Objective
The student will isolate initial phonemes in words.

Materials
- Box
  Cut a hole in the end of the box large enough to fit a child's hand.
- Target sound objects
  Place objects inside the box.

Activity
Students determine and say initial sounds of objects as they are taken out of a box.
1. Place the box of objects on a flat surface.
2. Working in pairs, student one selects an object from the box and shows the object.
3. Student two names the object and says its initial sound (e.g., “domino, /d/”). Place object aside.
4. Continue until all objects and their initial sounds are identified.
5. Peer evaluation

Extensions and Adaptations
- Say the final sound of each object.
- Count the number of syllables of each object.
Objective
The student will isolate final phonemes in words.

Materials
- Final sound objects

Activity
Students use final sound clues to identify objects.
1. Place final sound objects on a flat surface.
2. Taking turns, student one chooses and silently names an object. Isolates and says the final sound aloud (e.g., “Find the object that ends in /l/.”).
3. Student two looks at the objects and selects the one with the designated final sound. Names the object and says its final sound (i.e., “turtle, /l/”).
4. Reverse roles and continue until all objects are identified.
5. Peer evaluation

Extensions and Adaptations
- Include several objects with the same final sound.
- Use initial sound objects.
Objective
The student will isolate medial phonemes in words.

Materials
- Move and Tell game board (Activity Master PA.038.AM1a - PA.038.AM1b)
  *Copy on card stock, assemble, and laminate.
  *Note: Pictures on the game board are: six, rock, pan, hive, bug, cake, moon, fin, cheese, house, hook, cone, tree, chain, girl, kite, book, fish, glue, bed, rope, dice, purse, mouse, ant, shell, feet, fork, duck, mop, and bell.
- Number cube (Activity Master PA.008.AM3)
- Game pieces (e.g., counters)

Activity
Students isolate medial sounds of pictures while playing a board game.
1. Place Move and Tell game board and number cube on a flat surface. Place game pieces on the START space.
2. Taking turns, students roll the number cube and move game piece the number of spaces shown.
3. Name the picture on which it lands and say its medial sound (e.g., “moon, /oʊ/”).
4. If correct, leave game piece on the space. If incorrect, place game piece back on the previous space.
5. Continue until both students reach the END space.
6. Peer evaluation

“T landed on moon and /oʊ/ is the middle sound.”

Extensions and Adaptations
- Make and play game using initial or final sound pictures (Activity Master PA.038.AM2a - PA.038.AM2b)
Phonological Awareness

PA.038.AM1b

Move and Tell
Phonological Awareness

PA.038.AM2b

Move and Tell

END
Objective
The student will isolate initial, final, and medial phonemes in words.

Materials
- Double-picture cards (Activity Master PA.039.AM1)
- Student sheet (Activity Master PA.039.SS)
  *Note: The head of the shark denotes the beginning sound, the body of the shark denotes the medial sound, and the tail denotes the final sound.*
- Scissors
- Glue

Activity
Students sort pictures according to initial, medial, and final sounds.
1. Provide the student with a set of double-picture cards and a student sheet. Place scissors and glue at the center.
2. The student cuts out a double-picture card, names both pictures, and determines if the two pictures share the same initial, medial, or final sound (e.g., “soap, boat; both words have the same middle sound /o/”).
3. Glues the card under the correct heading (i.e., the middle of the shark).
4. Continues until all double-picture cards are glued on student sheet.
5. Teacher evaluation

Extensions and Adaptations
- Illustrate other double-picture cards with matching initial, final, or medial phonemes sort.
<table>
<thead>
<tr>
<th>duck/dog</th>
<th>marble/map</th>
<th>table/tractor</th>
</tr>
</thead>
<tbody>
<tr>
<td>rooster/rainbow</td>
<td>skeleton/smoke</td>
<td>soap/boat</td>
</tr>
<tr>
<td>grape/whale</td>
<td>feet/cheese</td>
<td>bike/five</td>
</tr>
<tr>
<td>mule/cube</td>
<td>ax/box</td>
<td>bus/glass</td>
</tr>
<tr>
<td>mop/ship</td>
<td>stick/rock</td>
<td>elf/leaf</td>
</tr>
</tbody>
</table>