

Initial Sound Treasure Hunt

Phoneme Categorization

Objective

Students will build phonemic awareness by matching the pictures on the coins to the pictures on the treasure chest that share the same beginning sound.

Setup

Prepare the game by printing and cutting out each treasure chest and coin card. For durability, consider laminating the pieces. If desired, use blank coins to create additional pictures.

Spread out the treasure chests in a row or group on the table or floor, and place the coins in a pile. You can vary the difficulty of the activity by changing the number of chests and/or coins used.

Demonstrate

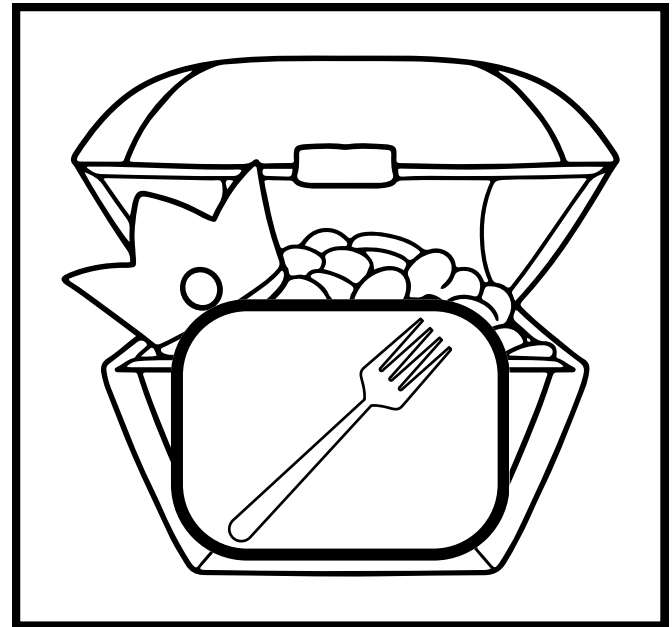
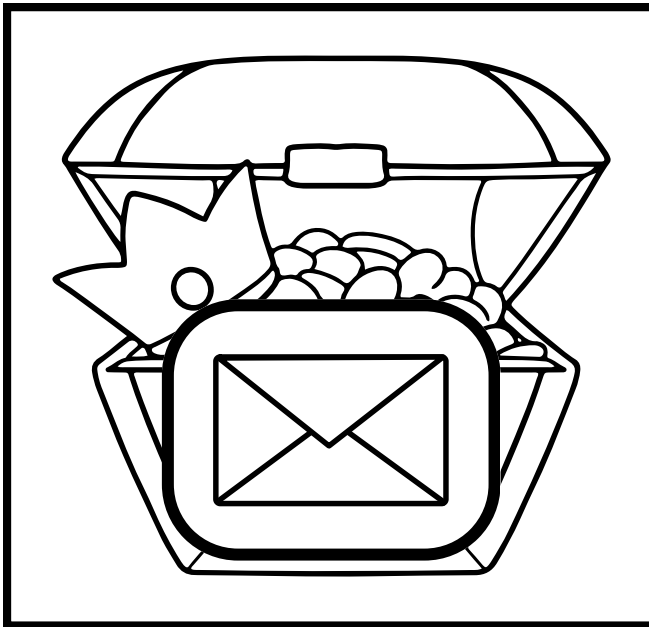
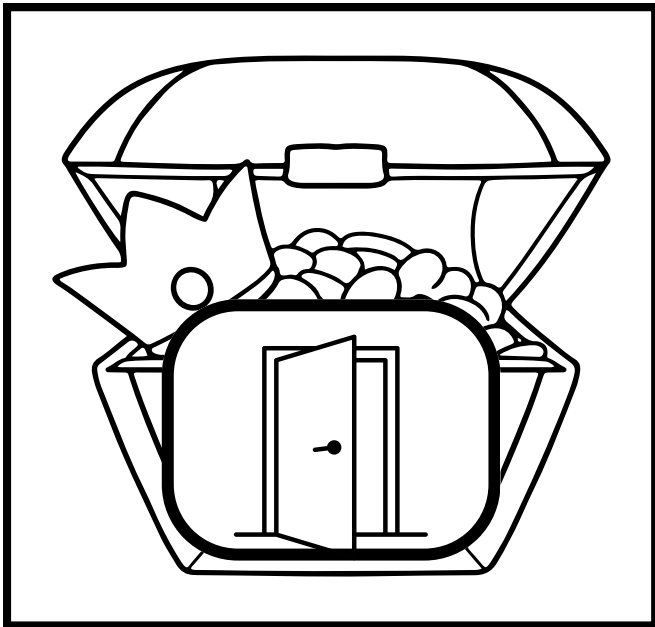
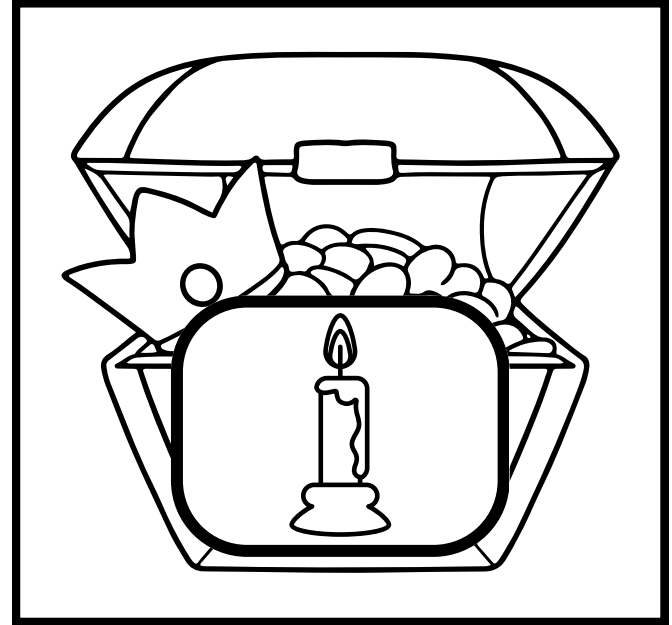
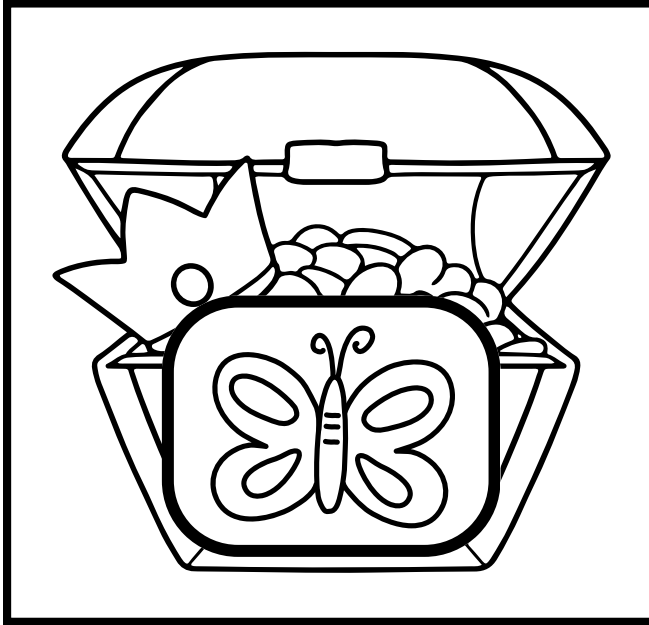
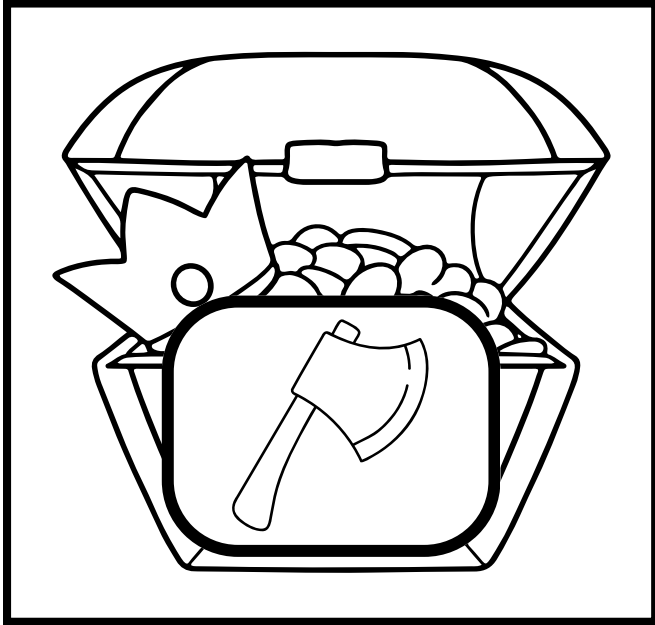
Show students the coins and the treasure chests, and explain that they will match the picture on the coin to the chest with the same beginning sound.

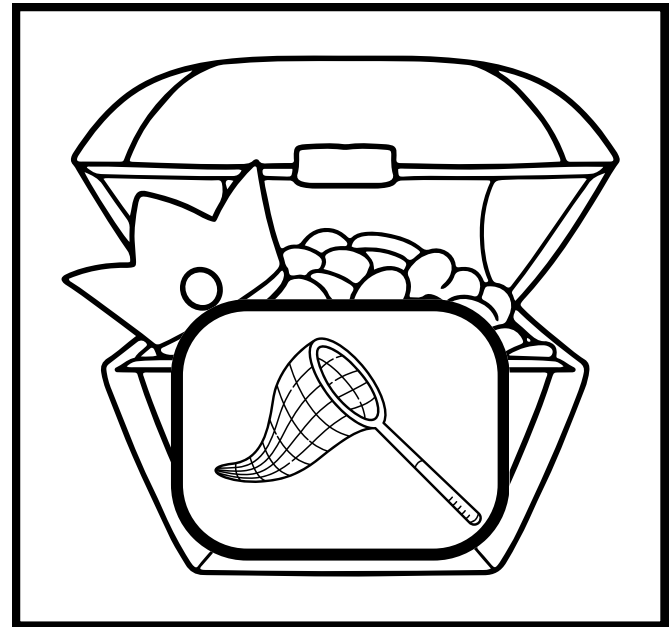
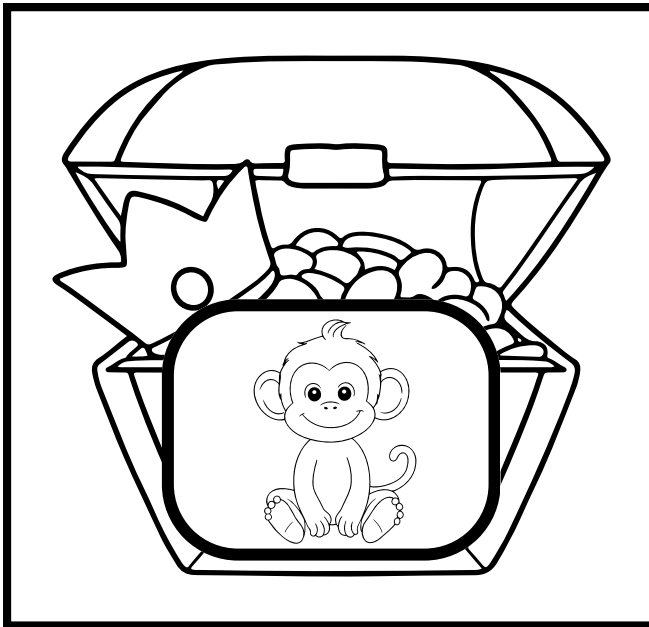
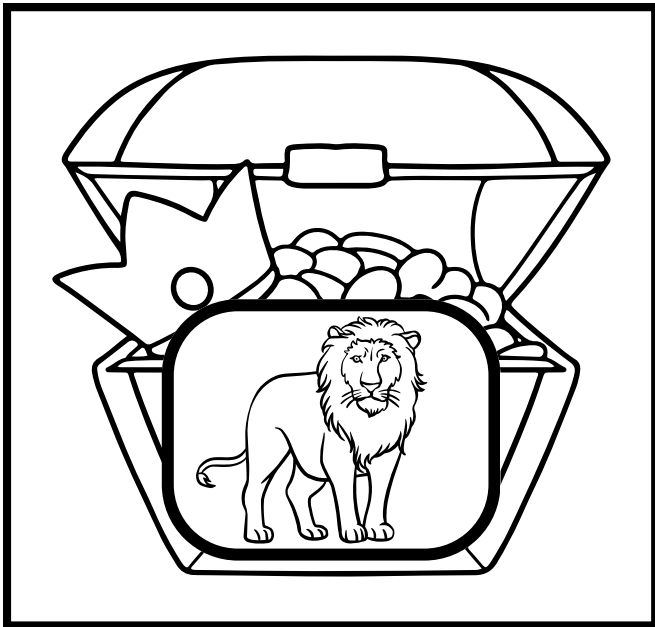
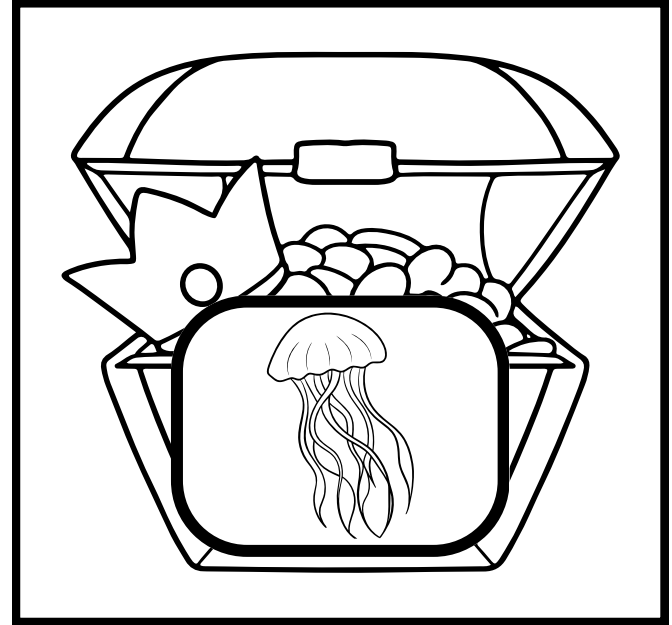
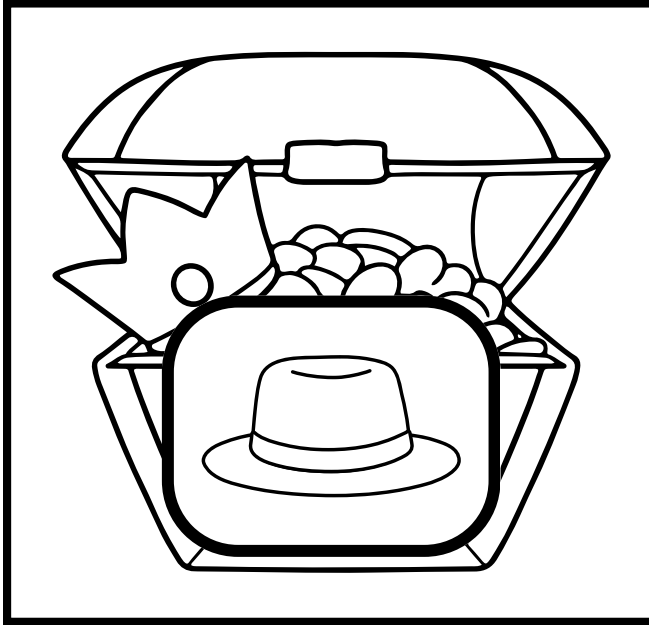
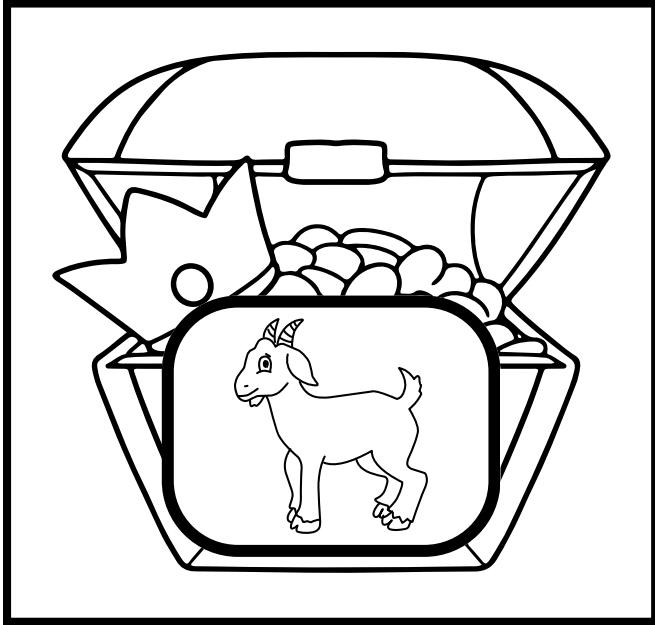
Pick a coin and say the name of the picture out loud (e.g., *rocket*). Isolate the beginning sound /r/ and match the coin to the chest containing a picture that starts with the same sound (*rainbow*).

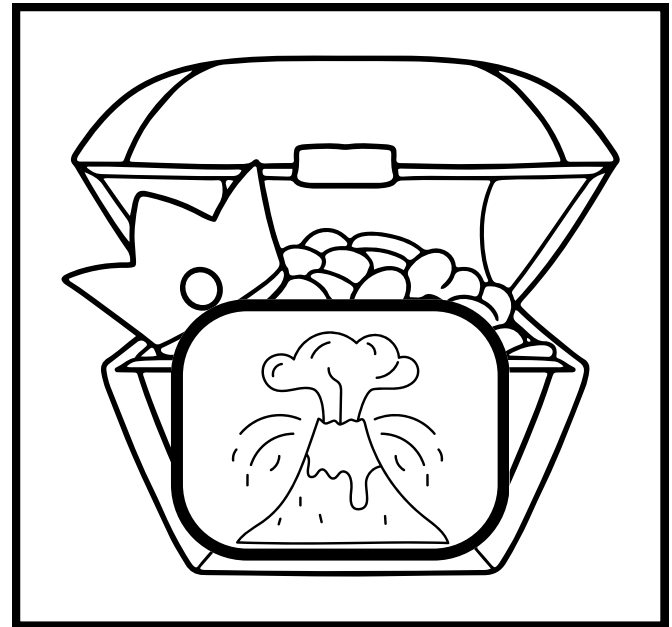
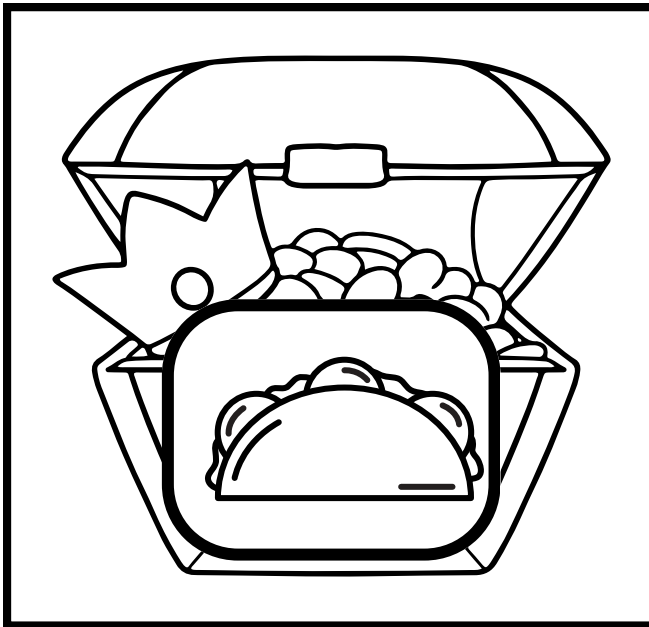
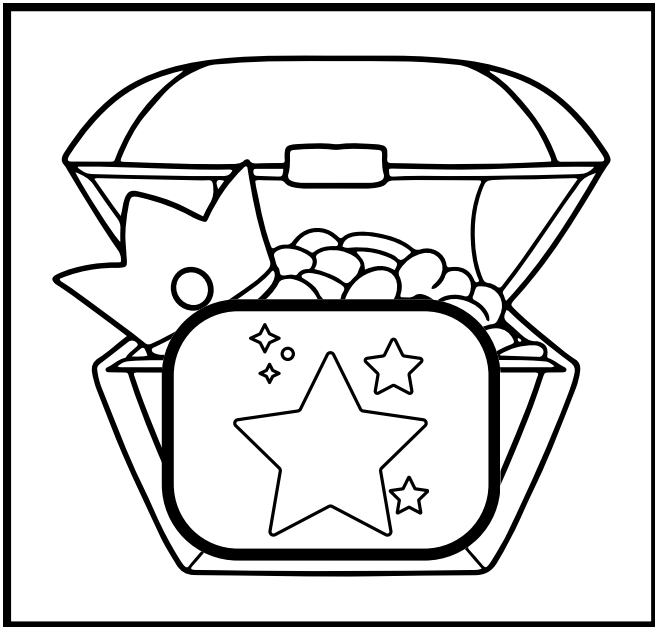
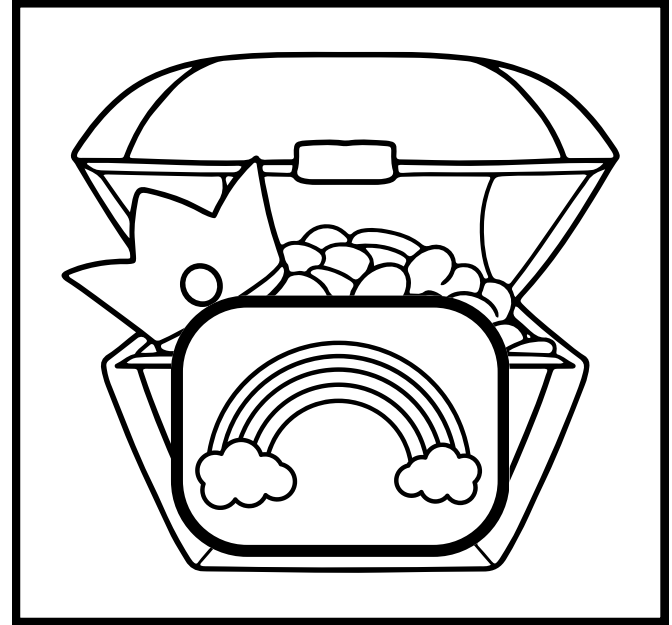
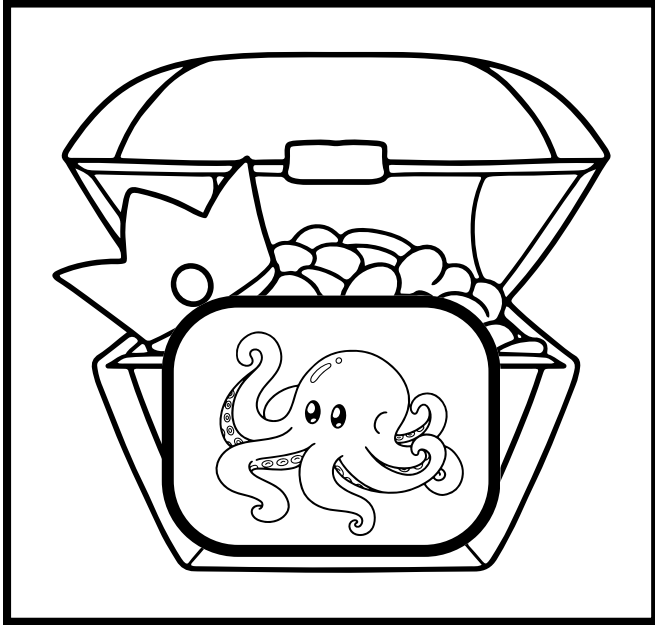
Play

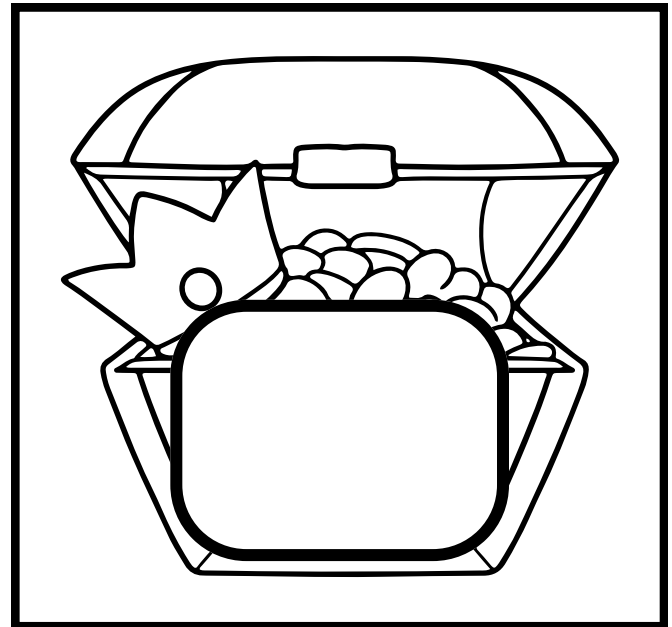
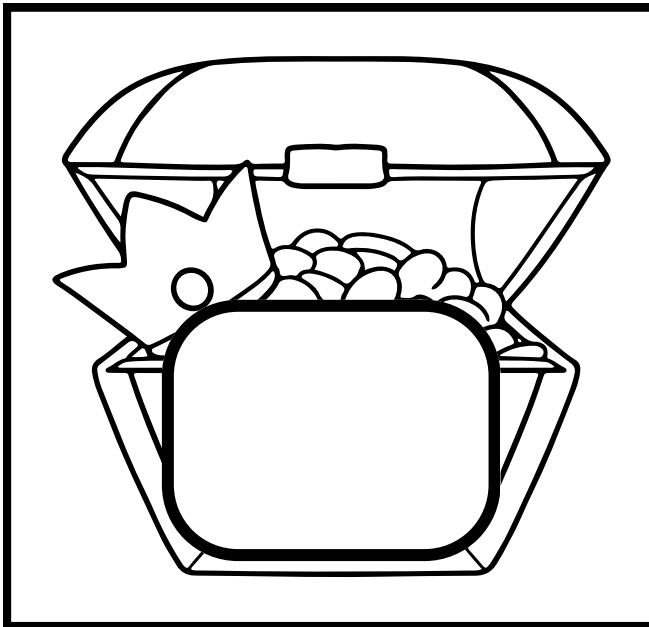
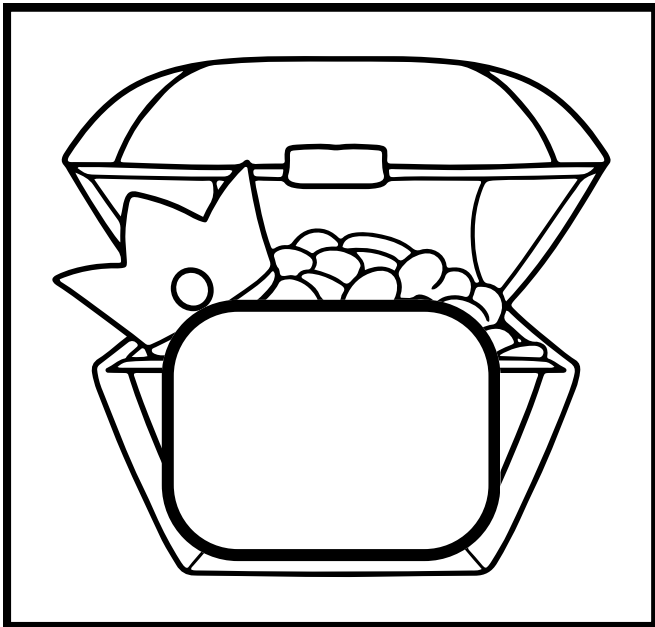
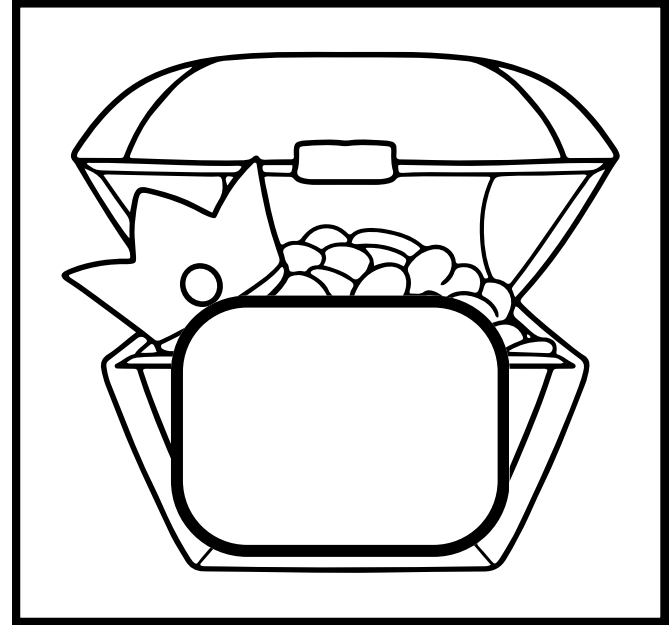
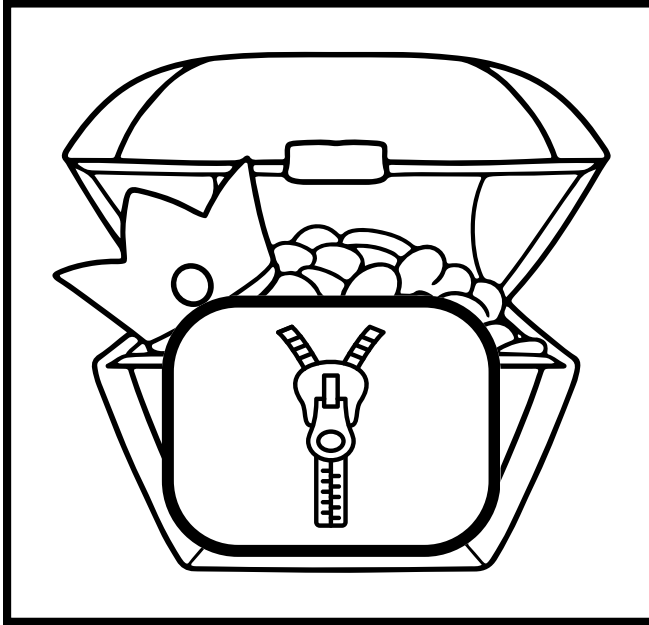
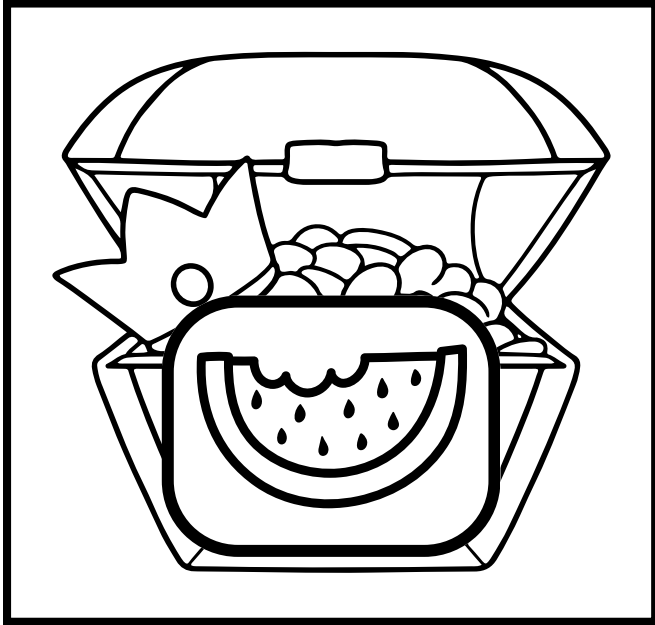
Students take turns picking a coin, saying the word out loud, and then isolating the initial sound. Students will next match the coin to the corresponding treasure chest. If a student calls a picture another name (e.g., *spaceship* for *rocket*) you can determine if it would be beneficial to provide another label, potentially expanding the student's vocabulary, or to use the child's label and match the image with the /s/, *star* chest.

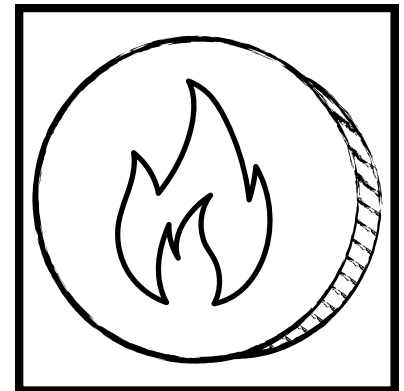
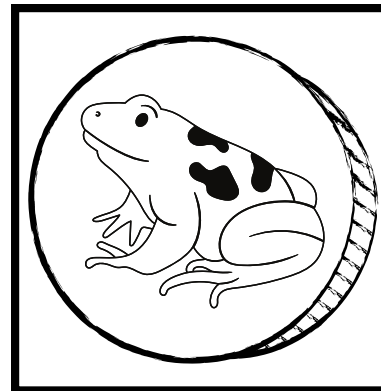
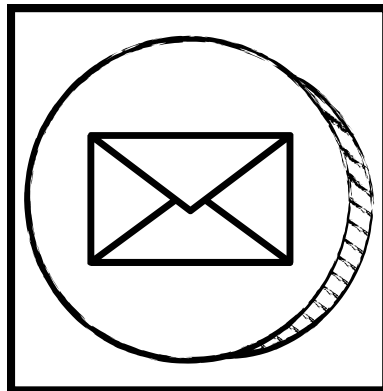
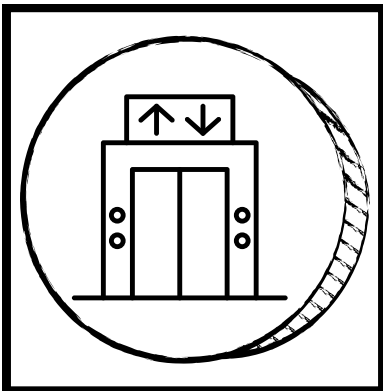
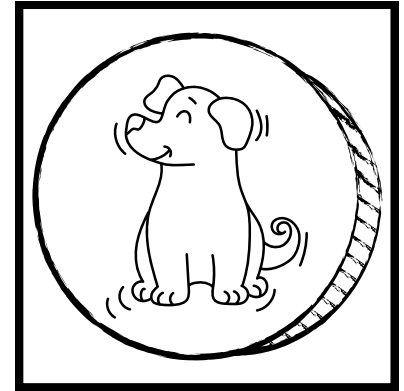
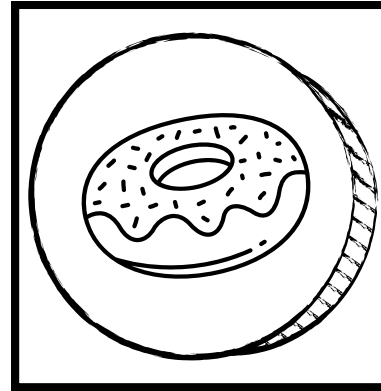
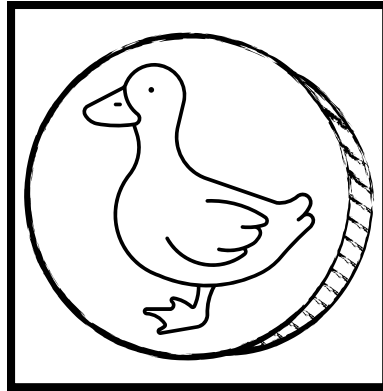
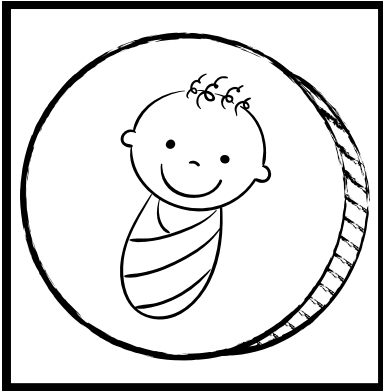
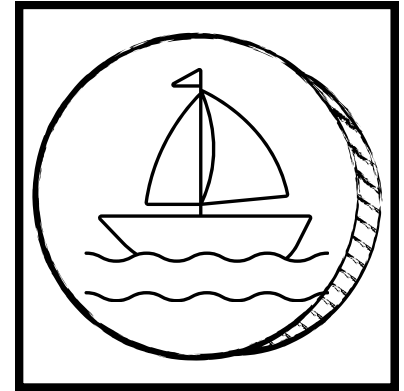
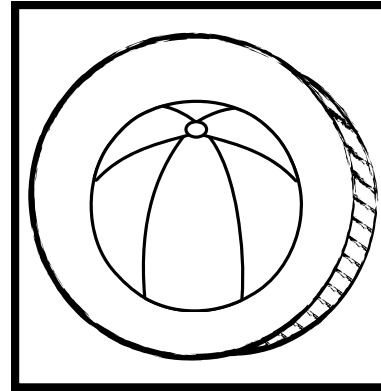
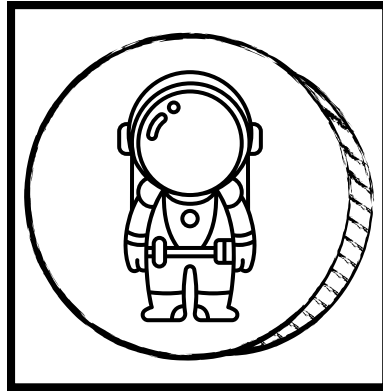
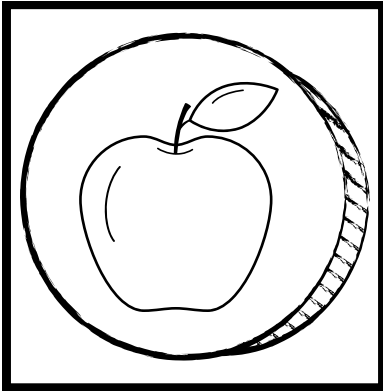
This activity can be used in a whole-group, small-group, partner, or independent setting based on instructional needs.

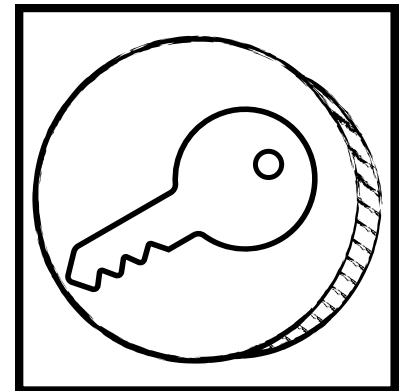
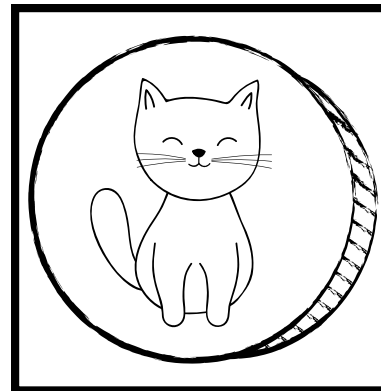
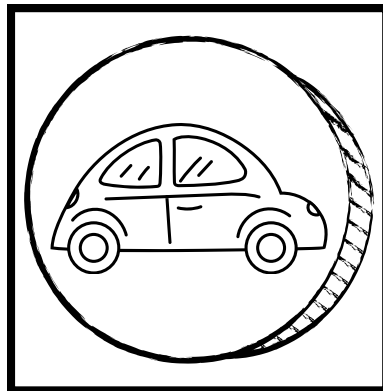
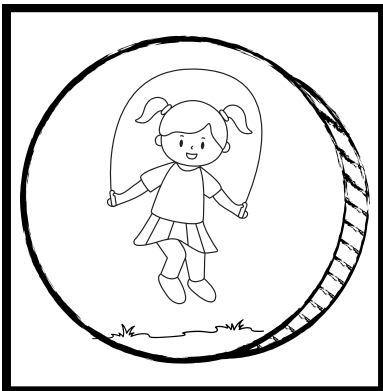
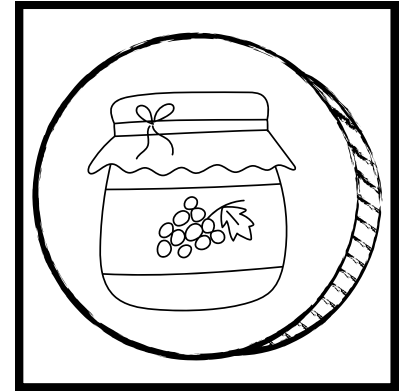
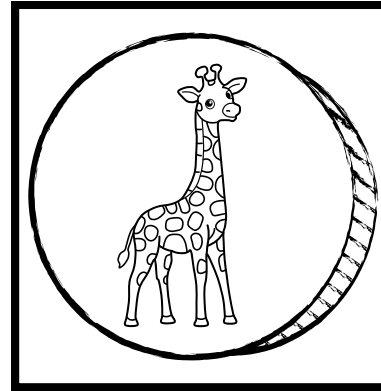
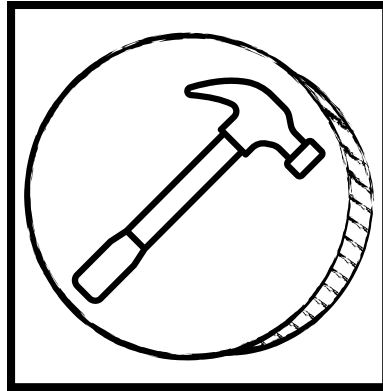
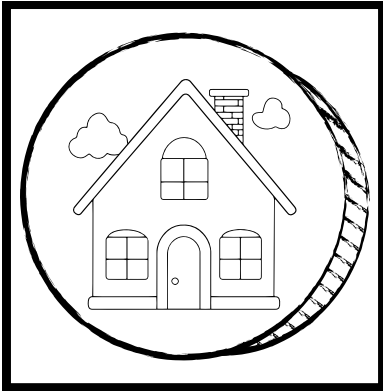
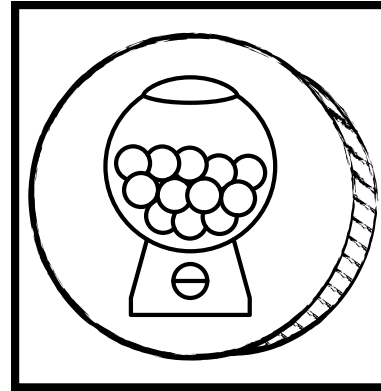
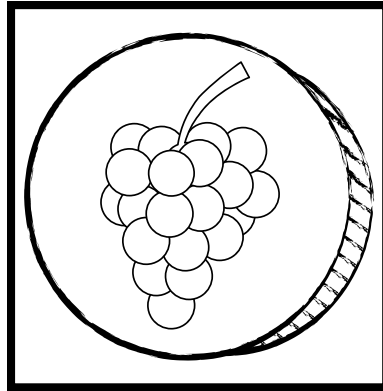
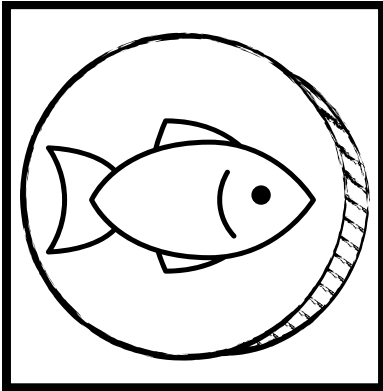


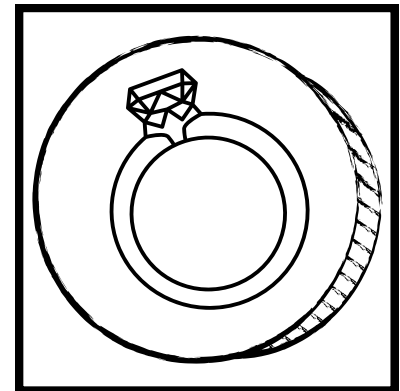
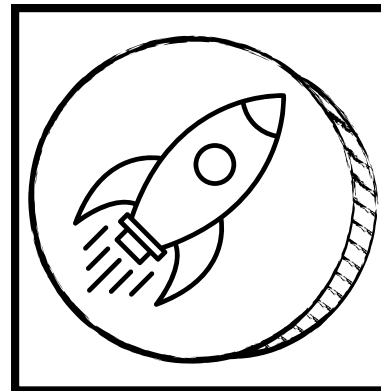
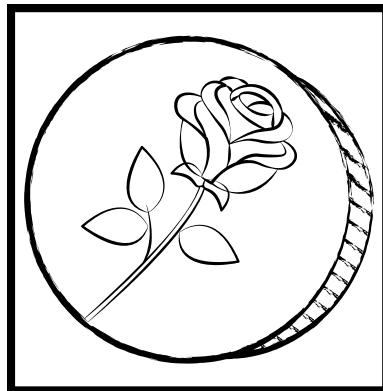
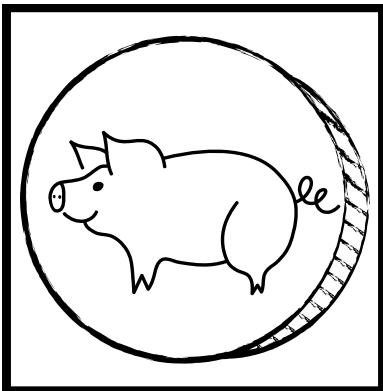
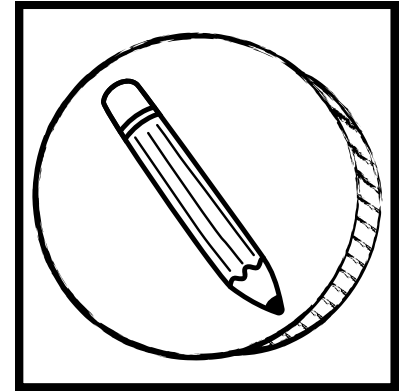
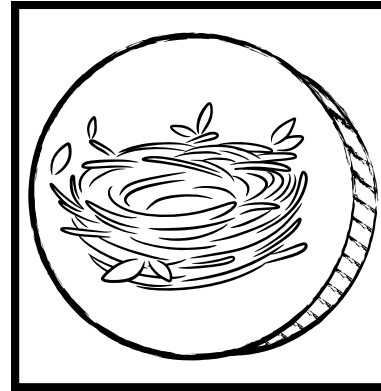
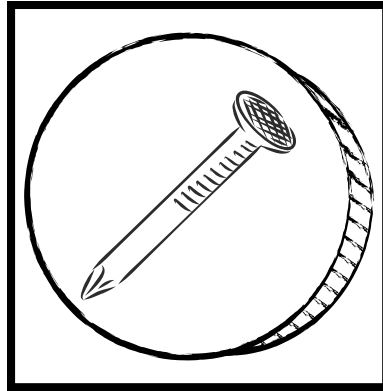
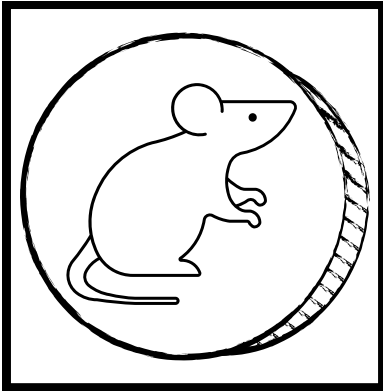
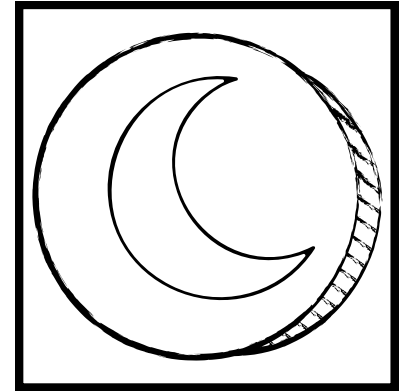
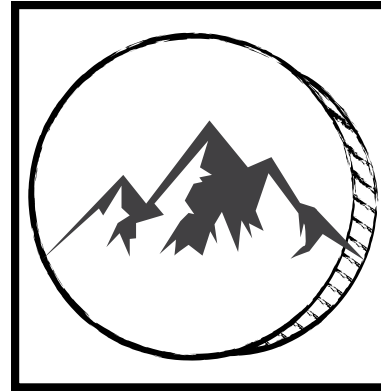
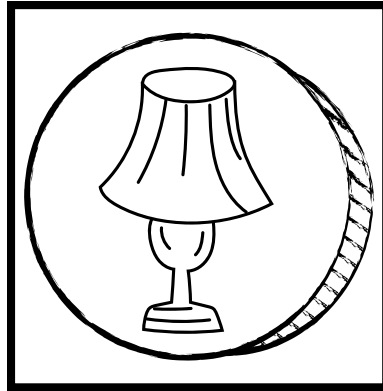
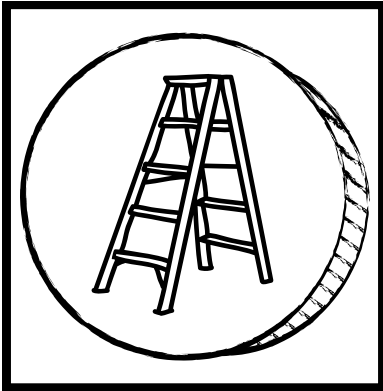


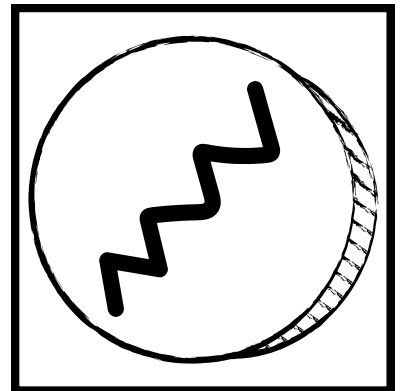
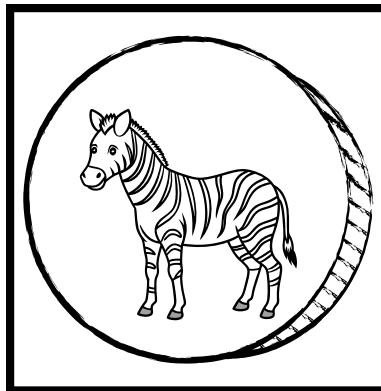
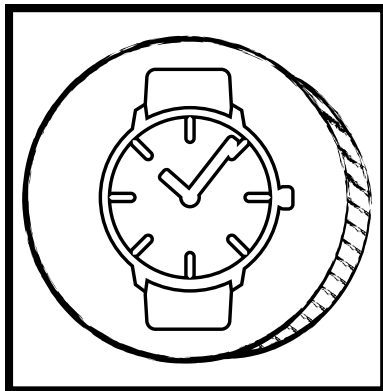
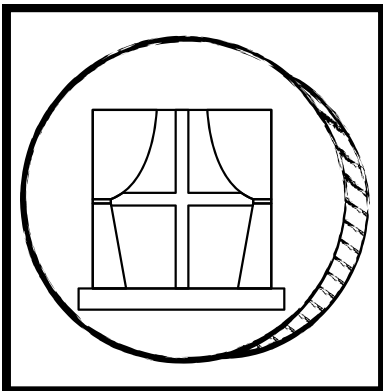
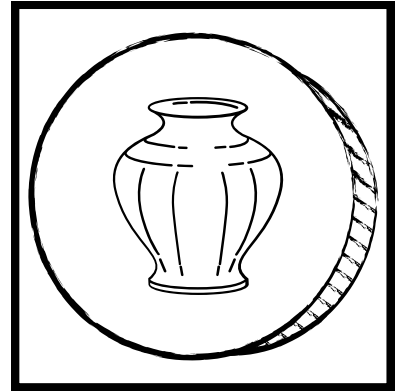
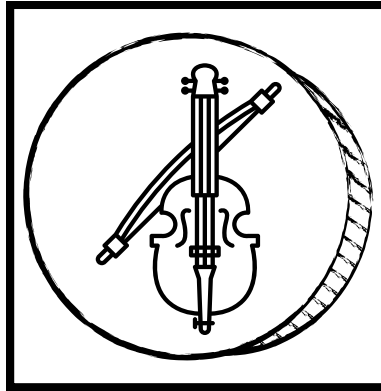
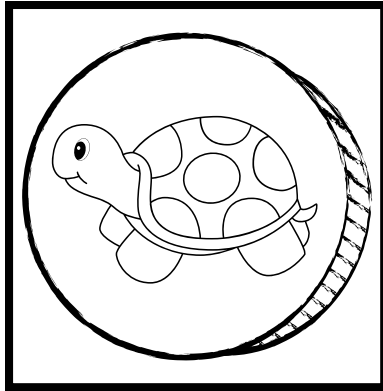
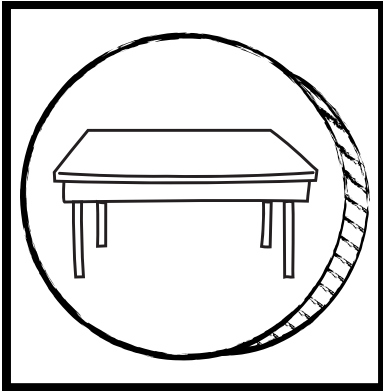
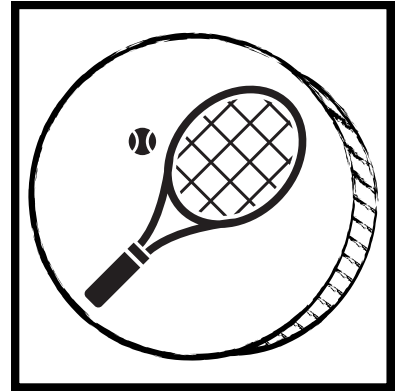
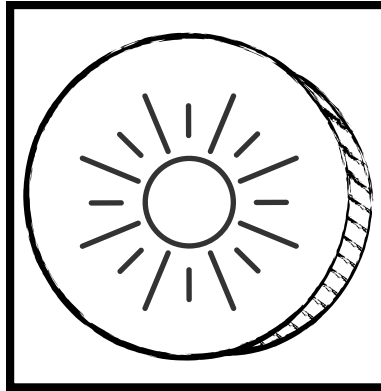
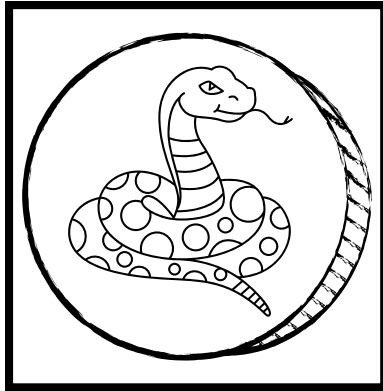














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