**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
initial sound picture cards: balloon, bike, clown, bracelet, paint, penny
initial sound picture cards: violin, needle, newspaper, grapes, skateboard, grass
<table>
<thead>
<tr>
<th>cards</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Card 1" /></td>
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<tr>
<td><img src="image2.png" alt="Card 2" /></td>
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<tr>
<td><img src="image3.png" alt="Card 3" /></td>
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<td><img src="image4.png" alt="Card 4" /></td>
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<td><img src="image5.png" alt="Card 5" /></td>
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<tr>
<td><img src="image6.png" alt="Card 6" /></td>
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