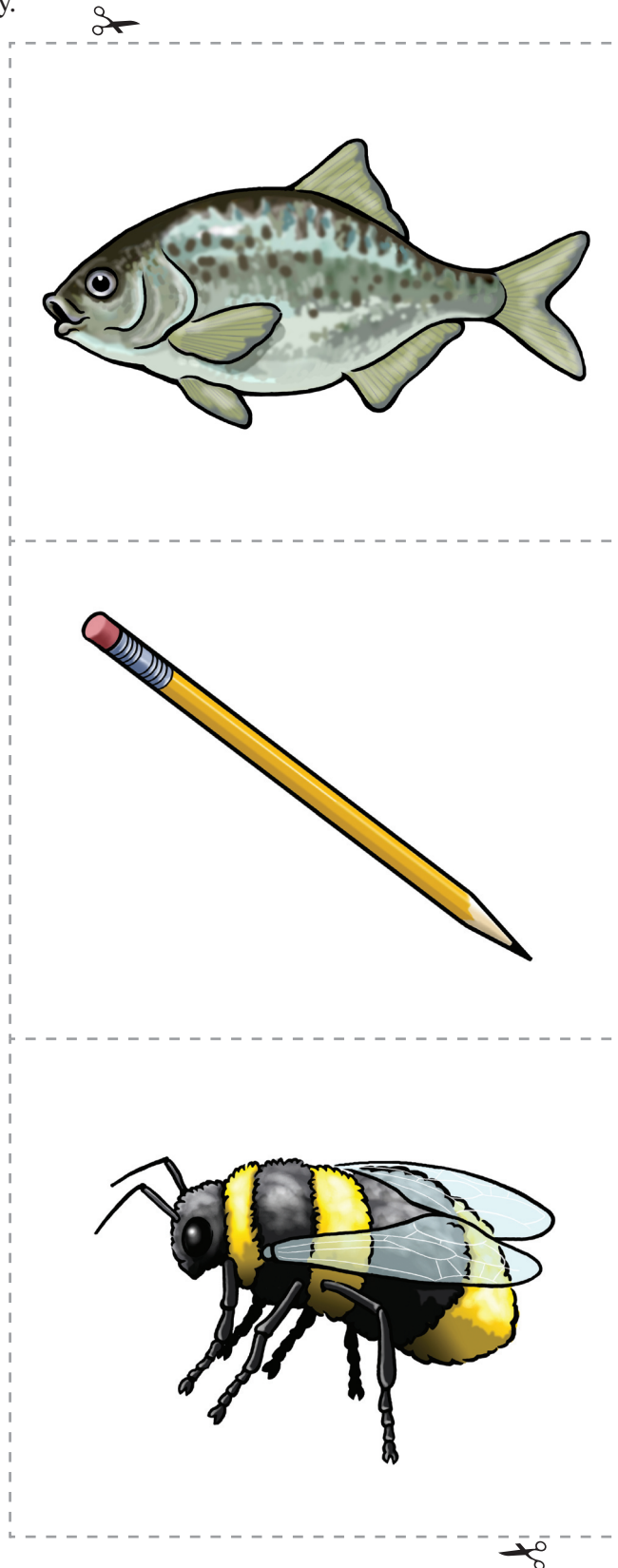
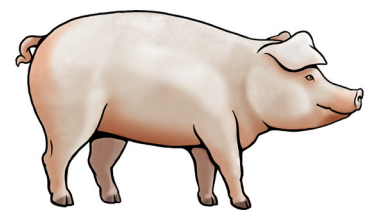
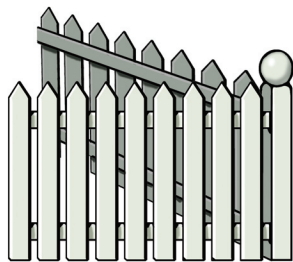
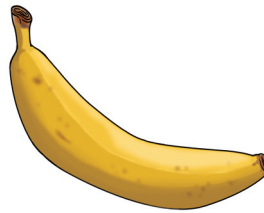
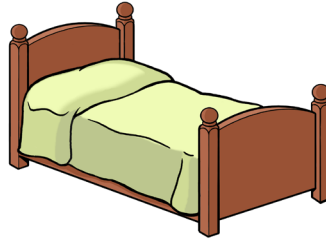


## Strategy: Recognizing Initial Consonant Sounds

 Cut on dotted lines only.



## Strategy: Recognizing Initial Consonant Sounds





Strategy: Recognizing Initial Consonant Sounds

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Record the words a student generates to match the target sounds.

Another word that begins with /p/? \_\_\_\_\_

Another word that begins with /f/? \_\_\_\_\_

Another word that begins with /b/? \_\_\_\_\_

Circle the student's responses:

Which of these picture names begin with the same sound? piano, bed, pumpkin

Which picture name begins with a different sound? piano, bed, pumpkin

Which picture name begins with a different sound? foot, banana, book

Which picture name begins with a different sound? fence, fire, pig

Place a check (✓) next to each correct response. Record incorrect responses verbatim in the space provided.

Peter picked pumpkins in the pumpkin patch. /p/ \_\_\_\_\_

Fanny fixed fish for five firefighters. /f/ \_\_\_\_\_

Bobby will buy a baseball bat for Betty's birthday. /b/ \_\_\_\_\_

<p><b>During this activity, the student seemed:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively engaged</li> <li><input type="checkbox"/> Somewhat engaged</li> <li><input type="checkbox"/> Passively cooperative</li> <li><input type="checkbox"/> Not interested</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p><b>Additional Comments:</b></p>
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