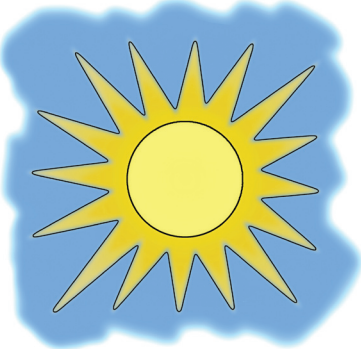



**Strategy: Learning Consonant Sounds with Key Words and Pictures**

Cut on dotted lines only.





<p><b>S</b></p> <p>Key Word Card</p>  <p><b>sun</b></p> <p><u>s</u>and  <u>s</u>ummer  <u>s</u>oap  <u>s</u>upper  <u>s</u>izzling</p>	<p><b>M</b></p> <p>Key Word Card</p>  <p><b>moon</b></p> <p><u>m</u>ud  <u>m</u>agnificent  <u>m</u>oney  <u>m</u>otorcycle</p>
<p>Practice Word Card</p> <p>sailboat  paddle  sandwich</p>	<p>Practice Word Card</p> <p>music  monkey  noodle</p>



Strategy: Learning Consonant Sounds with Key Words and Pictures

✂ Cut on dotted lines only.



<p><b>T</b></p> <p>Key Word Card</p>  <p><b>turtle</b></p> <p><u>t</u>ent  <u>t</u>iny  <u>t</u>axi  <u>t</u>oaster</p>	<p><b>R</b></p> <p>Key Word Card</p>  <p><b>ring</b></p> <p><u>r</u>ake  <u>r</u>oyal  <u>r</u>oof  <u>r</u>ainbow</p>
<p>Practice Word Card</p> <p>bubble  tooth  tiger</p>	<p>Practice Word Card</p> <p>rug  queen  radish</p>



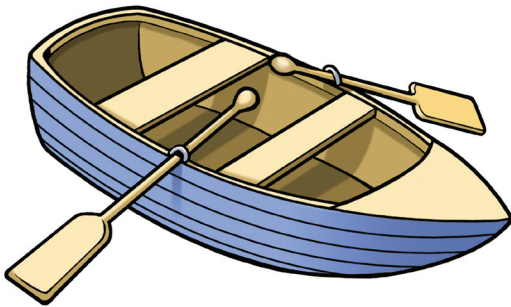
Strategy: Learning Consonant Sounds with Key Words and Pictures

Cut on dotted lines only.



Key Word Card

**B**



**boat**

blue

beautiful

bear

balloon

baseball

Practice Word Card

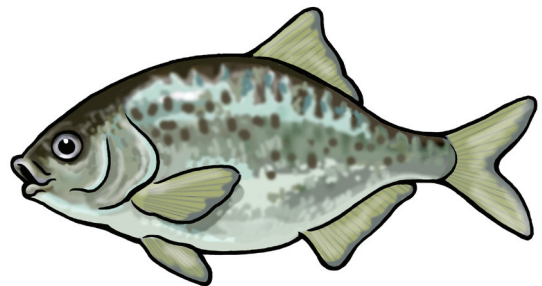
bird

banana

violin

Key Word Card

**F**



**fish**

fat

friendly

fancy

fence

football

Practice Word Card

zebra

feather

frog




**Strategy: Learning Consonant Sounds with Key Words and Pictures**

Cut on dotted lines only.

Key Word Card

**P**



**pumpkin**


pig  
pond  
perfect  
puddle

Practice Word Card


dog  
paddle  
puppy

## Strategies: Learning Consonant Sounds with Key Words and Pictures AND Using Consonants with Word Families

 Cut on dotted lines only.

Letter Tiles 

<b>s</b>	<b>m</b>	<b>p</b>	<b>f</b>
<b>r</b>	<b>b</b>	<b>t</b>	



## Strategy: Using Consonants with Word Families

Cut on dotted lines only.

Word Family Card 1

<b>s</b>	<b>a</b>	<b>t</b>
	<b>a</b>	<b>t</b>

Word Family Card 3

<b>c</b>	<b>a</b>	<b>k</b>	<b>e</b>
	<b>a</b>	<b>k</b>	<b>e</b>

Word Family Card 2

<b>s</b>	<b>u</b>	<b>n</b>
	<b>u</b>	<b>n</b>

Word Family Card 4

<b>c</b>	<b>a</b>	<b>l</b>	<b>l</b>
	<b>a</b>	<b>l</b>	<b>l</b>



**Worksheet for Strategy: Using Consonants with Word Families**

Word Family Lists

<p><b><u>sat</u></b></p> <p><b>bat</b></p> <p><b>fat</b></p> <p><b>mat</b></p> <p><b>rat</b></p> <p><b>pat</b></p>	<p><b><u>sun</u></b></p> <p><b>fun</b></p> <p><b>run</b></p> <p><b>bun</b></p>
<p><b><u>cake</u></b></p> <p><b>bake</b></p> <p><b>make</b></p> <p><b>rake</b></p> <p><b>take</b></p> <p><b>fake</b></p>	<p><b><u>call</u></b></p> <p><b>ball</b></p> <p><b>fall</b></p> <p><b>mall</b></p> <p><b>hall</b></p> <p><b>tall</b></p>

Assessment Word Family List

<p><b><u>dug</u></b></p> <p><b>rug</b></p> <p><b>tug</b></p> <p><b>mug</b></p> <p><b>bug</b></p>
--



# Student Record Form: Consonant Sounds

## Strategy: Learning Consonant Sounds with Key Words and Pictures

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

Place a check (✓) next to each letter and sound the student identifies.

Letter	What is this letter?	What is the sound of this letter?
s		
m		
t		
f		
b		
r		
p		

Place a check (✓) next to each word for which the student identified the correct letter tile.

- mailbox \_\_\_\_\_
- rabbit \_\_\_\_\_
- towel \_\_\_\_\_
- panda \_\_\_\_\_
- feather \_\_\_\_\_
- sock \_\_\_\_\_
- banjo \_\_\_\_\_
- monster \_\_\_\_\_
- bumblebee \_\_\_\_\_
- radio \_\_\_\_\_
- scissors \_\_\_\_\_
- pansy \_\_\_\_\_
- toy \_\_\_\_\_
- frend \_\_\_\_\_

<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>
--	------------------------------------





Strategy: Using Consonants with Word Families

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

Was the student able to substitute consonants for the initial consonants on the Word Family Cards? Y or N

Comment:

Was the student able to read the words on the Word Family Lists? Y or N

Comment:

Place a check (✓) next to each word the student read with ease from the Assessment Word Family List. Note any word the student read slowly or with difficulty.

- rug \_\_\_\_\_
- tug \_\_\_\_\_
- mug \_\_\_\_\_
- bug \_\_\_\_\_

<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>
--	------------------------------------