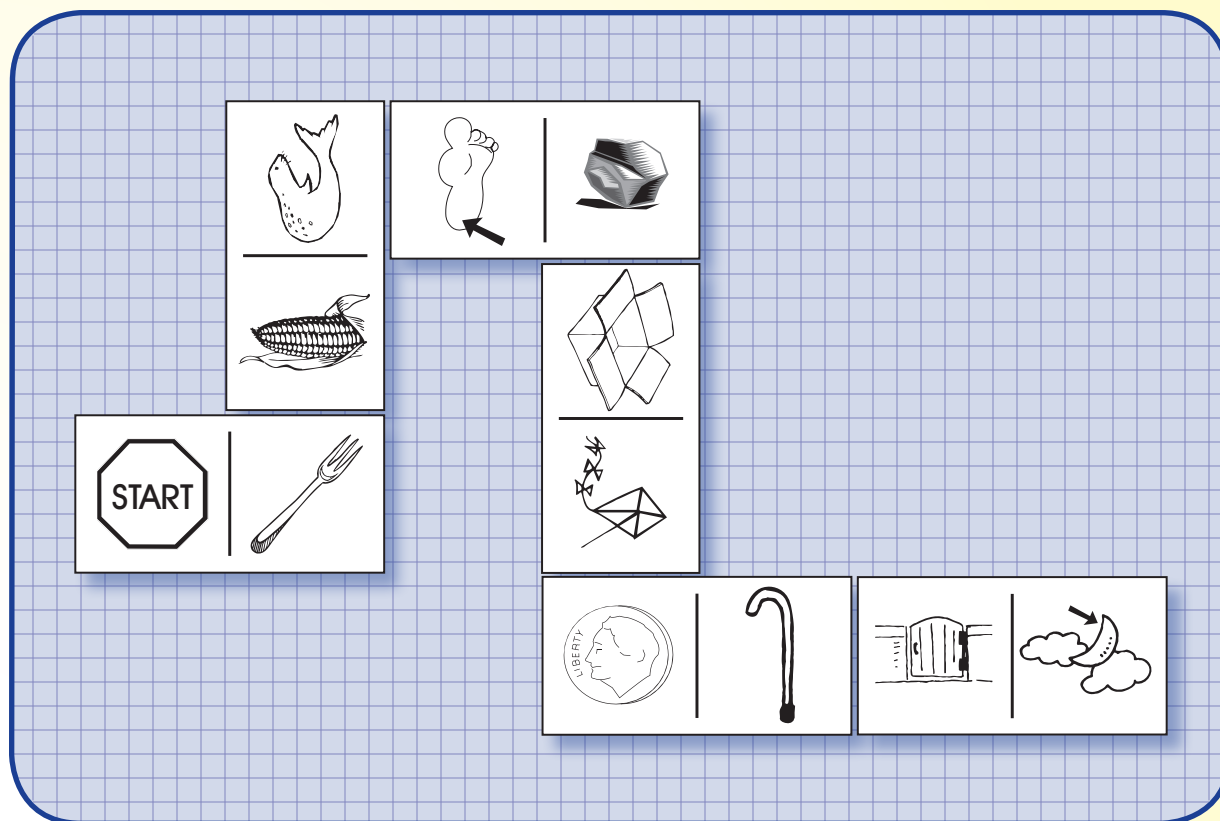
► Set of domino picture cards (Activity Master PA.006.AM1a - PA.006.AM1c)

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



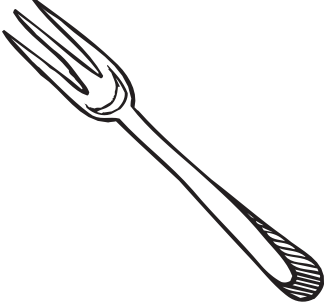

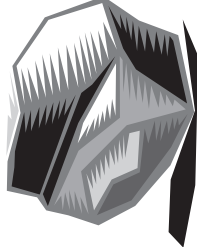
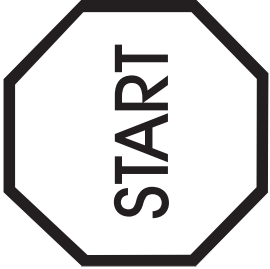
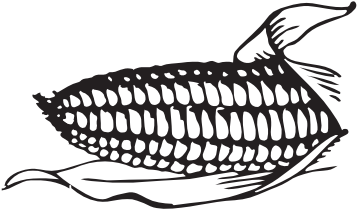
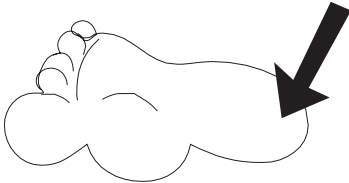
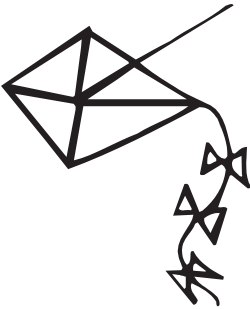

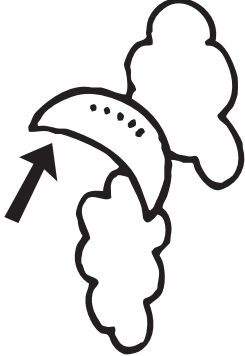
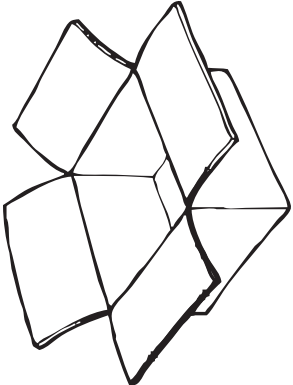


Extensions and Adaptations:

► Use dominoes with initial or final phonemes (Activity Master PA.006.AM2).

Phonemic Awareness

Medial Phoneme Dominoes

PA.006.AM1a

 _____	 _____	 _____
		
 _____	 _____	
		



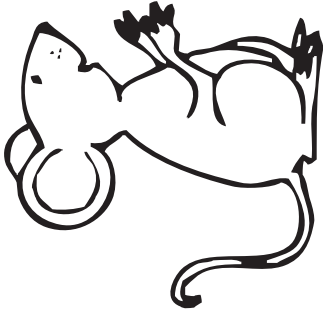

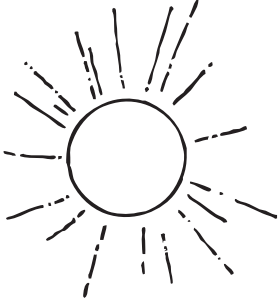
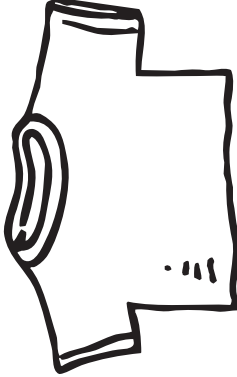
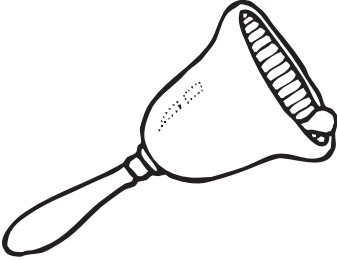

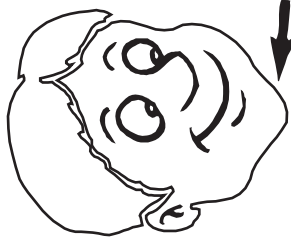
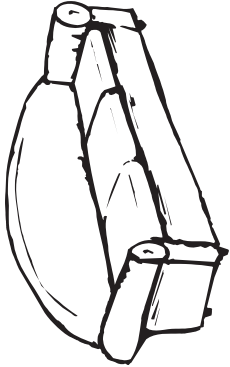
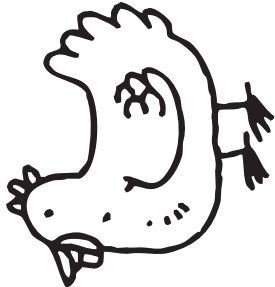
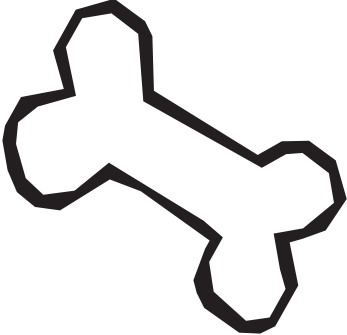
START/fork, corn/seal, heel/rock, box/kite, dime/cane, gate/moon



Phonemic Awareness

PA.006.AM1b

Medial Phoneme Dominoes

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 <hr/>	 <hr/>	 <hr/>
 <hr/>	 <hr/>	 <hr/>
 <hr/>	 <hr/>	 <hr/>

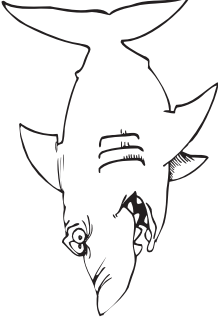
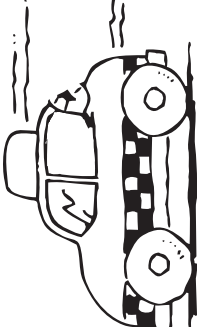
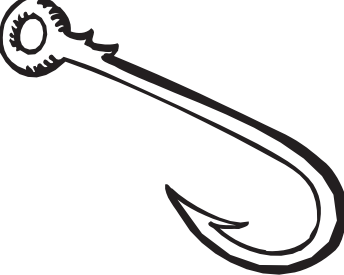

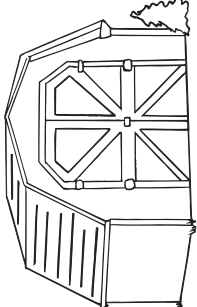
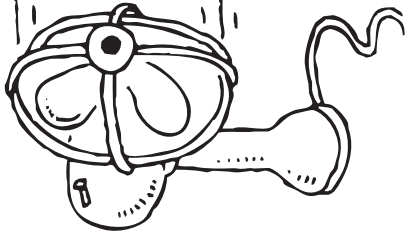

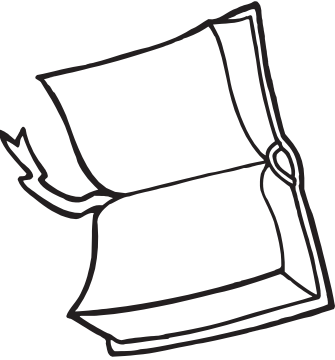
tooth/mug, sun/bird, shirt/mouse, couch/bell, hen/rose, bone/chin



Phonemic Awareness

Medial Phoneme Dominoes

PA.006.AMIc

 _____	 _____	 _____
		
 _____	_____	_____
		

hip/shark, barn/cab, fan/hook, book/STOP



Phonemic Awareness

PA.006.AM2

Medial Phoneme Dominoes

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<hr/>	<hr/>	<hr/>





Medial Match

Objective

The student will match medial phonemes in words.

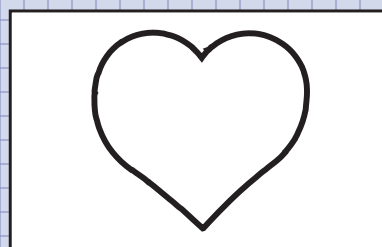
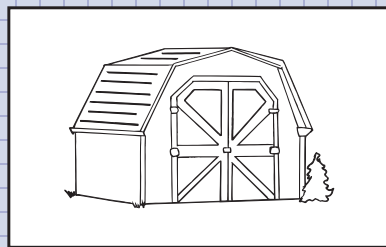
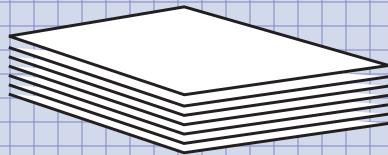
Materials

- ▶ 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/.”

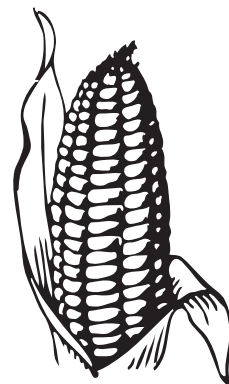
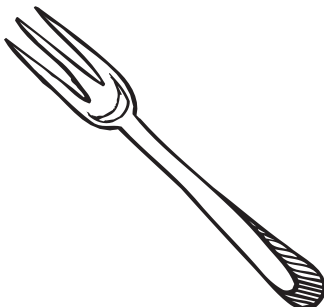
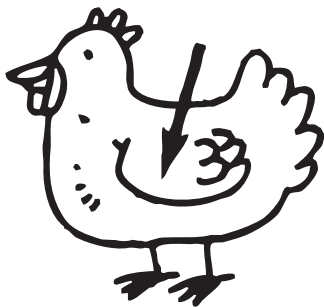
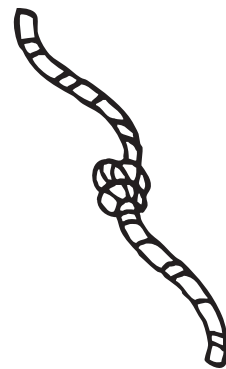
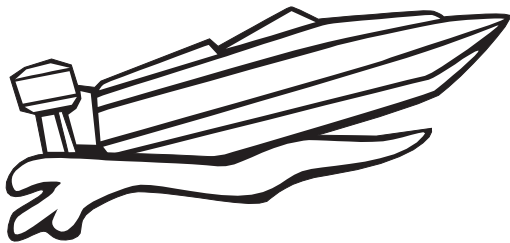
Extensions and Adaptations

- ▶ Use picture cards for a memory game.
- ▶ Use picture cards for an open sort.

Phonemic Awareness

PA.007.AM1a

Medial Match



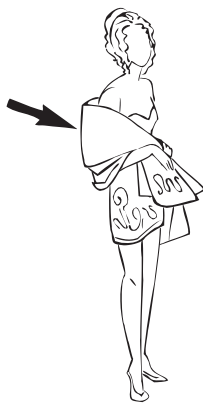
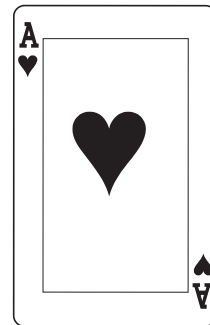
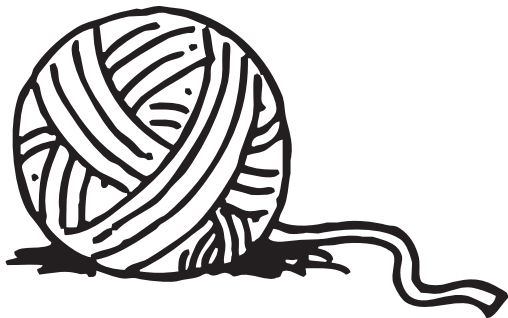
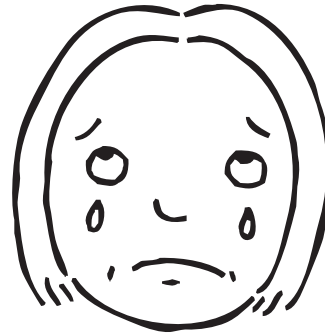
cake, rain, boat, rope, wing, sing, fork, corn



Phonemic Awareness

Medial Match

PA.007.AM1b



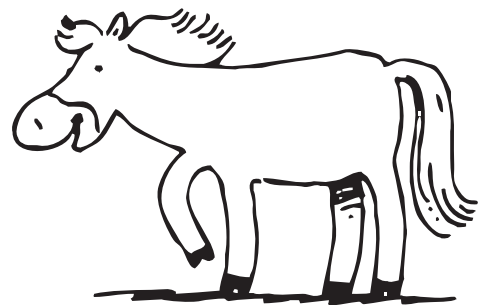
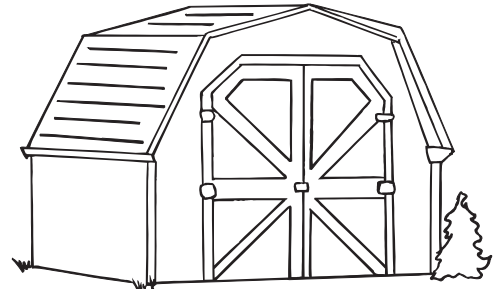
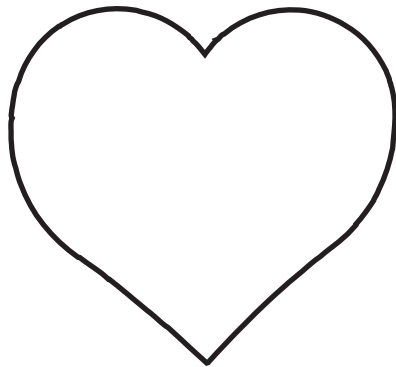
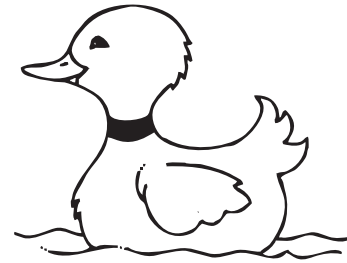
seal, beach, tree, cry, yarn, card, shawl, yawn



Phonemic Awareness

PA.007.AM1c

Medial Match



10

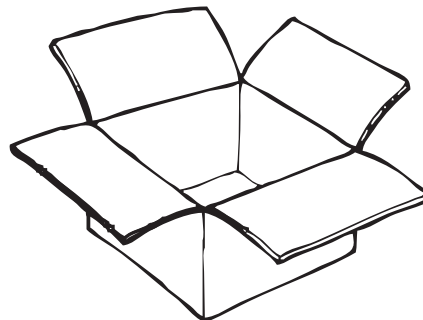
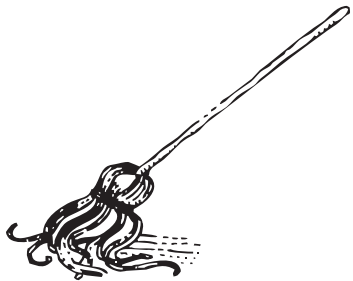
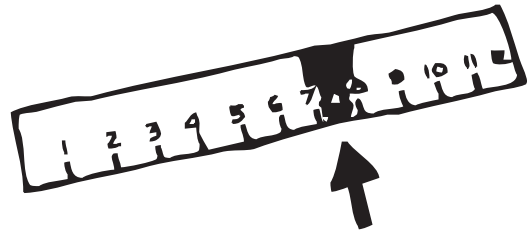
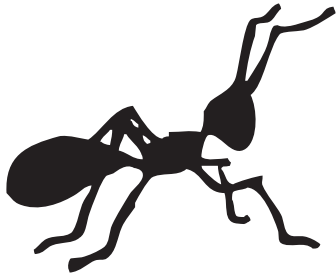
rug, duck, heart, barn, horn, horse, check, ten



Phonemic Awareness

Medial Match

PA.007.AM1d



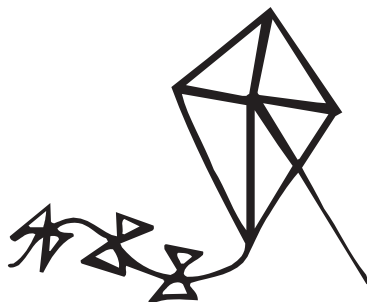
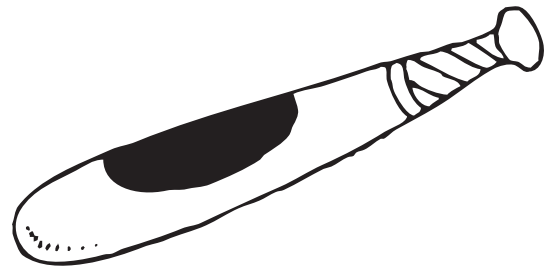
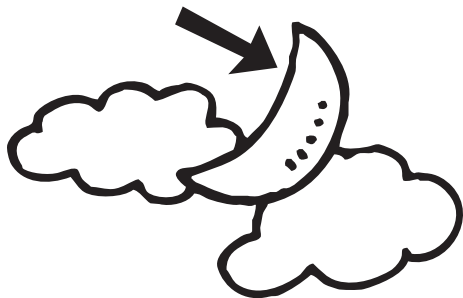
ant, inch, bird, girl, mop, box, mouse, couch



Phonemic Awareness

PA.007.AMIe

Medial Match



5

book, hook, moon, roof, match, bat, kite, five





Vowel Picture Sort

Objective

The student will match vowel sounds in words.

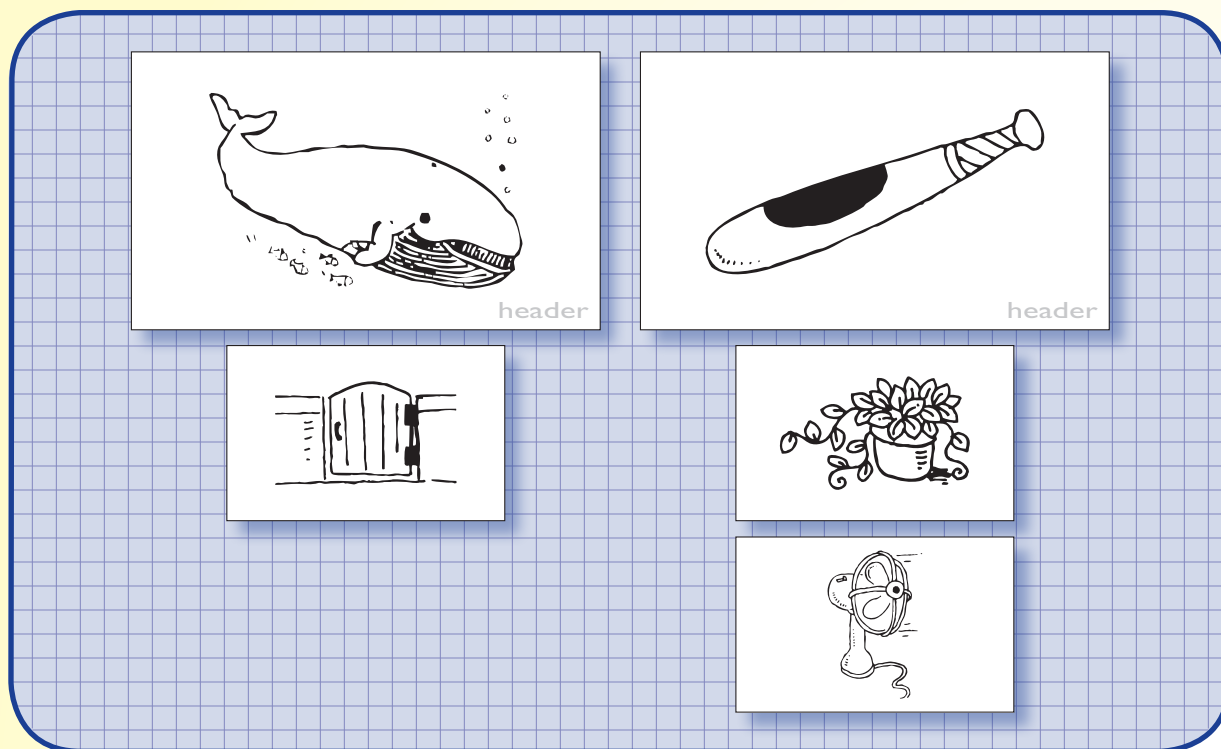
Materials

- ▶ 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



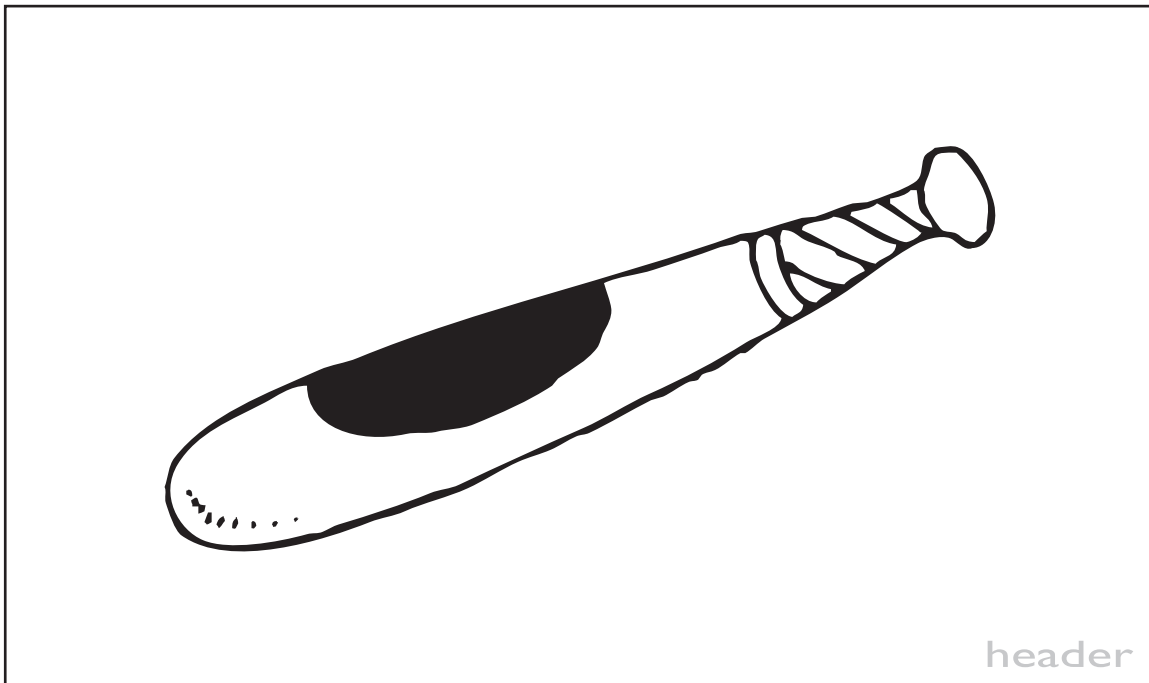
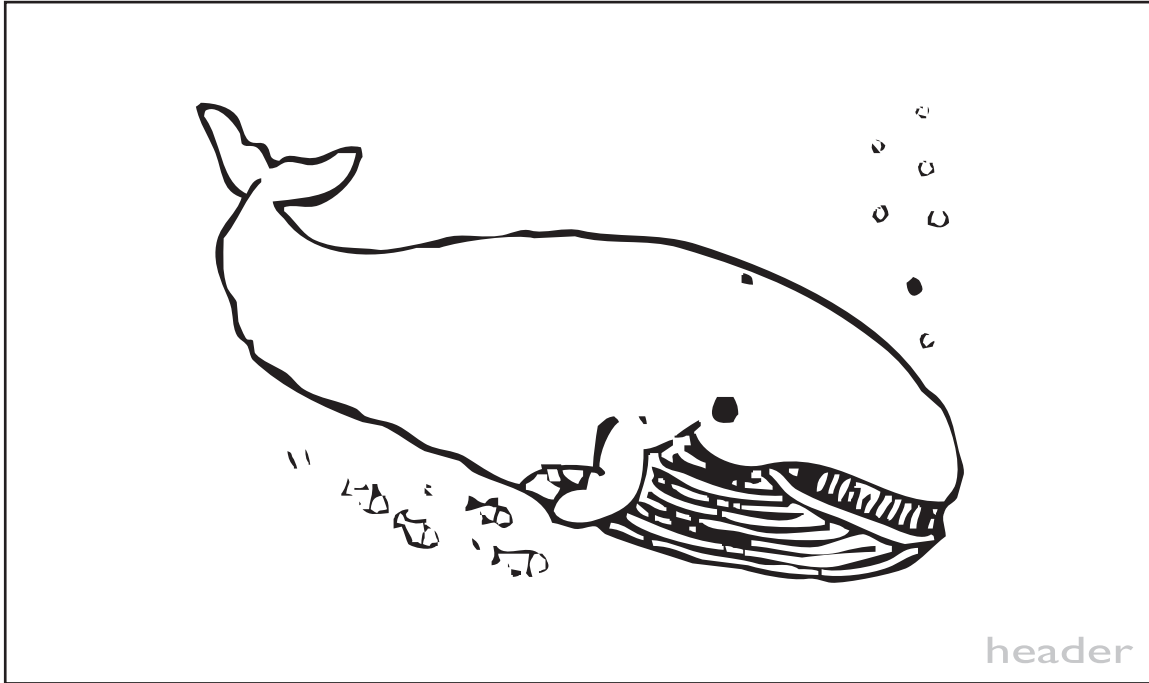
Extensions and Adaptations:

- ▶ Sort several different vowels (long and short) at a time.

Phonemic Awareness

PA.008.AM1a

Vowel Picture Sort

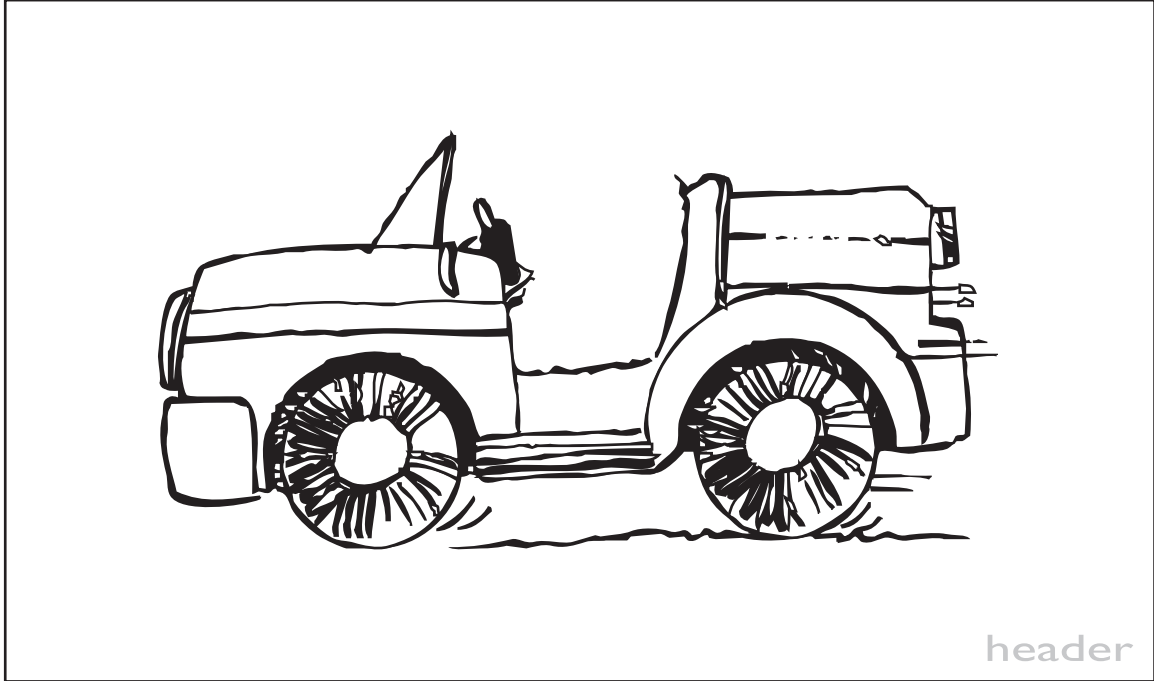


header cards: long "a" - whale, short "a" - bat

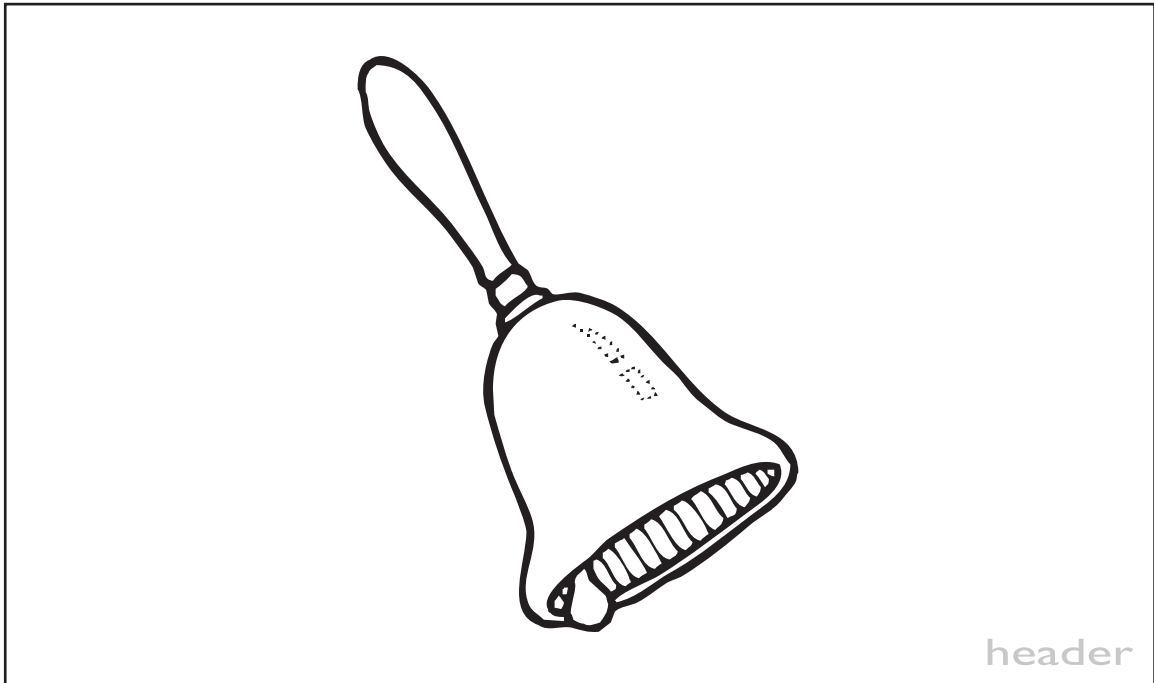
Phonemic Awareness

Vowel Picture Sort

PA.008.AM1b



header



header

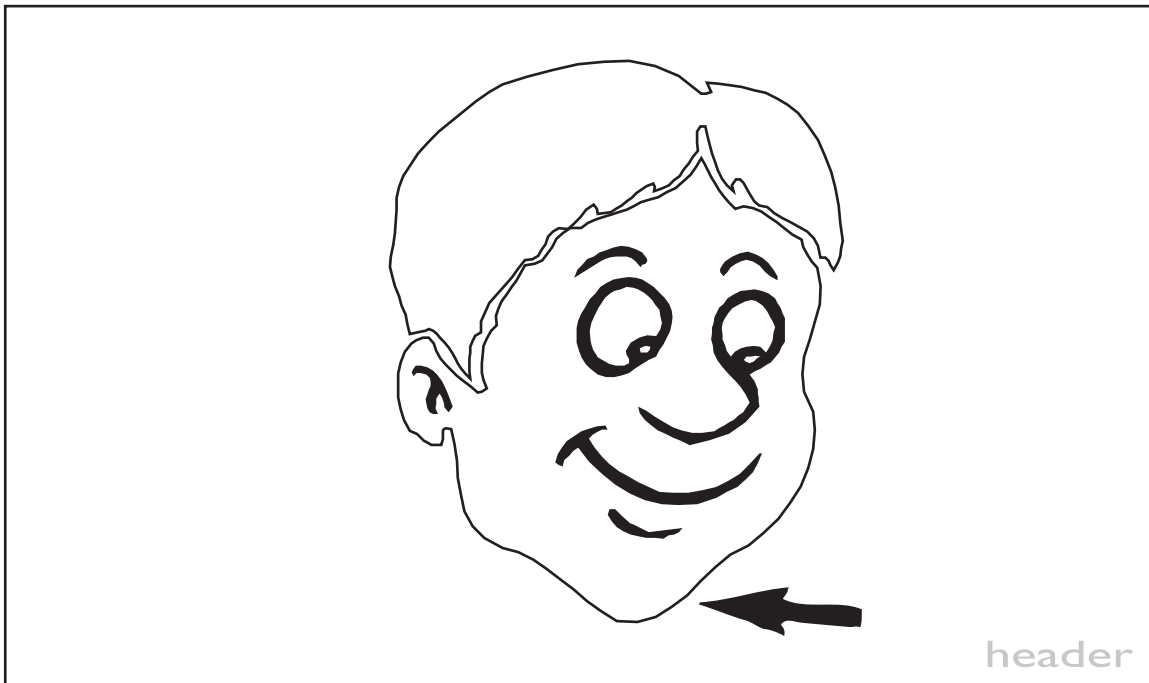
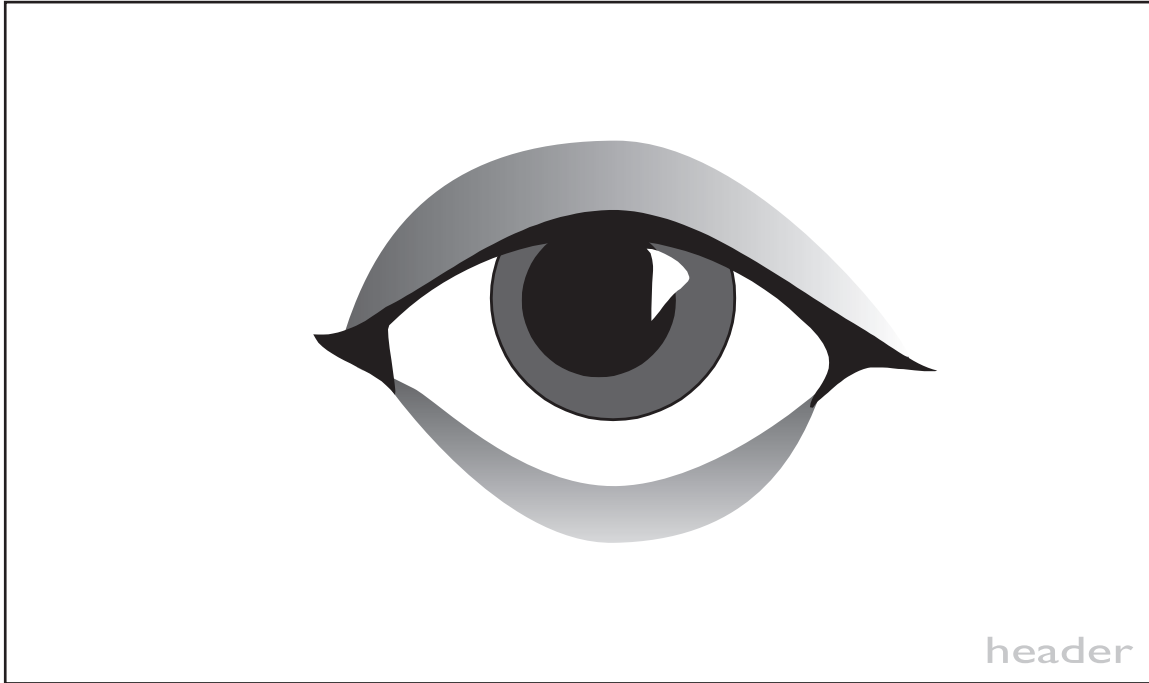


header cards: long "e" - jeep, short "e" - bell

Phonemic Awareness

PA.008.AM1c

Vowel Picture Sort

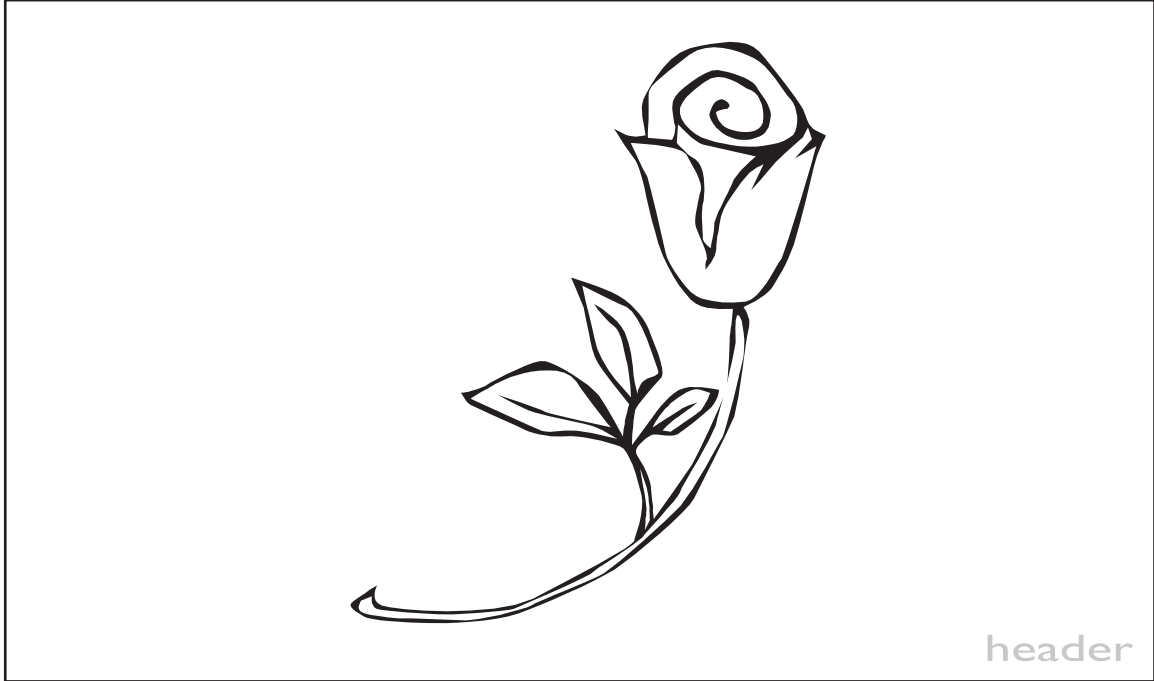


header cards: long "i" - eye, short "i" - chin

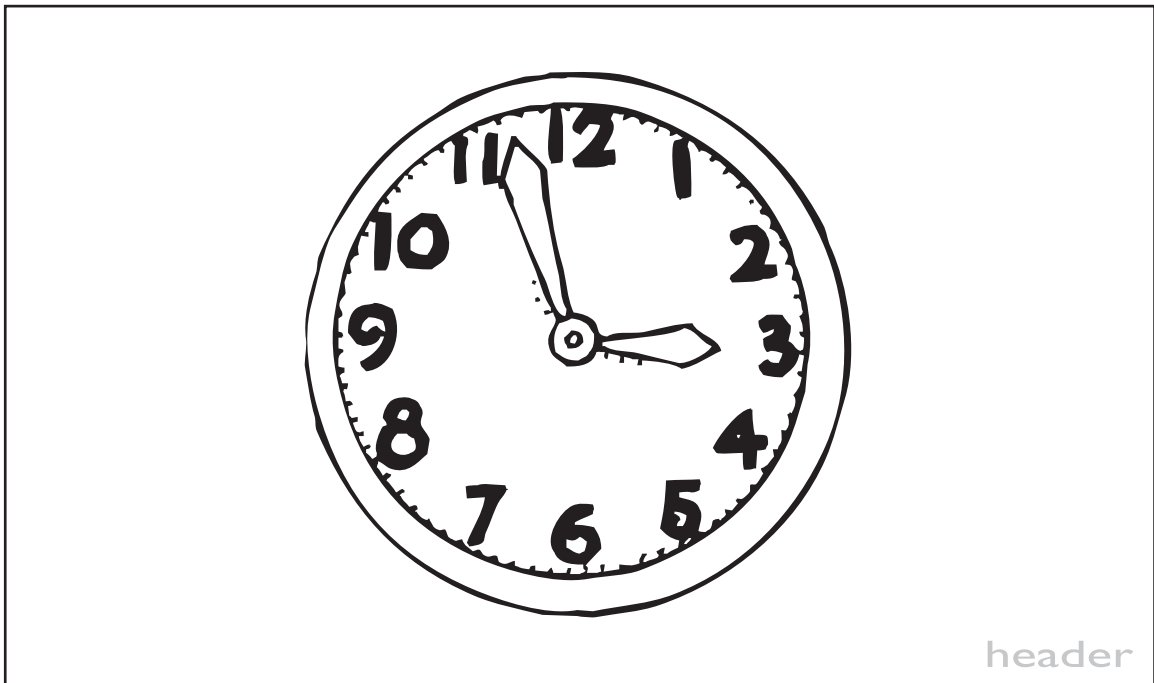
Phonemic Awareness

Vowel Picture Sort

PA.008.AM1d



header



header

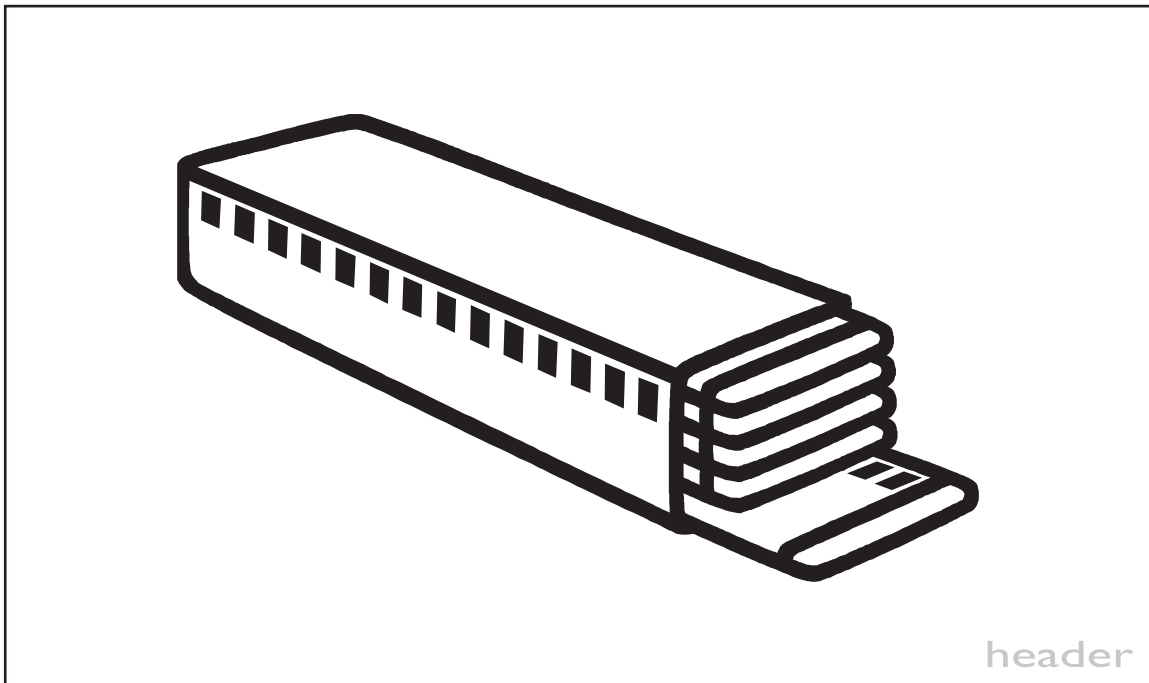
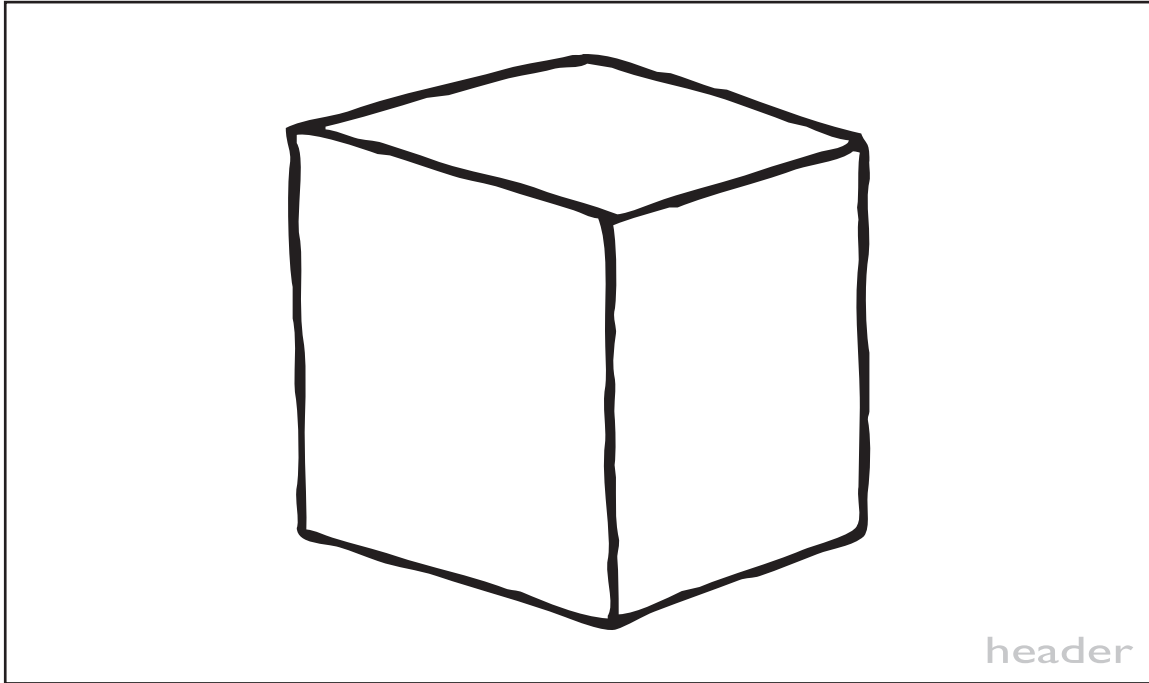


header cards: long "o" - rose, short "o" - clock

Phonemic Awareness

PA.008.AM1e

Vowel Picture Sort

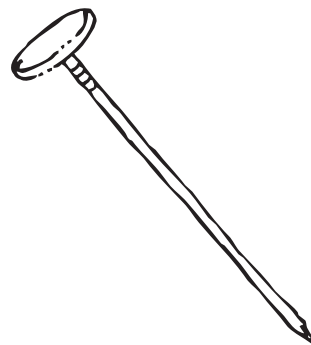
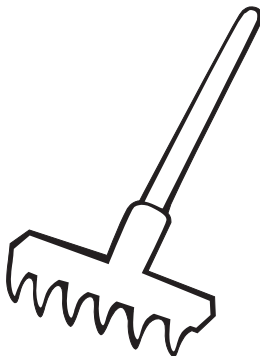
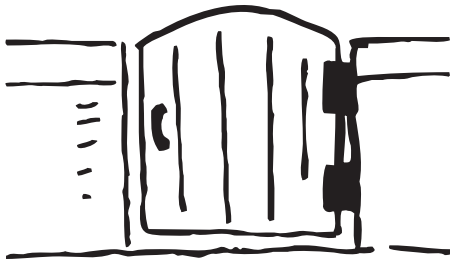
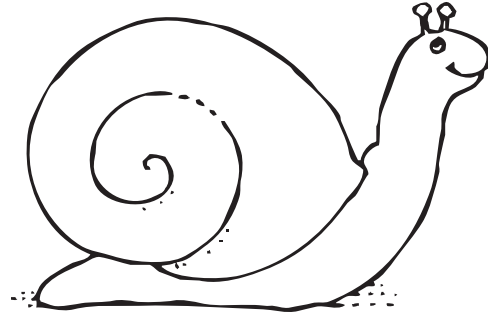


header cards: long "u" - cube, short "u" - gum

Phonemic Awareness

Vowel Picture Sort

PA.008.AM2a



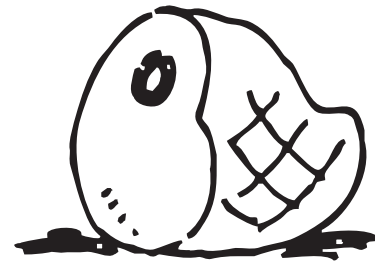
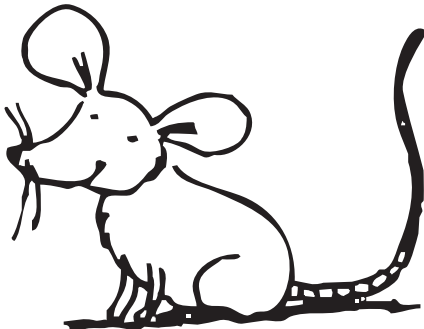
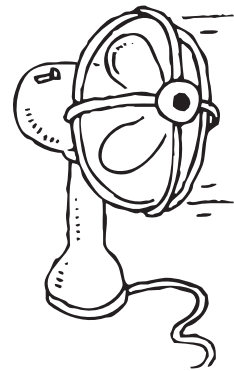
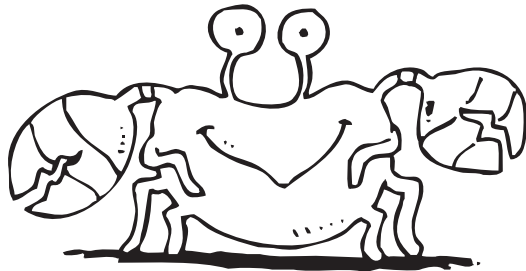
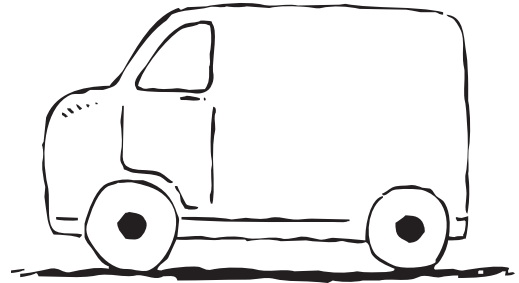
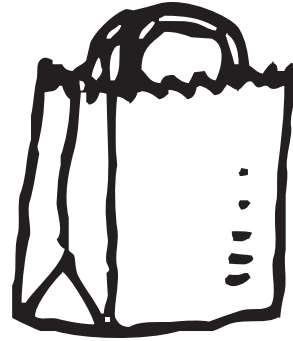
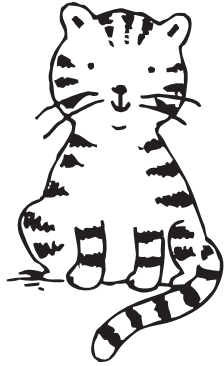
long "a" - vase, snail, pail, lake, gate, rain, rake, nail



Phonemic Awareness

PA.008.AM2b

Vowel Picture Sort



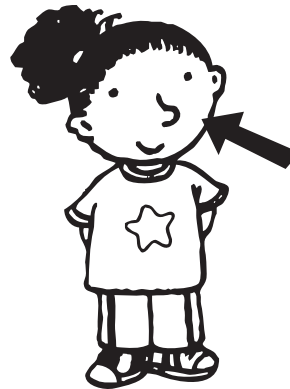
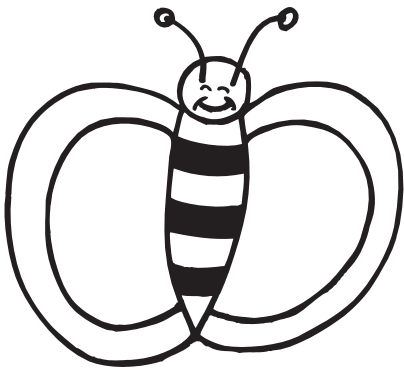
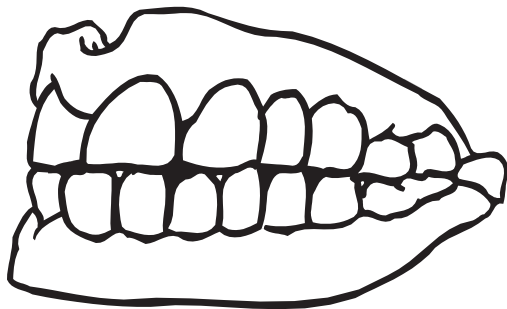
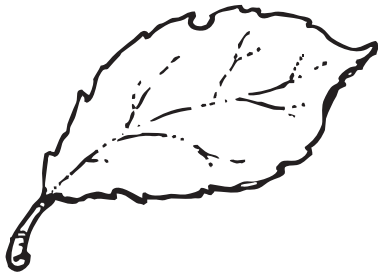
short "a" - cat, bag, plant, van, crab, fan, rat, ham



Phonemic Awareness

Vowel Picture Sort

PA.008.AM2c



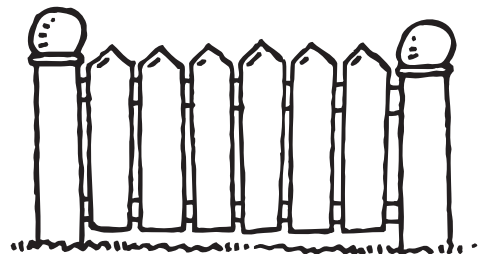
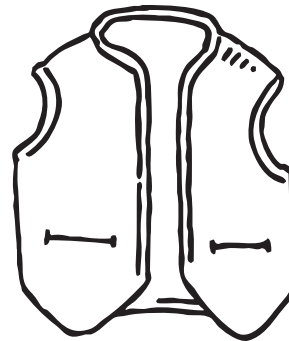
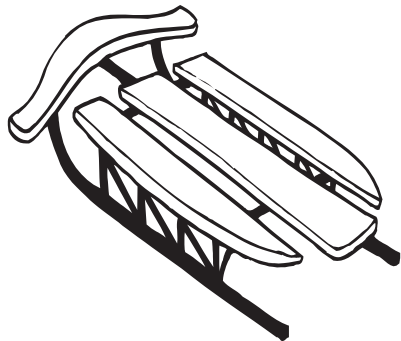
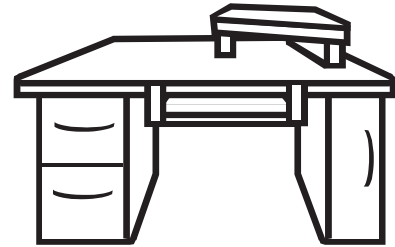
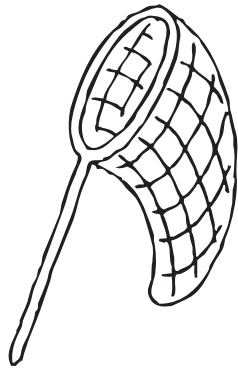
long "e" - leaf, three, teeth, heel, bee, cheek, beach, seal



Phonemic Awareness

PA.008.AM2d

Vowel Picture Sort



short "e" - net, desk, sled, vest, bed, jet, dress, fence



Phonemic Awareness

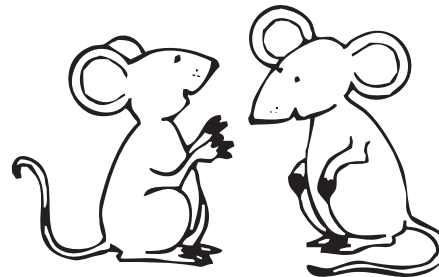
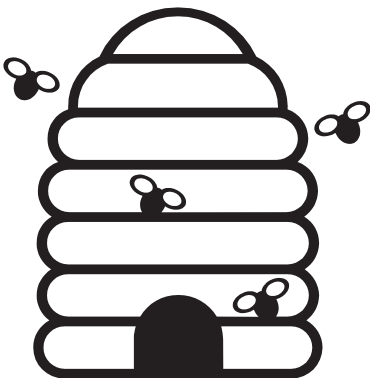
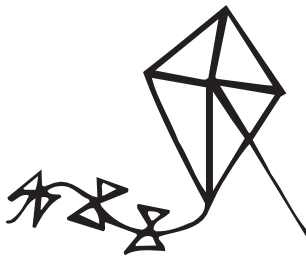
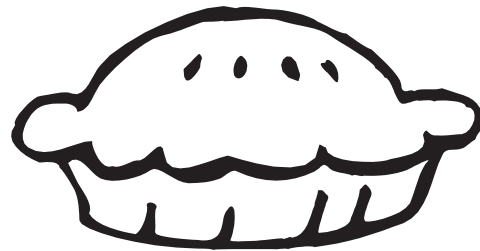
Vowel Picture Sort

PA.008.AM2e



5

9



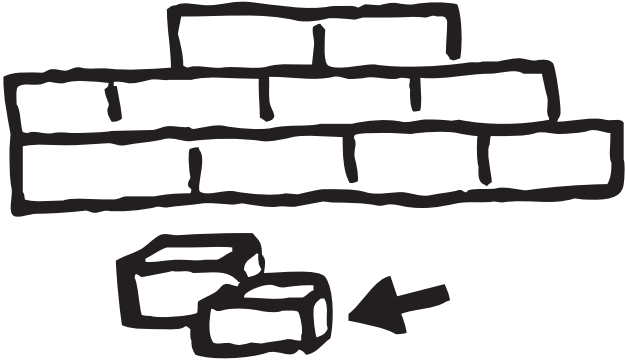

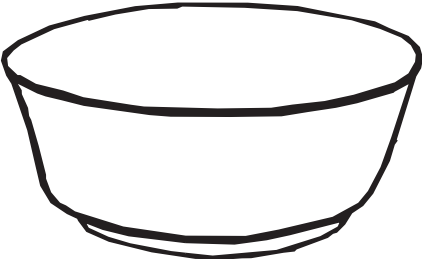
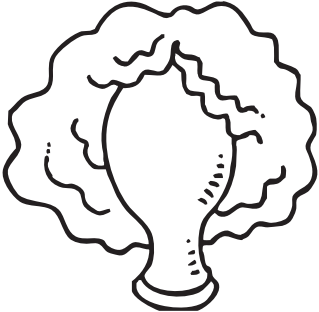
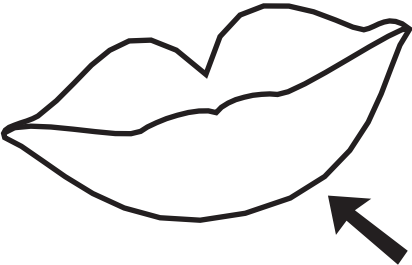
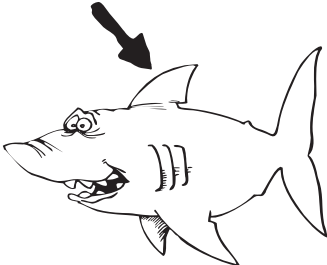
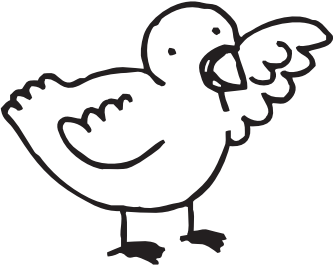

long "i" - dime, five, nine, pie, kite, knight, hive, mice



Phonemic Awareness

PA.008.AM2f

Vowel Picture Sort

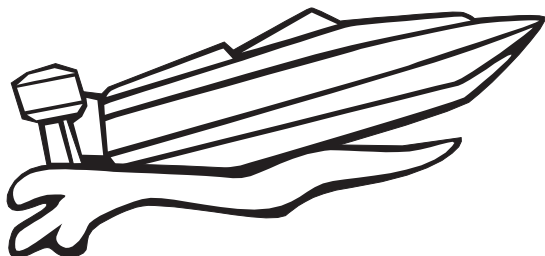
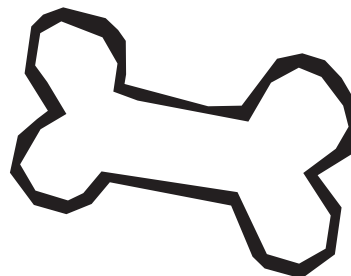
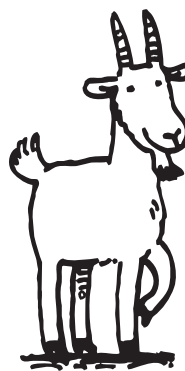
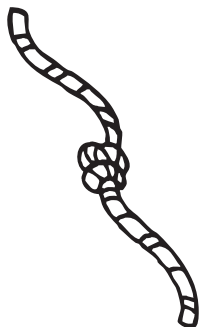
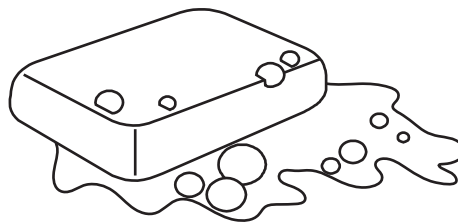
short "i" - brick, six, dish, wig, lip, fin, chick, bib



Phonemic Awareness

Vowel Picture Sort

PA.008.AM2g



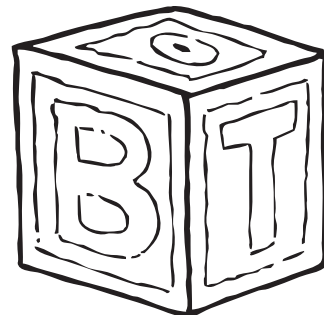
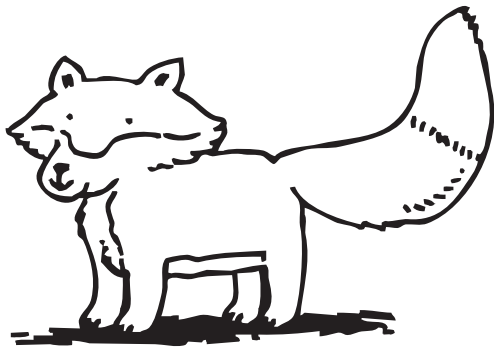
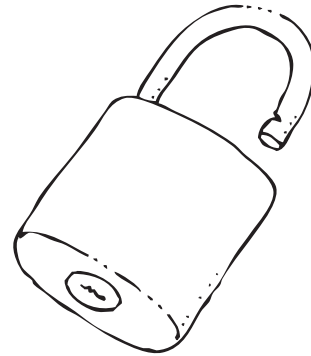
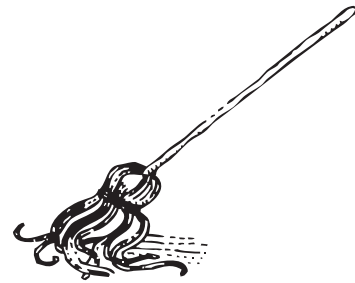
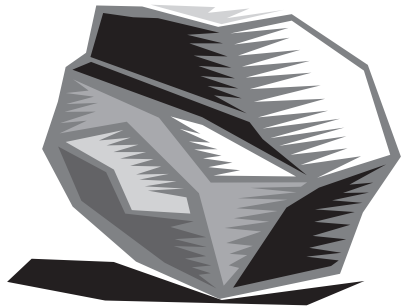
long "o" - cone, soap, rope, goat, toe, bone, boat, coat



Phonemic Awareness

PA.008.AM2h

Vowel Picture Sort



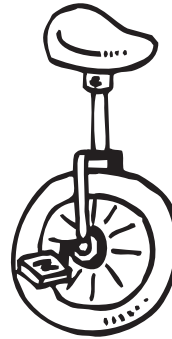
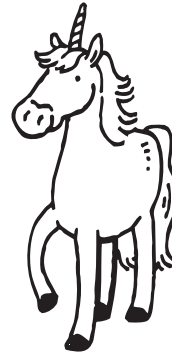
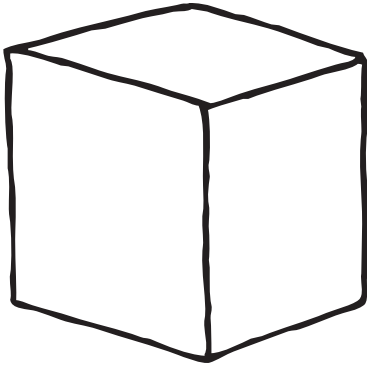
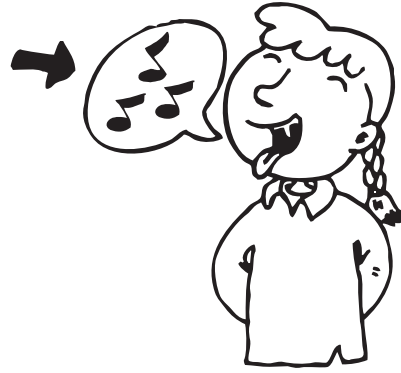
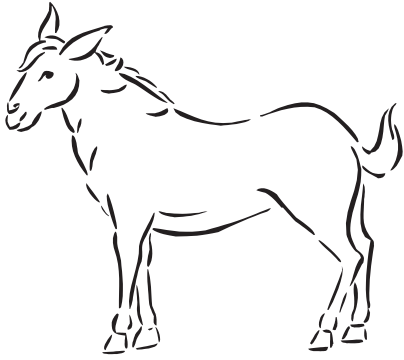
short "o" - rock, mop, hop, lock, fox, sock, log, block



Phonemic Awareness

Vowel Picture Sort

PA.008.AM2i



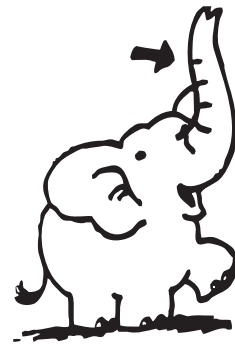
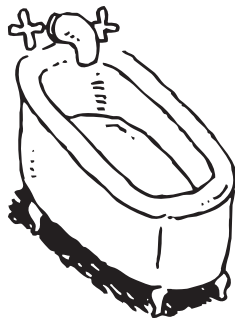
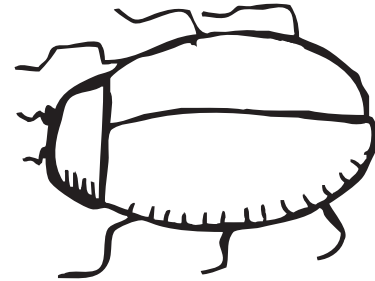
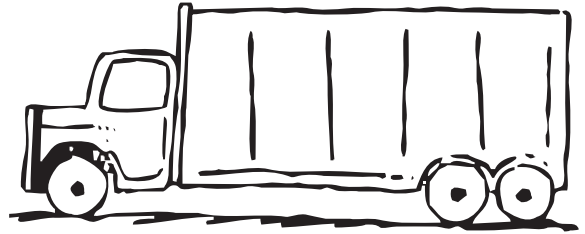
long "u" - mule, music, cube, unicorn, uniform, unicycle



Phonemic Awareness

PA.008.AM2j

Vowel Picture Sort



short "u" - bus, truck, rug, bug, tub, trunk, brush, skunk





Bag-of-Sounds

Objective

The student will isolate initial phonemes in words.

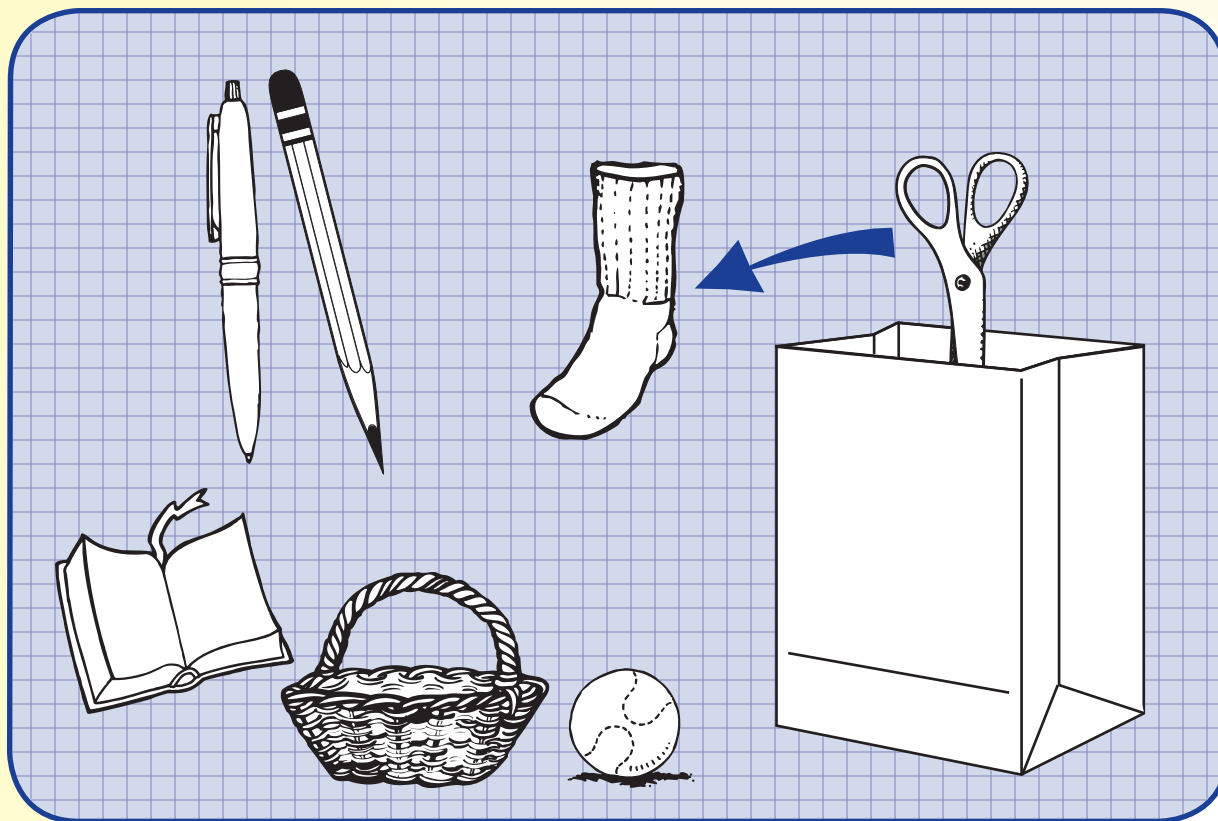
Materials

- ▶ 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.



Phonemic Awareness

PA.010

Phoneme Isolating
Final Phoneme Find

Objective

The student will isolate final phonemes in words.

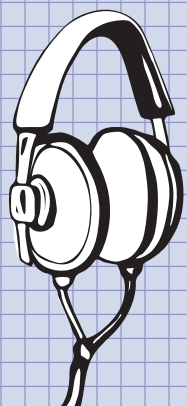
Materials

- ▶ 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)







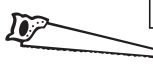







“Put a number 1 by the picture that ends with the sound /ch/.”

Name _____

PA.010.SS1

Final Phoneme Find

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 /ə/.

Note to teacher: The /ə/ 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 //.

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 /ē/.




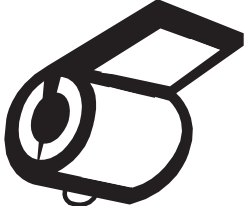
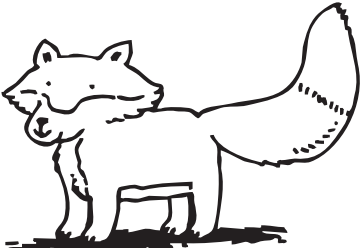


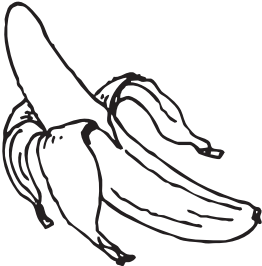



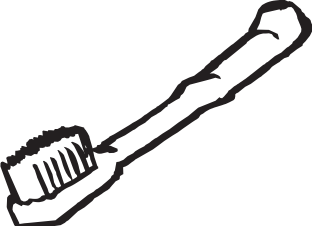
Answer Key:

1. watch 2. rainbow 3. banana 4. calendar 5. toothbrush 6. guitar 7. whistle 8. octopus 9. fox 10. saw
11. cow 12. monkey

Name _____

PA.010.SSI

Final Phoneme Find

Name _____

Final Phoneme Find

PA.010.SS2



Phonemic Awareness

PA.011

Phoneme Isolating
Medial Phoneme Find



Objective

The student will isolate medial phonemes in words.



Materials

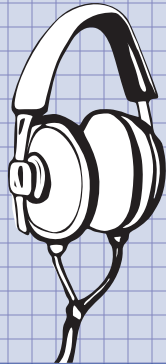
- ▶ Tape player
- ▶ Blank tape
- ▶ Dialogue (Activity Master PA.011.AM1)
Record on tape.
- ▶ Student sheet (Activity Master PA.011.SS)
- ▶ Headphones
- ▶ Pencil



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)



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

Name _____

PA.011.SS Medial Phoneme Find



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: 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 /ō/.

Put a number 3 by the picture that has the medial sound /ōō/.

Put a number 4 by the picture that has the medial sound /aw/.

Put a number 5 by the picture that has the medial sound /oo/.

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 /ē/.

Put a number 8 by the picture that has the medial sound /ī/.

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 /ā/.

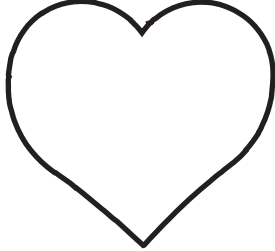

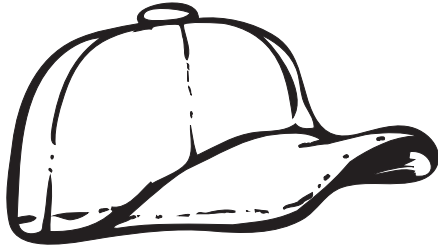


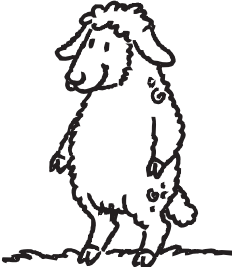

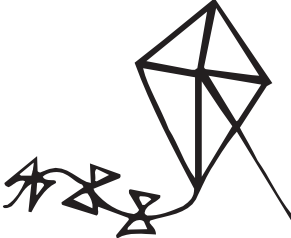

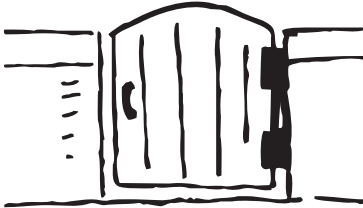
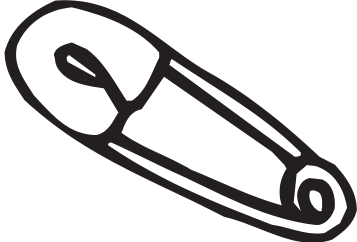
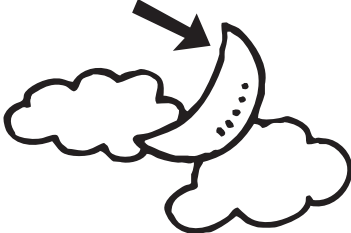
Answer Key:

1. cap 2. cone 3. moon 4. shawl 5. book 6. pin 7. sheep 8. kite 9. cub 10. mouse 11. heart 12. gate

Name _____

PA.01 I.SS

Medial Phoneme Find



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

The diagram illustrates the activity setup. On the left, a double-picture card shows a banana and a bicycle. A blue arrow points from this card to a student sheet on the right. The student sheet is titled 'Name _____' and 'Phoneme Quest PA.012.SS'. It features a grid with three columns. The first column is headed by a shark's head, the second by a shark's body with a fin, and the third by a shark's tail. The grid contains several rows, with some cells already containing small icons: a bird in the first row, a shirt and a drum in the second row, and a camera and a zipper in the third row. The rest of the grid is empty.

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).

Phonemic Awareness

PA.012.AMI

Phoneme Quest



watermelon/can
heart/card
window/toe
hive/kite
tree/cry

star/saddle
computer/zipper
banana/bike
juice/jar
drum/game

guitar/glue
bird/shirt
carrot/bat
camel/clown
inch/ant

Name _____

Phoneme Quest

PA.012.SS

