

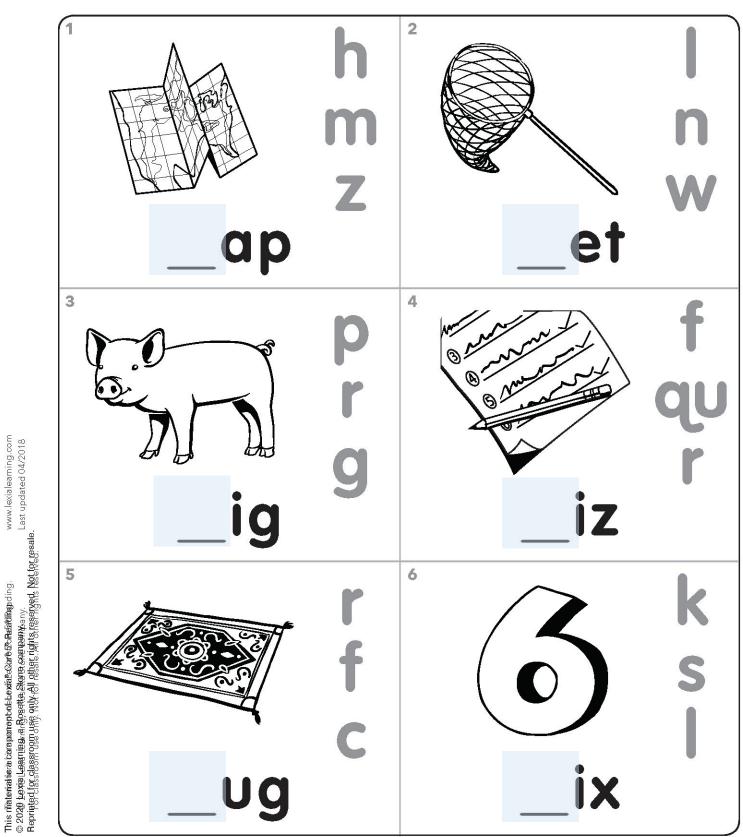
Circle the letter that makes the beginning sound in the word. Then, write the letter in the blank. Say the sound as you write the letter.





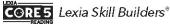


Name: \_

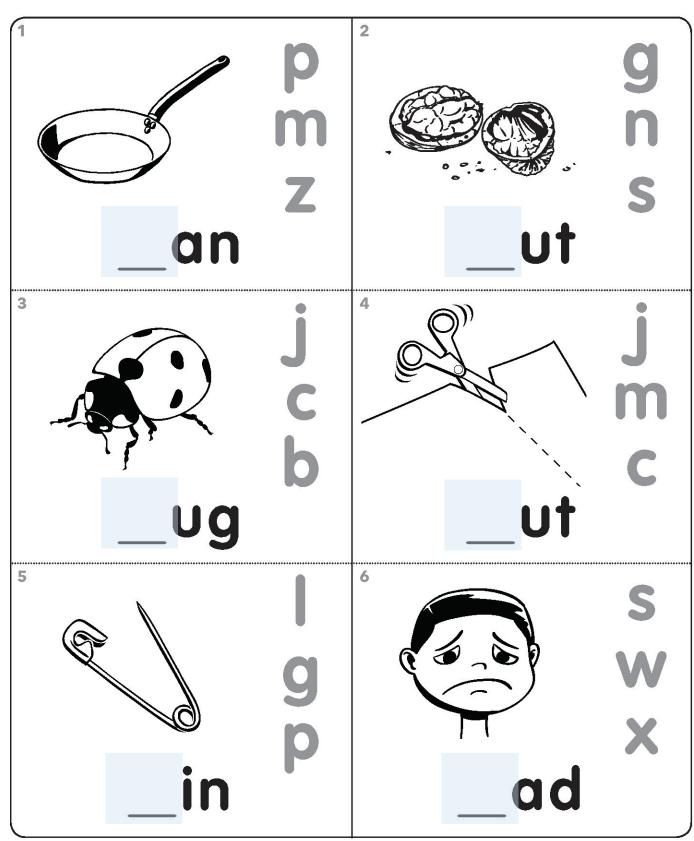


Circle the letter that makes the beginning sound in the word. Then, write the letter in the blank. Say the sound as you write the letter.

★ Practice writing each word on a separate piece of paper.



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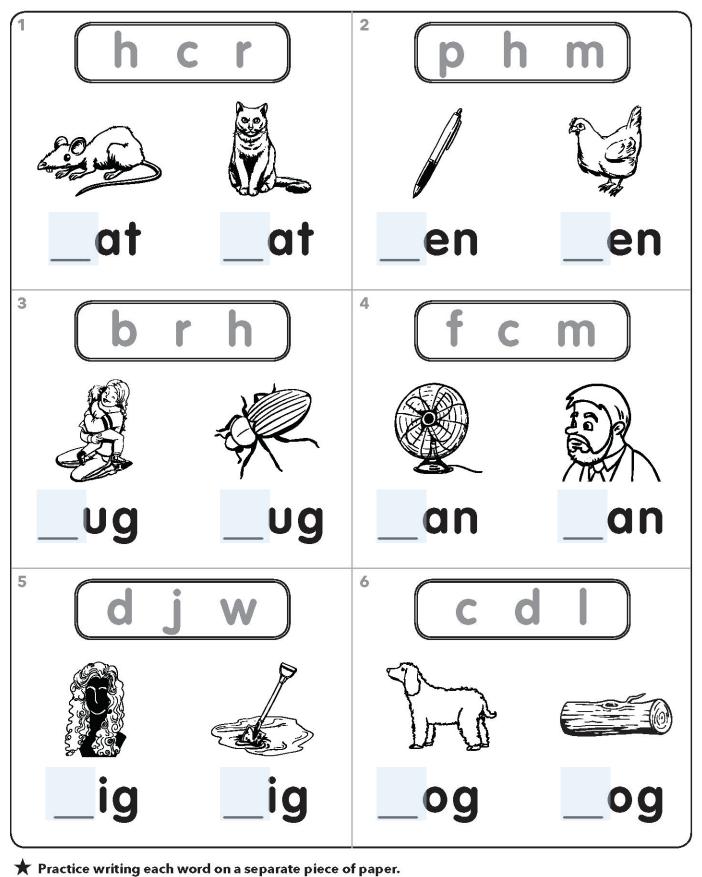


Circle the letter that makes the beginning sound in the word. Then, write the letter in the blank. Say the sound as you write the letter.





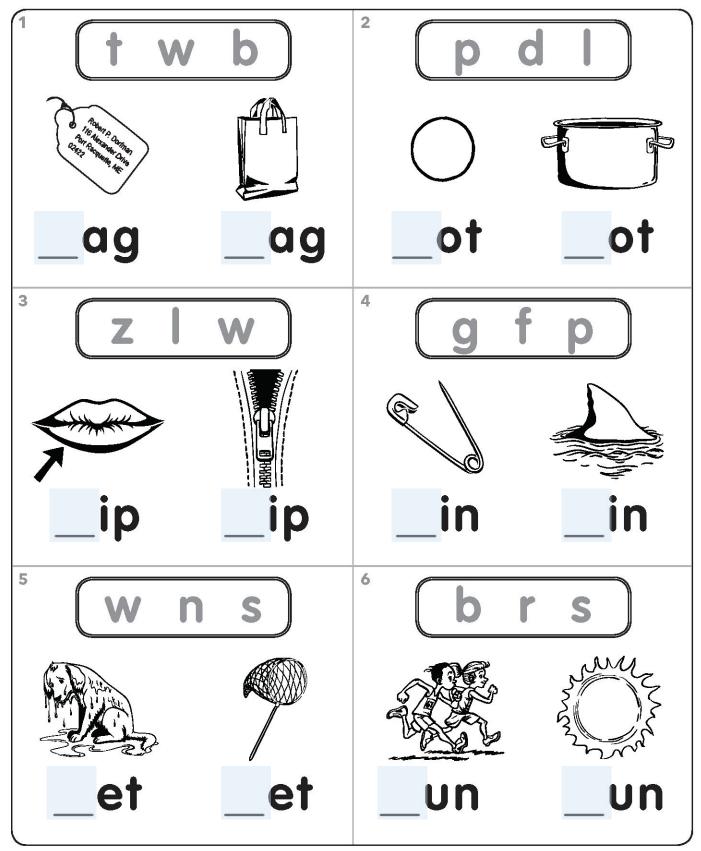
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Find the letters in the box that make the beginning sound of each word. Then, write each letter in the blank. Say the sound as you write the letter.

Core5 Level 4

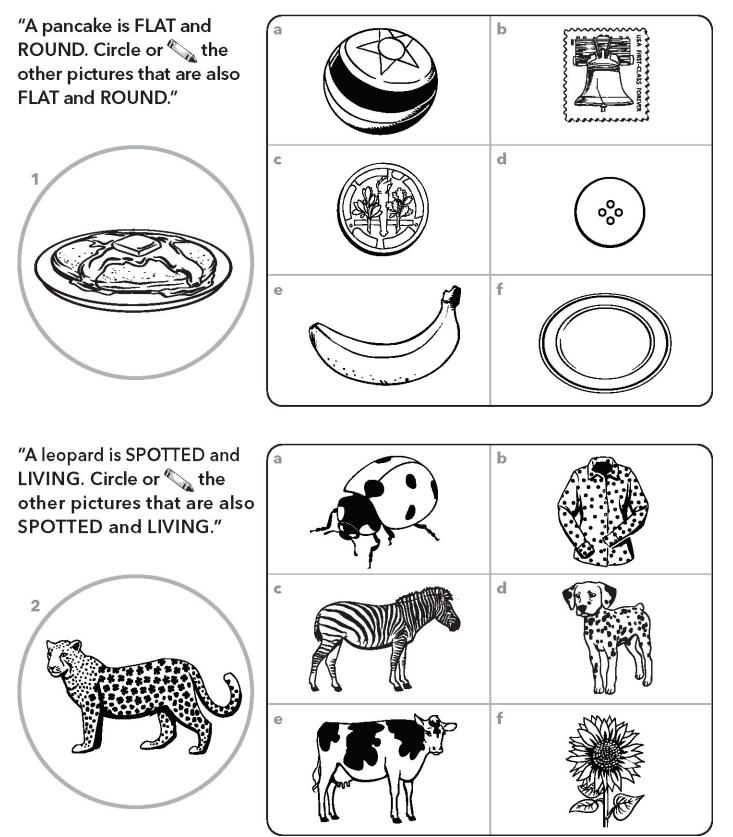
## Name: \_



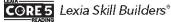
Find the letters in the box that make the beginning sound of each word. Then, write each letter in the blank. Say the sound as you write the letter.

Vocabulary Combining Adjectives

Listen to your teacher and think about what these pictures may have in common.

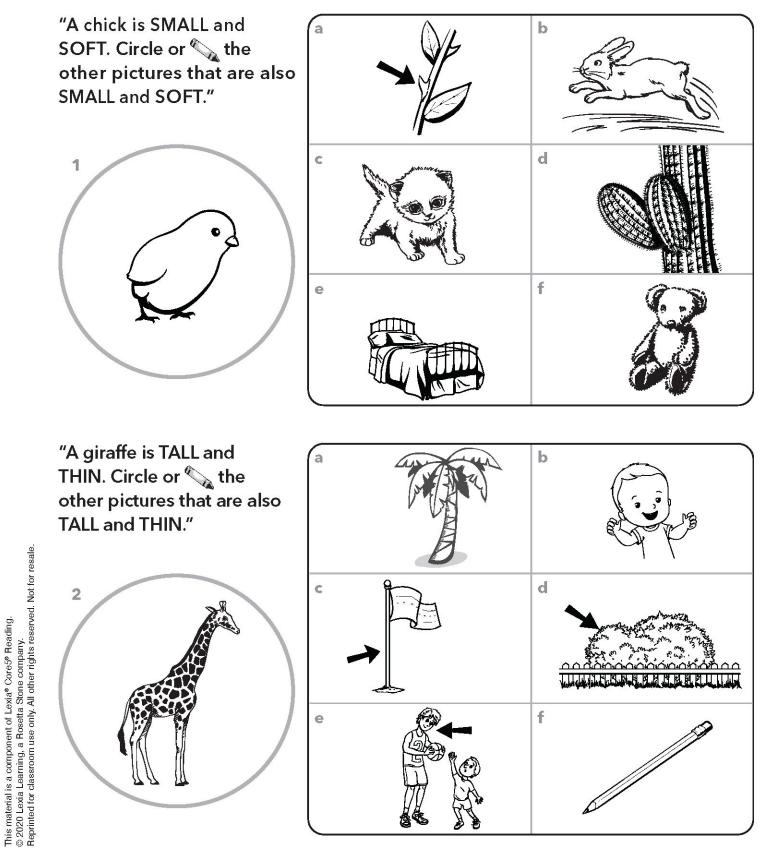


★ Think of two words that can be used to describe a banana.

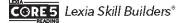


Vocabulary Combining Adjectives

Listen to your teacher and think about what these pictures may have in common.

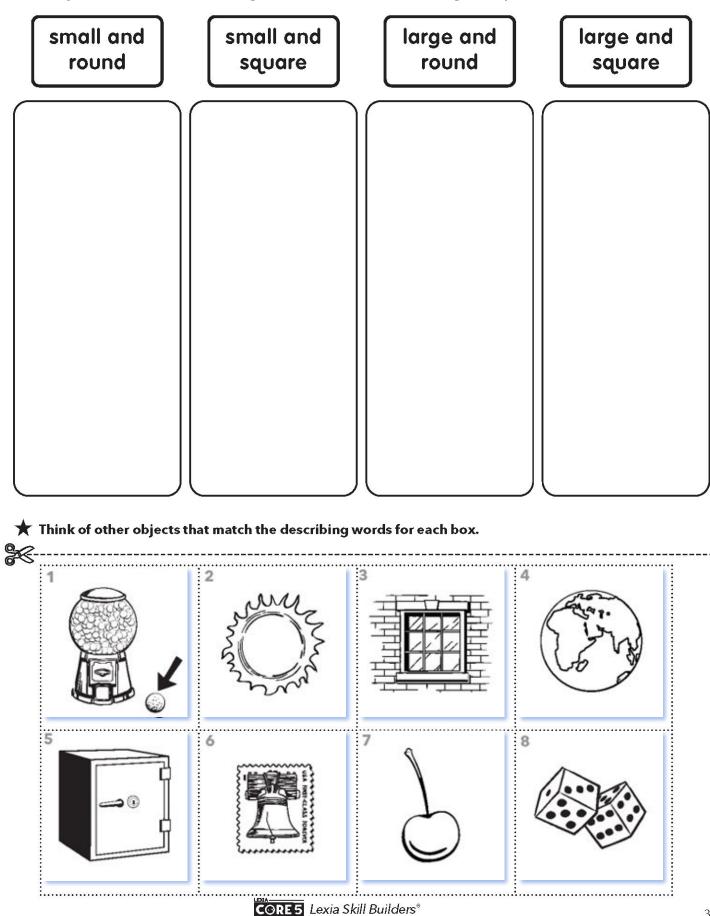


 $\star$  Think of two words that can be used to describe a *cactus*.



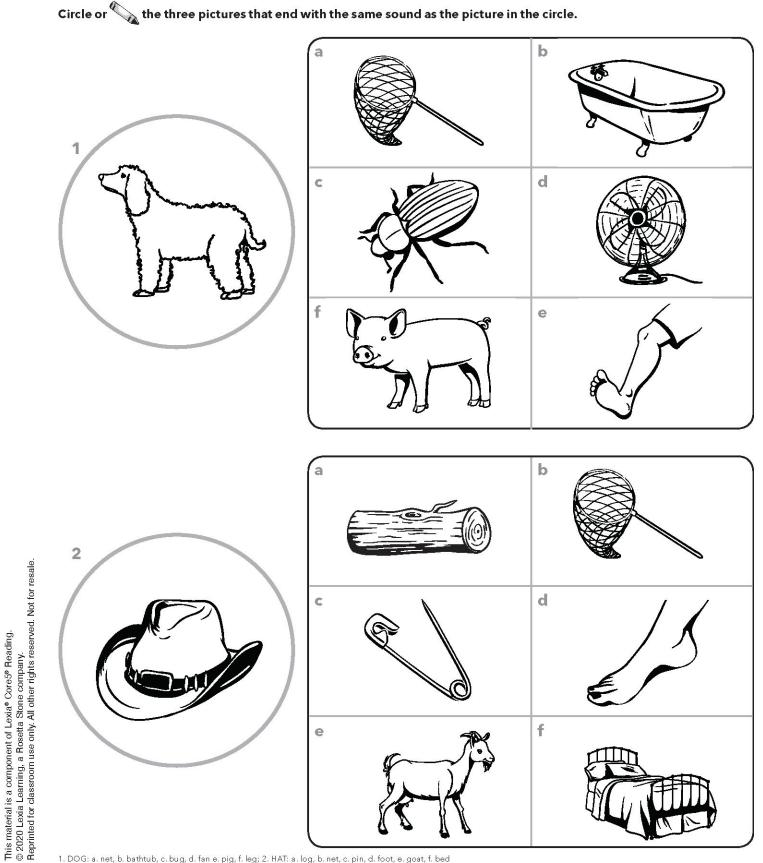
Vocabulary **Combining Adjectives** 

Listen to your teacher read the describing words below. Then, cut sort, and glue the pictures into the correct boxes.



Phonological Awareness Ending Sounds

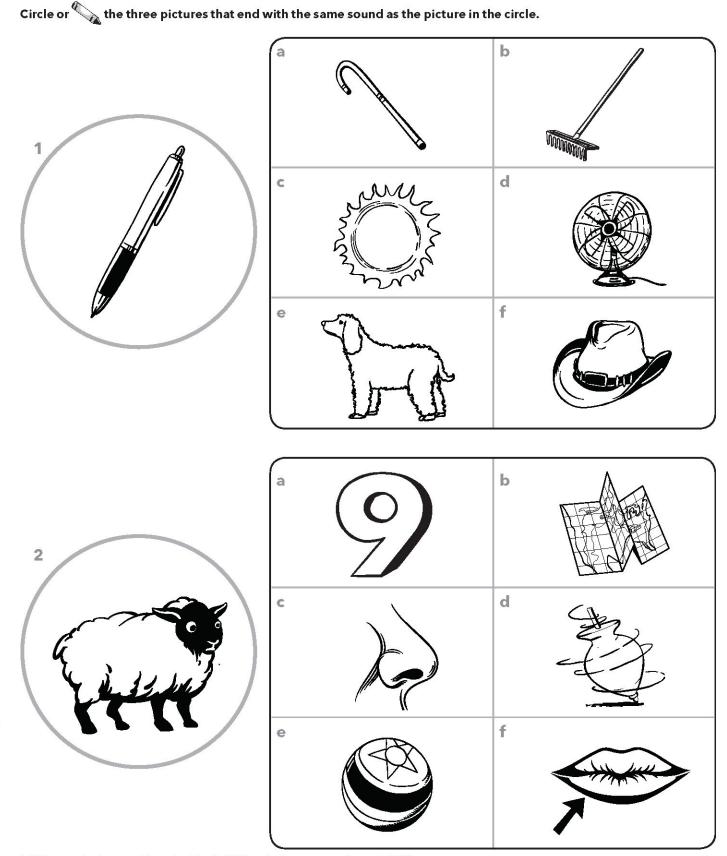




1. DOG: a. net, b. bathtub, c. bug, d. fan e. pig, f. leg; 2. HAT: a. log, b. net, c. pin, d. foot, e. goat, f. bed

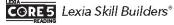
★ For each circled picture, think of another word that ends with the same sound.



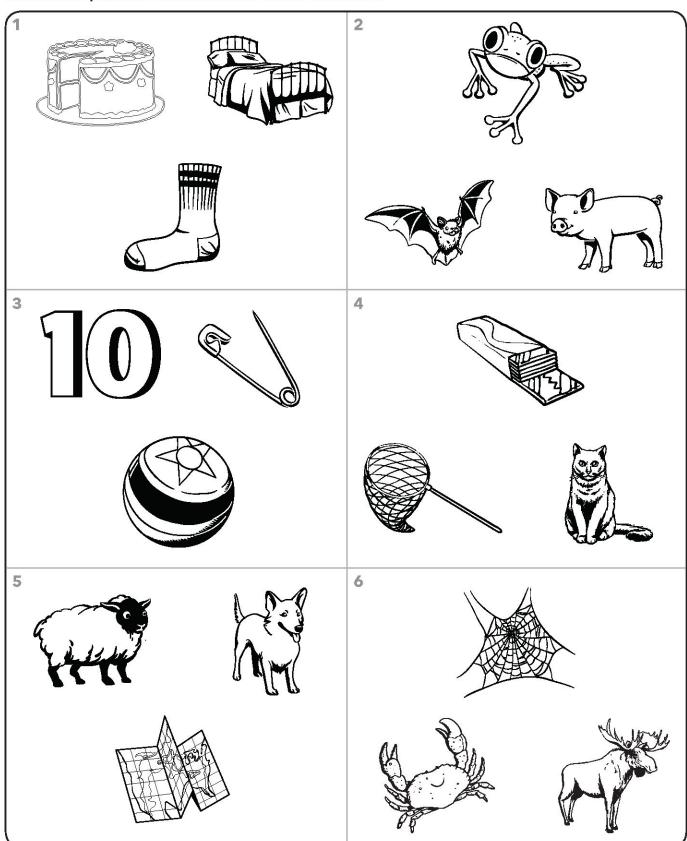


1. PEN: a. cane, b. rake, c. sun, d. fan e. dog, f. hat; 2. SHEEP: a. nine, b. map, c. nose, d. top, e. ball, f. lip

 $\star$  For each circled picture, think of another word that ends with the same sound.



Phonological Awareness Ending Sounds



Circle the two pictures in each box that end with the same sound.

1. cake, bed, sock; 2. frog, bat, pig; 3. ten, pin, ball; 4. gum, net, cat; 5. sheep, dog, map; 6. web, crab, moose

**★** Look at the pictures you did *not* circle. Name the ending sound you hear in each word.

Phonological Awareness Ending Sounds

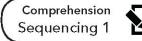


Circle the two pictures in each box that end with the same sound.

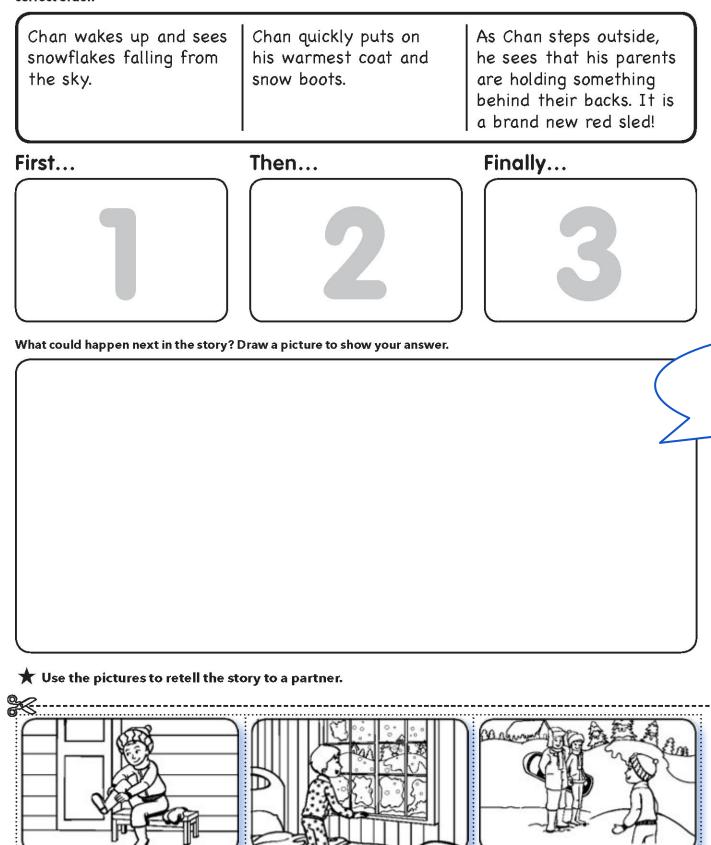
1. map, bed, sad; 2. goose, leaf, knife; 3. nest, belt, fan; 4. desk, tent, shark; 5. duck, airplane, sink; 6. cane, queen, stick

**★** Look at the pictures you did *not* circle. Name the ending sound you hear in each word.

## Name:



Put your finger on the capital letter at the beginning of each sentence and follow along as you listen. Raise your hand if you hear a word you do not know. Then, cut out the pictures at the bottom of the page and glue them in the correct order.



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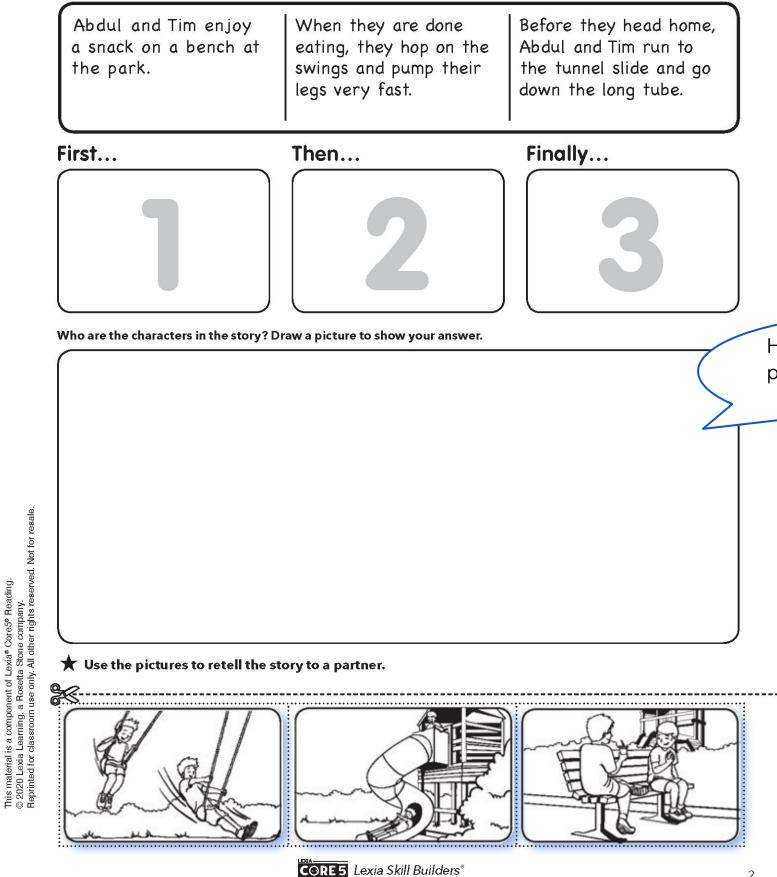
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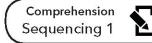
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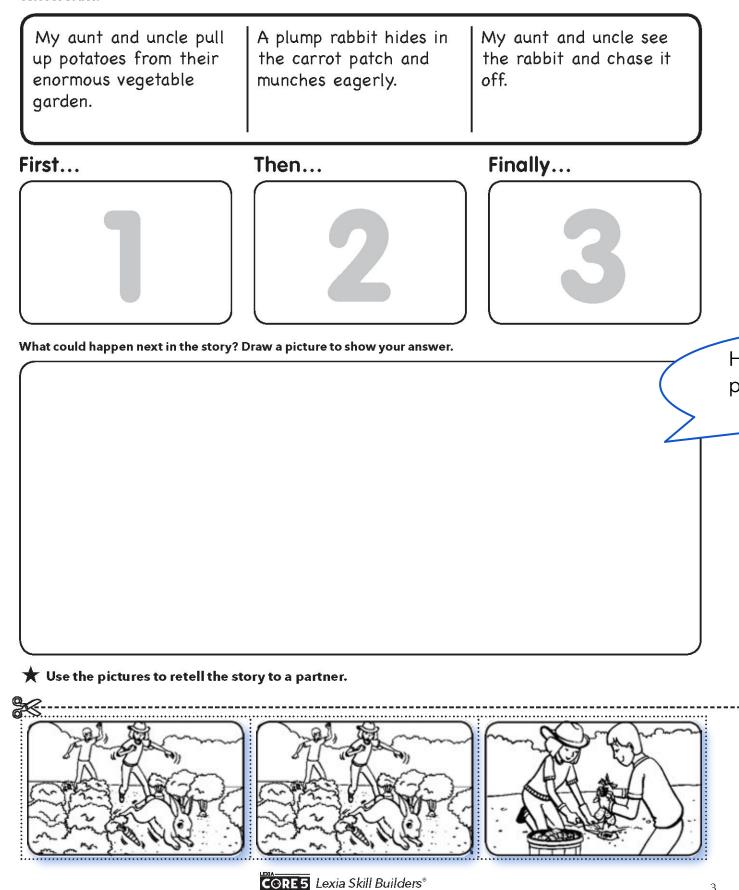


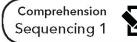
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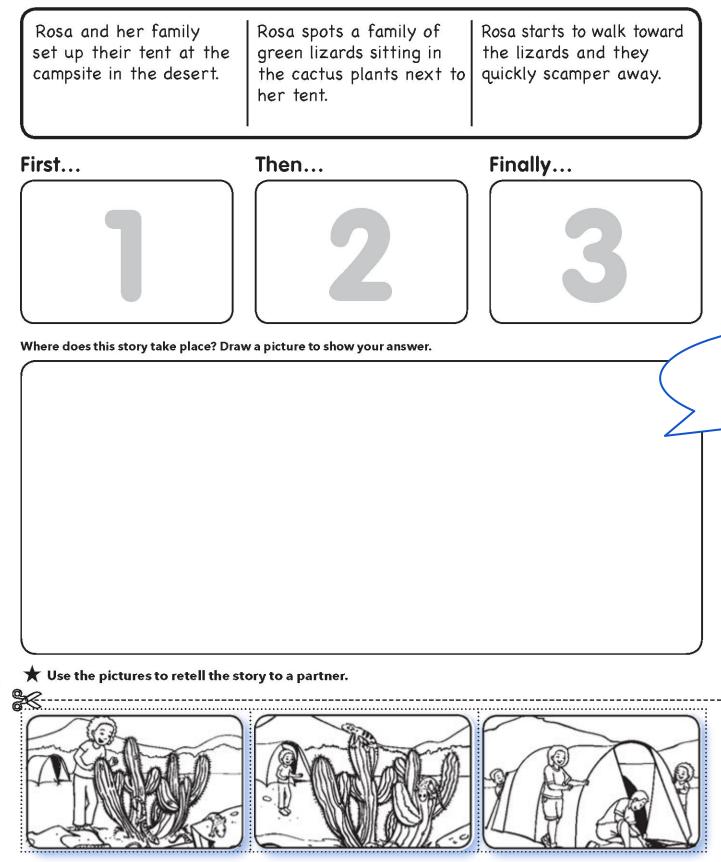


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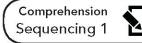
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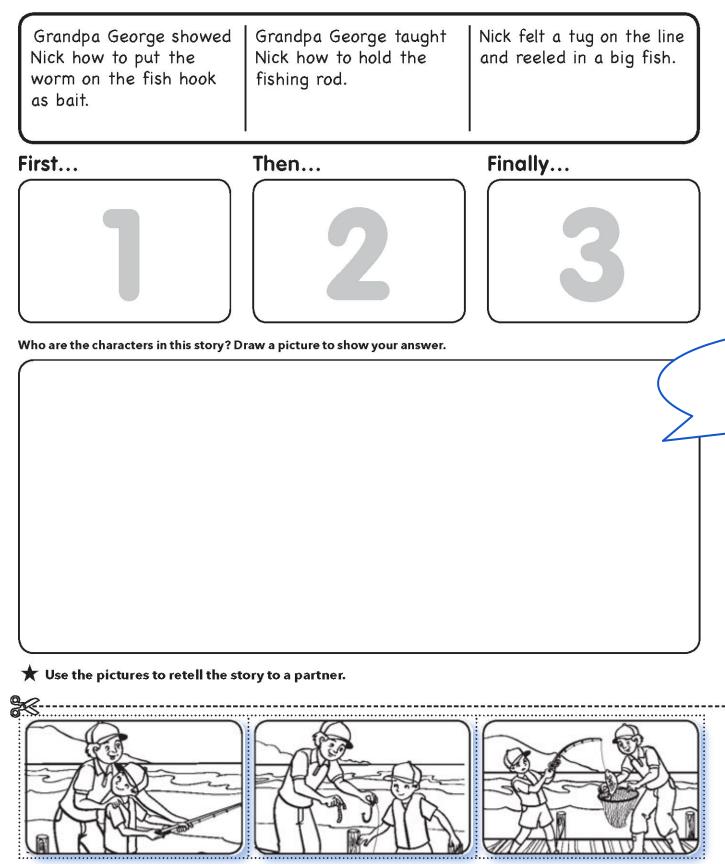
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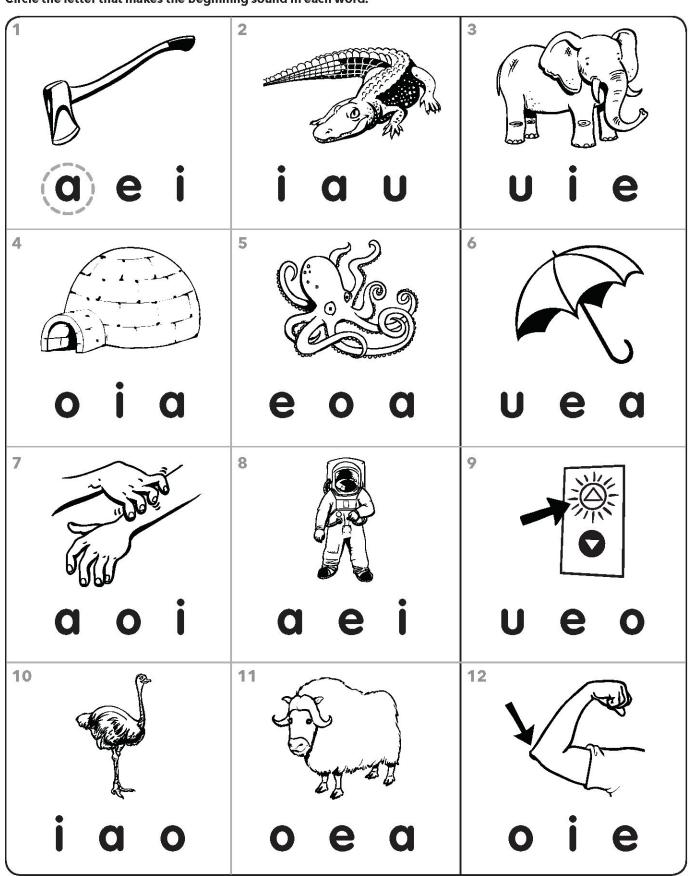
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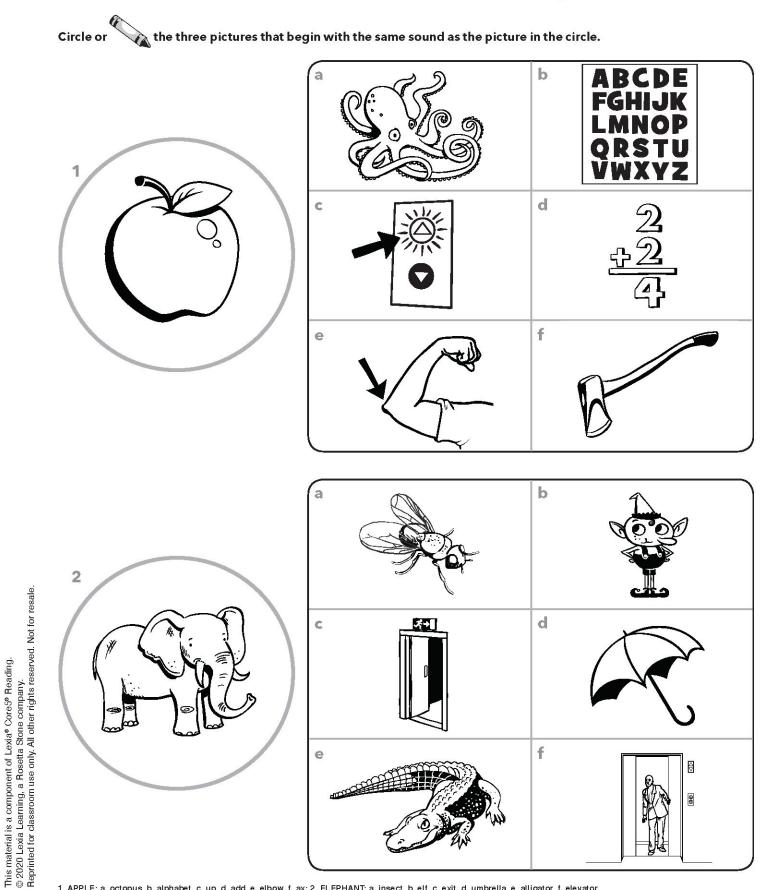


Circle the letter that makes the beginning sound in each word.

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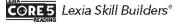
1. ax, 2. alligator, 3. elephant, 4. igloo, 5. octopus, 6. umbrella, 7. itch, 8. astronaut, 9. up, 10. ostrich, 11. ox, 12. elbow

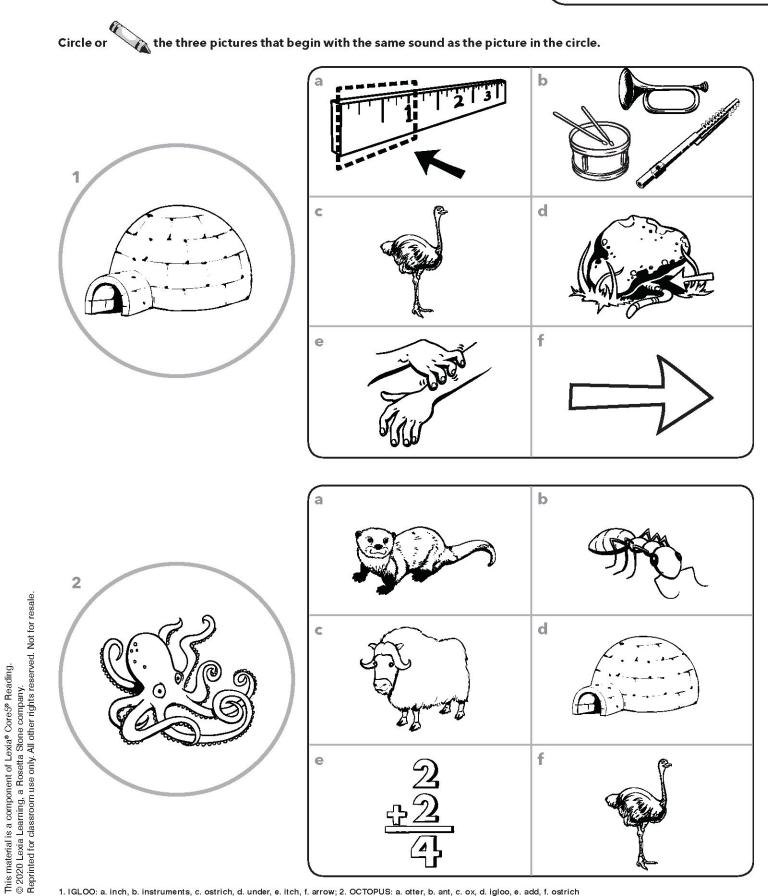
 $\star$  Trace each letter you circled and say the sound it makes.



1. APPLE: a. octopus, b. alphabet, c. up, d. add, e. elbow, f. ax; 2. ELEPHANT: a. insect, b. elf, c. exit, d. umbrella, e. alligator, f. elevator

★ Write the letter that matches the beginning sound of each circled picture.





1. IGLOO: a. inch, b. instruments, c. ostrich, d. under, e. itch, f. arrow; 2. OCTOPUS: a. otter, b. ant, c. ox, d. igloo, e. add, f. ostrich

 $\star$  Write the letter that matches the beginning sound of each circled picture.

Core5 Level 4

Cut out the pictures at the bottom of the page. Then, find all the pictures with the same beginning sound of each circled picture and glue them into the correct box.

