



Food Group Frenzy

Centers/Independent Work: Reading – Beginning Sounds 1 (p, s, b, l, c, g)

Level 3
Worksheet 3.1

Objective:

This activity supports individual learning outcomes as students complete tasks at their own levels, reinforcing symbol recognition, matching, reading/listening comprehension, and fine motor skills.

Materials:

- Beginning sounds 1 (p, s, b, l, c, g) worksheets (provided)
- Beginning sounds 1 teacher's key (provided)
- Crayons, pencils, or markers

Instructions:

1. Print:
 - a. Beginning sounds 1 worksheets (1 set per student)
 - b. Beginning sounds 1 teacher's key (1 per instructor)
2. Keep beginning sounds 1 teacher's key on hand to assist students as they complete the lesson.
3. Review the key's vocabulary words with students prior to introducing the activity.
4. Provide students with crayons, pencils, or markers.
5. Optional: laminate the worksheets for reuse and provide students with a dry erase marker to write directly onto the laminated sheets.

TEACHING IDEAS FOR CENTERS

- Encourage students to sound out the word first, then name the sound. Alternatively, students can repeat after the instructor once the instructor makes the sound out loud.




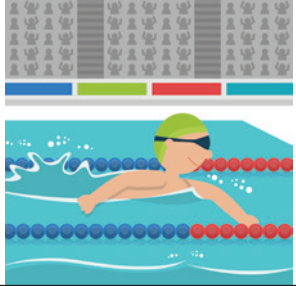













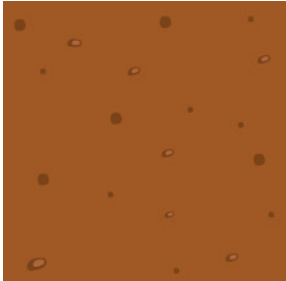


TEACHING IDEAS FOR INDEPENDENT WORK

- When working through this lesson, use a structured work system to encourage independence. Ideas for structured work systems can be found in Routine Essentials: Independent Work Systems.
- **Please note:** All tasks presented during independent work should be tasks the student can complete without additional prompting.



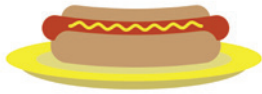






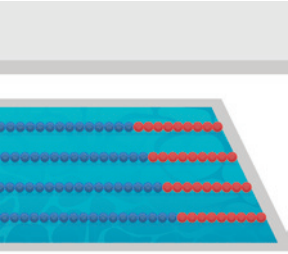
SUPPORT THIS LESSON BY TEACHING STAR PROGRAM LESSONS

- Level 3 Pre-academic Concepts, Lesson 9: Receptive Identification of Sounds
- Level 3 Pre-academic Concepts, Lesson 10: Expressive Identification of Sounds
- Level 3 Pre-academic Concepts, Lesson 12: Sight Words

Beginning Sounds 1 Teacher's Key:

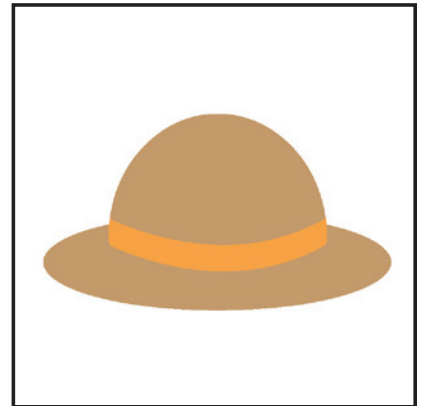
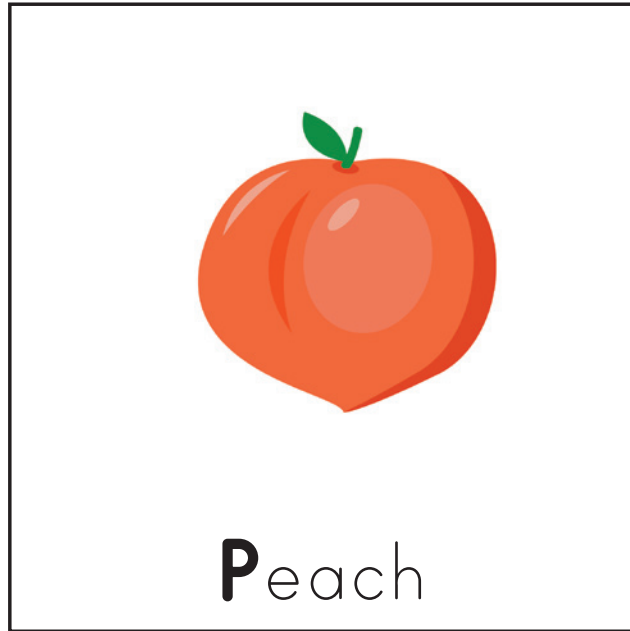
<p>Picnic</p> 	<p>Sunscreen</p> 	<p>Hat</p> 	<p>Swimming</p> 
<p>Helmet</p> 	<p>Barbecue</p> 	<p>Bowl</p> 	<p>Ocean</p> 
<p>Camp</p> 	<p>Lifeguard</p> 	<p>Sun</p> 	<p>Watermelon</p> 
<p>Corn</p> 	<p>Pail</p> 	<p>Lake</p> 	<p>Graham Crackers</p> 
<p>Popsicle</p> 	<p>Mud</p> 	<p>Penny</p> 	<p>Fish</p> 

Beginning Sounds 1 Teacher's Key:

<p>Hook</p> 	<p>Shorts</p> 	<p>Hot Dog</p> 	<p>Beach Ball</p> 
<p>Bear</p> 	<p>River</p> 	<p>Jet Ski</p> 	<p>Lemonade</p> 
<p>Towel</p> 	<p>Pool</p> 		

Name: _____

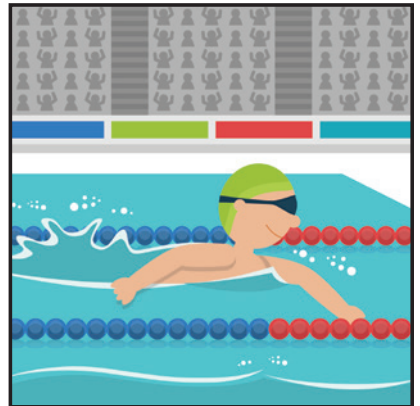
1. Look at the picture and read the word.
2. Circle the word below that has the same beginning sound as the word in the picture.



Think of other words with this beginning sound and write them in the blank box.

Name: _____

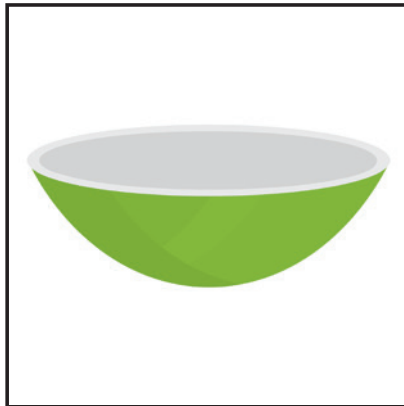
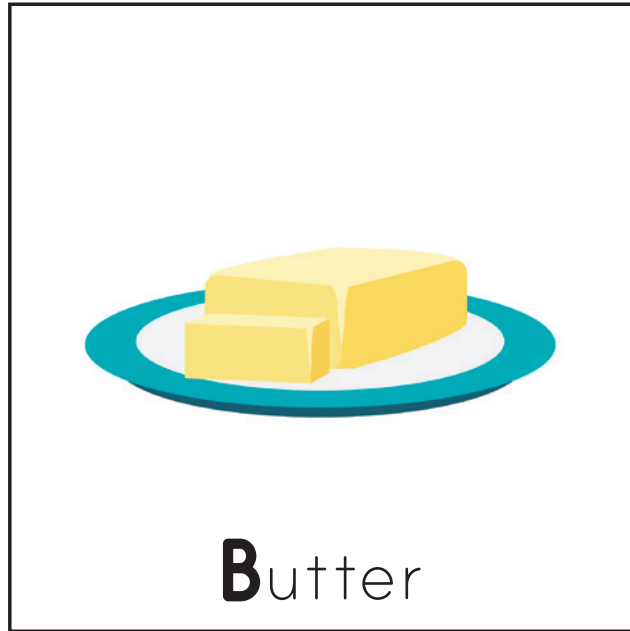
1. Look at the picture and read the word.
2. Circle the word below that has the same beginning sound as the word in the picture.



Think of other words with this beginning sound and write them in the blank box.

Name: _____

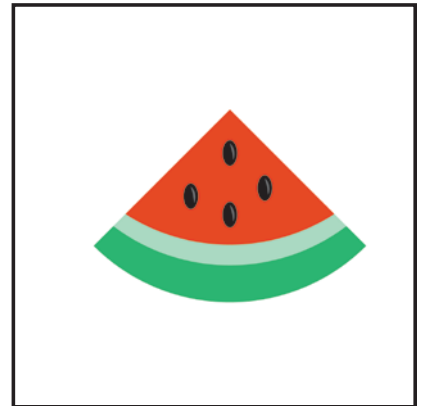
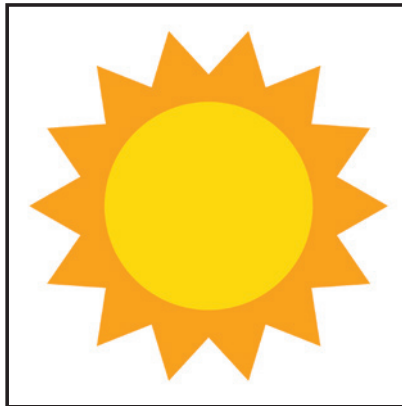
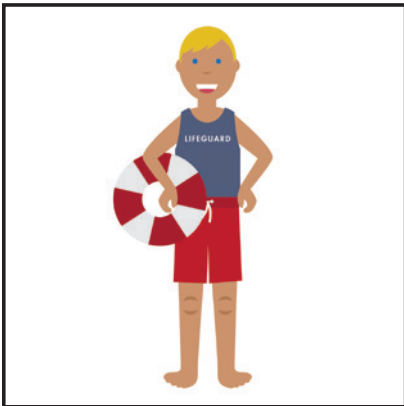
1. Look at the picture and read the word.
2. Circle the word below that has the same beginning sound as the word in the picture.



Think of other words with this beginning sound and write them in the blank box.

Name: _____

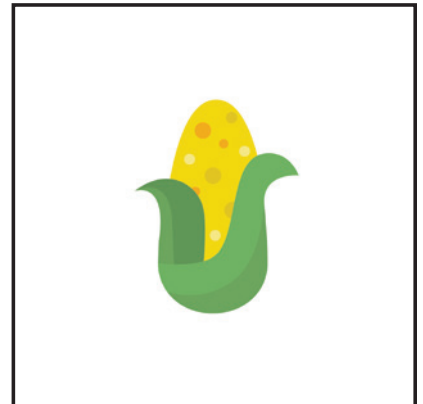
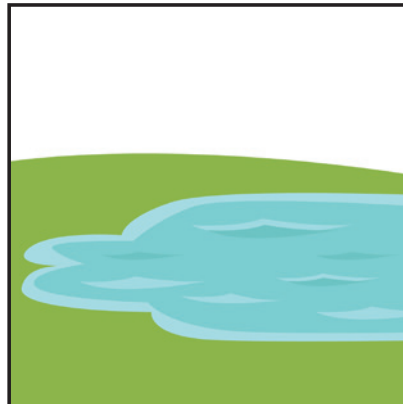
1. Look at the picture and read the word.
2. Circle the word below that has the same beginning sound as the word in the picture.



Think of other words with this beginning sound and write them in the blank box.

Name: _____

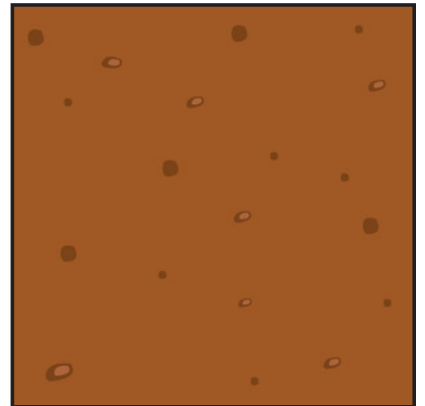
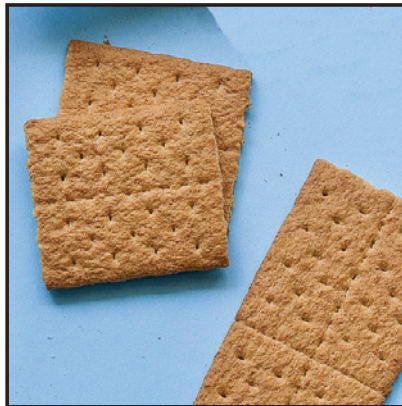
1. Look at the picture and read the word.
2. Circle the word below that has the same beginning sound as the word in the picture.



Think of other words with this beginning sound and write them in the blank box.

Name: _____

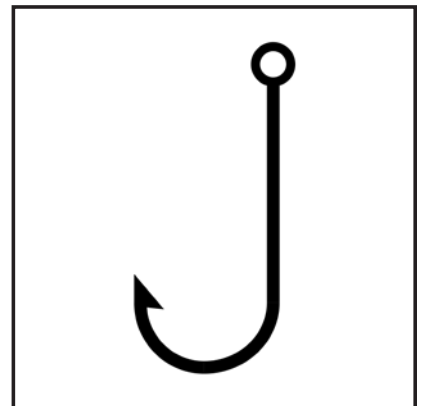
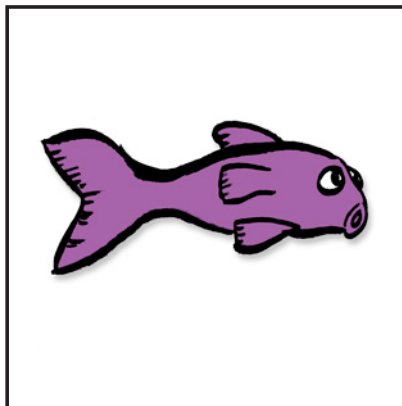
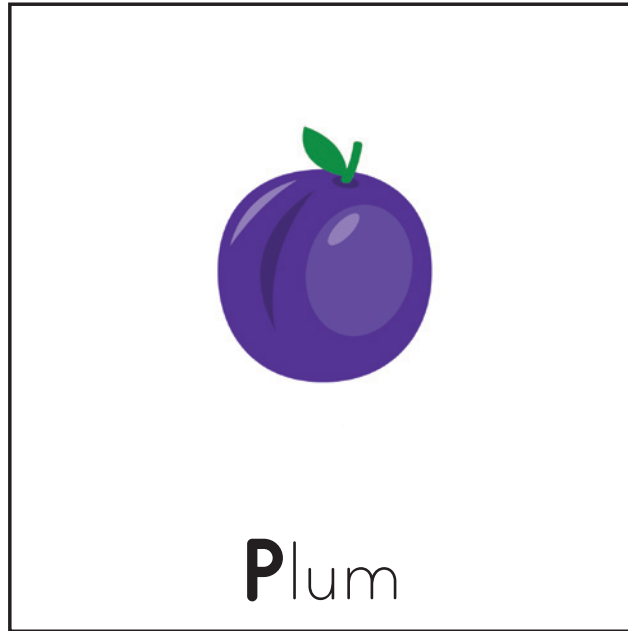
1. Look at the picture and read the word.
2. Circle the word below that has the same beginning sound as the word in the picture.



Think of other words with this beginning sound and write them in the blank box.

Name: _____

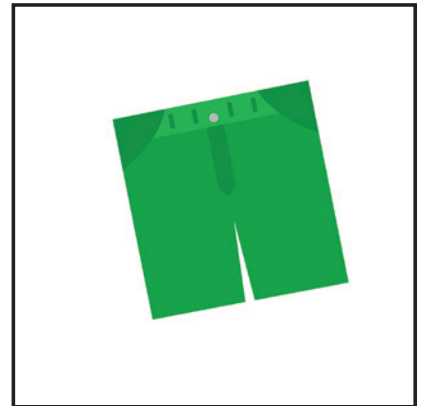
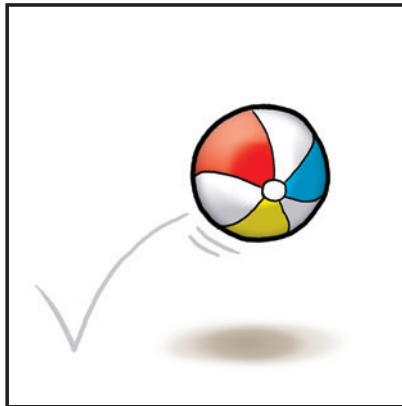
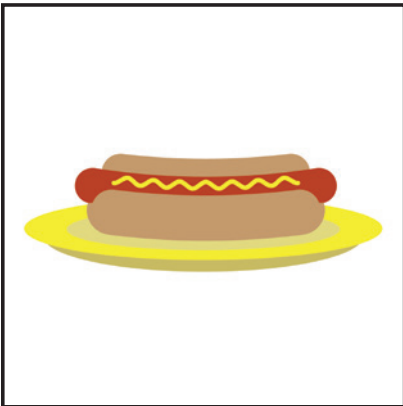
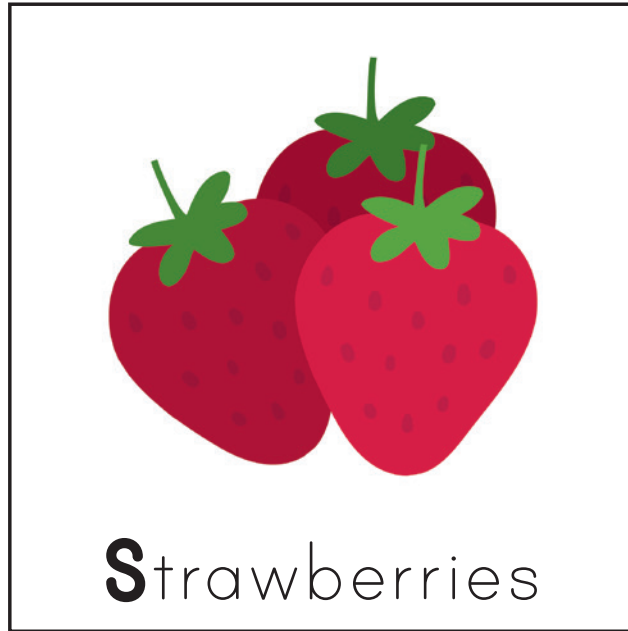
1. Look at the picture and read the word.
2. Circle the word below that has the same beginning sound as the word in the picture.



Think of other words with this beginning sound and write them in the blank box.

Name: _____

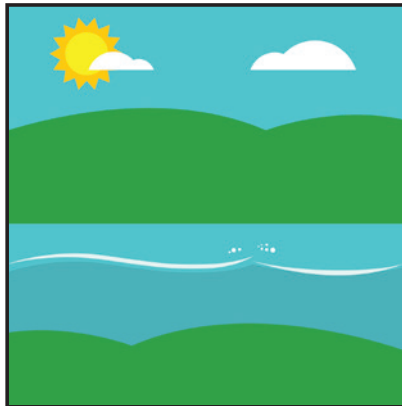
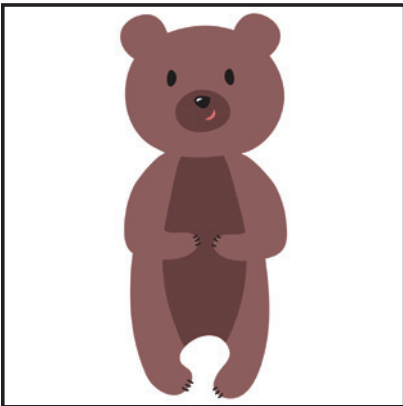
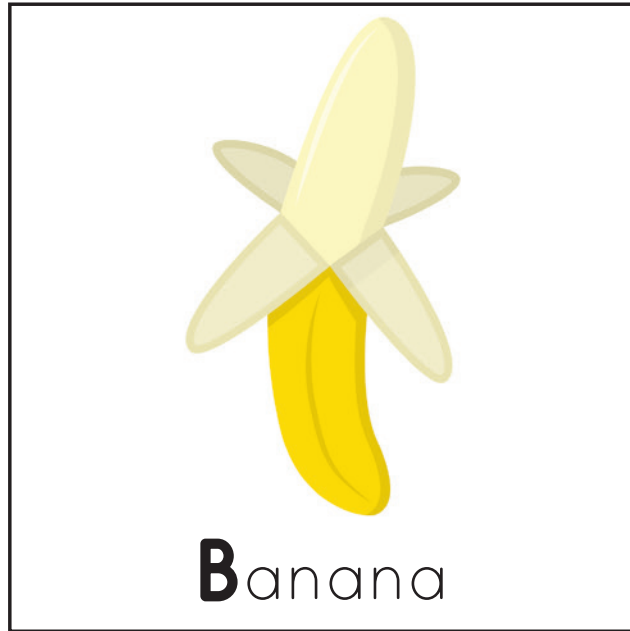
1. Look at the picture and read the word.
2. Circle the word below that has the same beginning sound as the word in the picture.



Think of other words with this beginning sound and write them in the blank box.

Name: _____

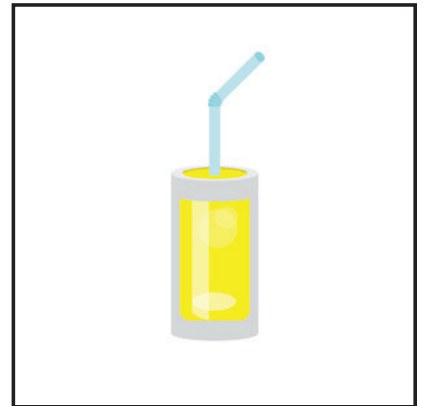
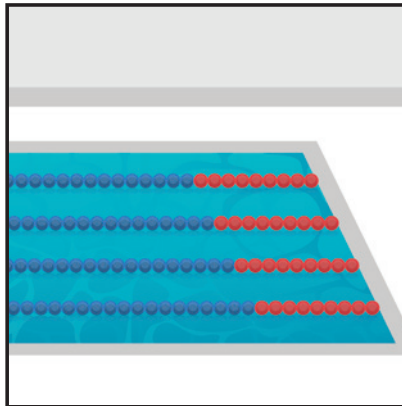
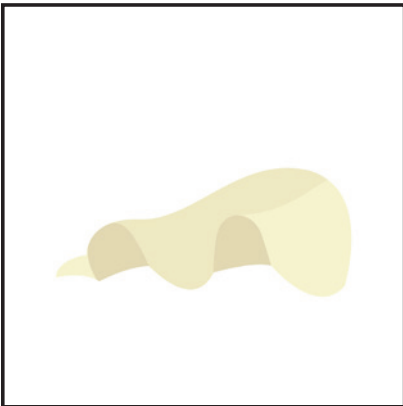
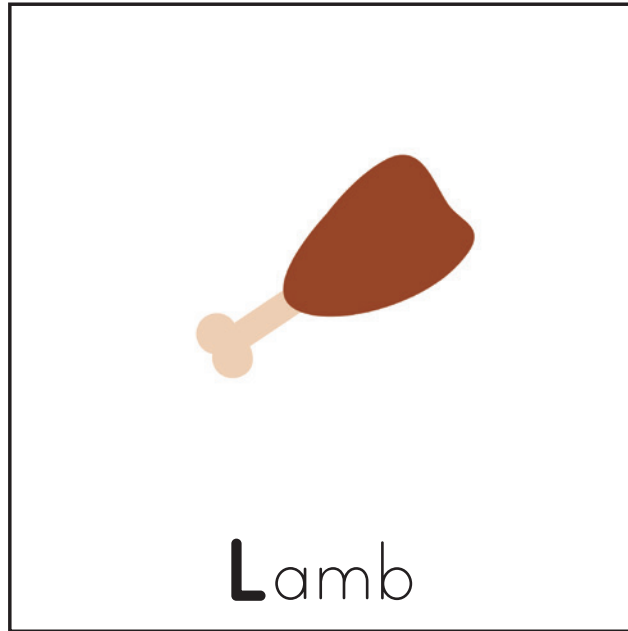
1. Look at the picture and read the word.
2. Circle the word below that has the same beginning sound as the word in the picture.



Think of other words with this beginning sound and write them in the blank box.

Name: _____

1. Look at the picture and read the word.
2. Circle the word below that has the same beginning sound as the word in the picture.



Think of other words with this beginning sound and write them in the blank box.