

# The Apple Alphabet Game

This game is available from Sound City Reading, or you can make it using cardstock or poster board.

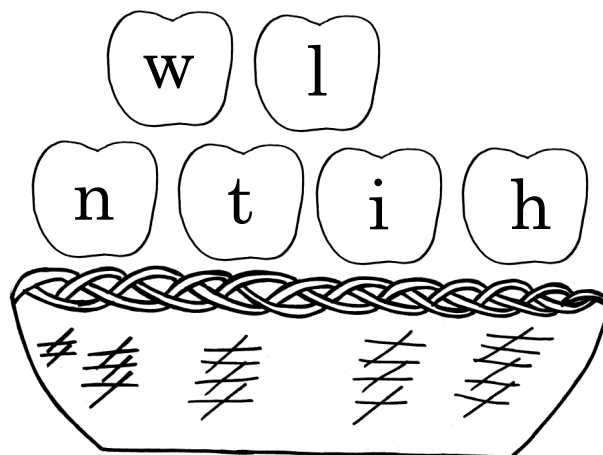
**To prepare the activity:** Laminate all pages if desired for extra wear. Cut out the apples and store in an envelope or plastic bag. Cut out the baskets and store in a large envelope or plastic bag.

**Selecting The Pieces:** As the student works through *Learning the Alphabet*, the teacher will introduce one or more new letters each day in the order shown in the book. The teacher should select the new letter being taught and any previous letters that have been studied, and group them together to play the game. Note: Extra apples should be made for the first few letters taught so that there will be enough apples to play the game.

**Setting up the game:** Spread out the selected apples face down on the table. Give one basket to each student. Students sit in a circle around the apples.

**To do the activity:** Students take turns picking an apple and giving the sound for the letter shown (not the letter name). If correct, the student places the apple just above his basket, so that it looks like it is in the basket. If incorrect, the apple must be put back on the table face down. As the student accumulates more apples, they are placed in one or more rows above the basket. When all of the apples have been collected, each student counts the number of apples in her basket. The student with the most apples wins.

**Comment:** I've worked with kindergarteners who weren't really interested in the letters or sounds, and consequently couldn't remember them. When I introduced this game, they perked up and took a great interest in recognizing the letters and getting the sounds correct. They really wanted to put the most apples in their baskets. It's amazing that such a simple game had such a great effect.



# Apple Concentration

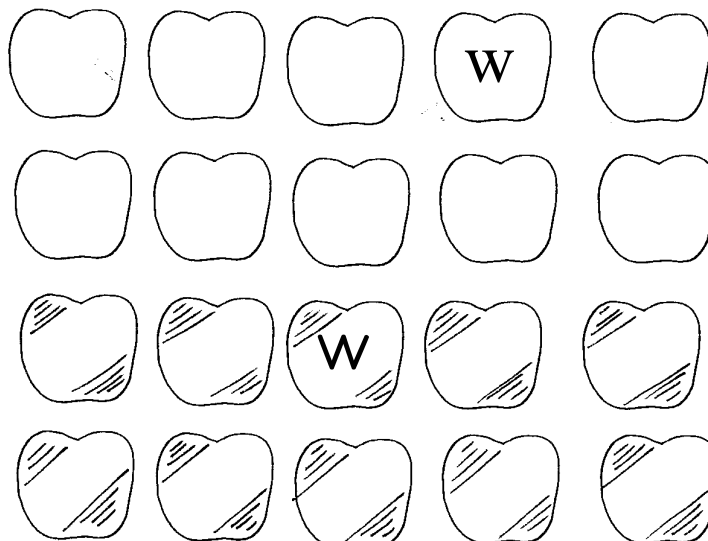
This game is available from Sound City Reading, or you can make it.

**To prepare the activity:** Laminate all pages if desired for extra wear. Cut out the red apples that show text letters and the yellow apples that show handwritten letters. Store each set in a separate labeled plastic bag or envelope.

**Selecting The Pieces:** As the student works through *Learning the Alphabet*, the teacher will introduce one or more new letters each day in the order shown in the book. The teacher should select the set of letters that includes the ones most recently taught.

**Setting Up the Game:** Place the yellow apples in several rows face down on the table. Place the red apples in several rows face down on the table beneath the red apples.

**To Do the Activity:** Students take turns turning over one yellow apple and one red apple. The student should say the sound for the letter on each apple. If the letters are the same, and the student gives the sound correctly, he or she may pick up both apples and keep them in a stack. If incorrect, the apples must be kept in their place and turned face down again. When all of the apples have been collected, each student counts the number of apples in his or her pile. The student with the most apples wins.



# The Cube Game

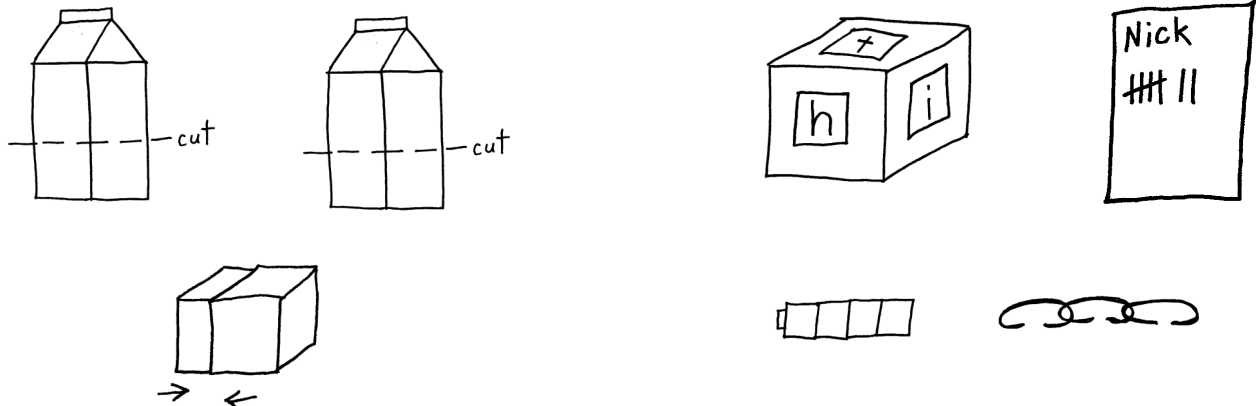
**To prepare the activity:** Cut the bottom parts off of two half gallon milk cartons to make one large cube. For smaller cubes you may use two quart or pint cartons. Discard the top parts. Push the two bottom parts together firmly to form a cube. Cover the cube with solid-colored sticky backed paper (white works well).

**Setting Up :** As the student works through *Learning the Alphabet*, the teacher will introduce one or more new letters each day in the order shown in the book. The teacher should select the new letter being taught and any previous letters that have been studied. Write each letter on a piece of unlined index card in bold print, using a brightly colored marker. Tape a letter to each side of the cube. You'll be able to use six different letters. On another day, you can remove letters that have been learned and replace them with new letters.

**To do the activity:** Use this activity as a review after the new letter or letters have been taught. Students take turns rolling the cube and giving the sound for the letter shown (not the letter name). If correct, the student makes a tally mark on a piece of paper. If incorrect, the student must pass the cube to the next student without making a tally mark. The student with the most tally marks at the end of the game wins.

Instead of using tally marks, students can take a small connecting cube or plastic chain link for each correct answer. The student with the longest rod or chain at the end of the game is the winner. (These materials are available in the math section of teacher supply stores.)

Instead of putting letters on the sides of the cube, you could put letter combinations (ma, pa, ab, at) or words (mat, map, pan). You could also put phonograms such as sh, th, ai, aw, ar, etc.



## Instructions For Oral Blending - Preparation For Reading

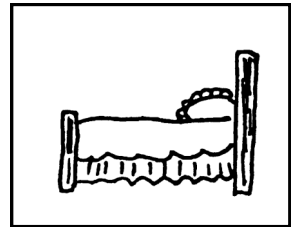
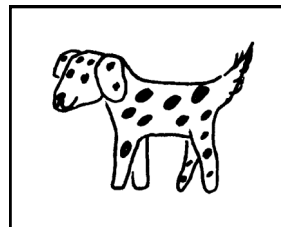
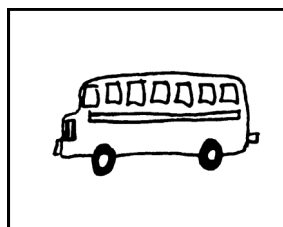
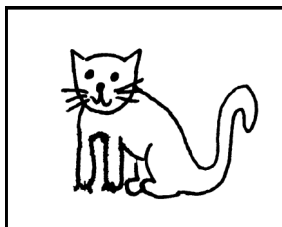
These picture cards are available from Sound City Reading. Do the compound words first, then the two-syllable words, then the one-syllable words with two sounds, then the one syllable words with three sounds. You can do one or more sets each day, but don't attempt to do every set at once. Be sure the student is comfortable with compound and two-syllable words before trying the one syllable words.

**Set up:** On a table, lay out about eight to ten cards at a time from the selected set, in two rows. Ask the student to name each picture. Help to name any pictures that the student doesn't know. (With a group of students, place the cards in rows in a pocket chart, so that everyone can see.)

**For compound words:** Say the first part of the word, pause, then say the second part. Have the student find the correct picture, say the word (without the pause), and put the card in a stack to the side. Continue until all the cards have been removed.

**For two-syllable words:** Say the first syllable, pause, then say the second syllable. Have the student find the correct picture, say the word (without the pause), and put the card in a stack to the side. Continue until all the cards have been removed.

**For one-syllable words with two or three sounds:** Say each sound separately, with a pause between each sound. For example, w-e, i-n, c-a-t, b-u-s. Be sure each sound is completely separate. For example, for the word cat, say c...a...t. Don't say ca...t or c....at. Don't add *uh* to the consonant sounds, cuh-a-tuh. Have the student find the correct picture, say the word (without the pauses), and put the card in a stack to the side. Continue until all the cards have been removed. Be sure to treat qu, sh, th, ck, ll, ss, zz, ff, and ch as single sounds, for example, qu-i-ll, ch-i-ck. Ignore silent letters.



## Instructions For Segmenting - Preparation For Spelling

### Materials:

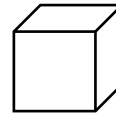
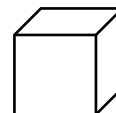
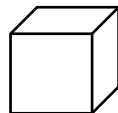
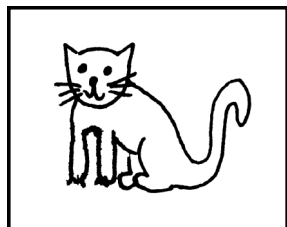
Use the picture cards from the oral blending exercise on the previous page. Don't use the compound words or multi-syllable words. Use the one-syllable words. Start with the two-sound words, then do the three-sound words. You won't use letters for this activity. This is strictly a sound game. You'll need three small objects. Colored cubes or teddy bear counters are available from school supply stores. If these are not available, you could use other items, such as buttons, dried beans, bottle caps, etc. Small slips of paper about one inch square will work, too. For three-sound words, I like to use three different colors, lined up from left to right in this order - green, yellow, and red. I talk about the colors on a stoplight with the student. Green means go, yellow means slow down, and red means stop. When you work with two-sound words, use only two of the objects.

### Set up:

Make a stack of the selected picture cards face down on the table. Put the two or three small objects in a row on the table in front of the student.

### To do the activity:

Turn over one picture card. Have the student look at the picture and say the word. Tell the student the word if he doesn't recognize the picture. Show the student how to break the word apart into separate sounds. Say each sound separately. As you say each sound, push a cube forward about an inch. Each cube will represent a sound. Have the student repeat the process with the same word. Be sure the sounds are completely separate. For example, cat should be c...a....t, not ca....t, and not c....at. Set the first picture card aside, pick a new card, and repeat the process. The goal is for the student to pick a card, say the word, and separate it into separate sounds without help from you. Be sure to explain the meanings of any unfamiliar words.



# Sound Blending Exercise One

This activity is ideal to help the student become accustomed to the idea of putting sounds together. It is the easiest of the two sound blending exercises. It is ideal for beginners or students who are having difficulty learning to read.

## Materials

You will need some system of small, moveable alphabet letters. Use lower case letters. You can use small plastic letters. Or you can write letters on small pieces of blank index cards, on small cubes, or on one inch square tiles. Write one letter of the alphabet on each card, cube, or tile. Store the items in a small box or bag.

## Setting Up the Activity

To set up the activity, select one vowel and about six or more consonants. Pick out letters that have been taught. Cut a piece of construction paper in half lengthwise, and place both paper strips in front of the student, one above the other. Put the consonants in a row on the top strip and the vowel on the bottom strip. For example, if you are just beginning this book you would use the vowel *i* and consonants *t*, *h*, *l*, *n*, *w*, and *b*, since these are the first letters studied.

## To Do the Activity

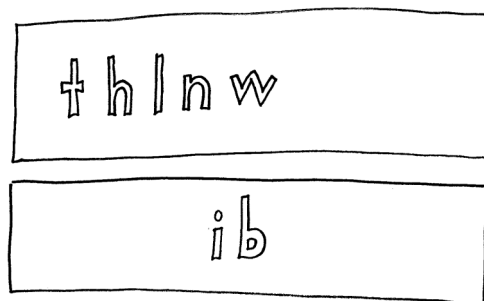
The teacher will dictate several vowel-consonant combinations, such as *it*, *il*, *in*, etc. Each combination will have two sounds. One sound will be a vowel sound. The other sound will be a consonant sound. The letter to show the vowel sound will be already in place on the lower strip of construction paper. The student is to listen for the consonant sound, select the correct consonant letter, and put it beside the vowel. Then the student pronounces the letter combination orally.

Explain to the student that you will be saying parts of words, not real words. Explain that being able to spell these parts will help them learn to spell and read real words.

Here is a typical sequence.

Teacher: "Show me *ib*."

Student: Selects *b* and places it immediately to the right of the *i*, then blends the sounds together from left to right, without a break between sounds: "*ib*."



Teacher: "Show me *il*."

Student: Puts *b* back in line above the *i*, selects *l*, and places it to the right of *i*. Blends the sounds together from left to right: *il*. (Notice you are not spelling the word *ill*, just the work chunk *il*.)

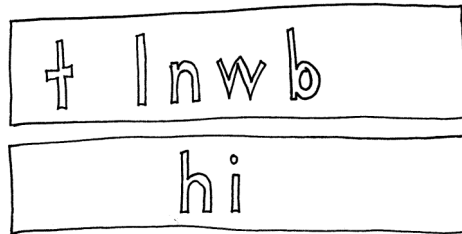
Teacher: "Show me *in*."

Student: Puts *b* back in line above the *i*, selects *n*, and places it to the right of the *i*. Says *in*. (This just happens to be a real word. The student may or may not notice this.)

Teacher: "Show me *it*."

The teacher and student continue in the same way until all of the possible vowel-consonant combinations have been done. You won't use *h* or *w* after the *i*, since *ih* and *iw* are difficult to pronounce and these combinations are not normally seen in words. You will use the letters *h* and *w* shortly as beginning sounds are paired with *i*.

Next do the same activity, but this time say letter combinations that have the consonant sound first. Show me *ti*. Show me *bi*, *hi*, *li*, *ni*, etc.



This process of modeling sound combinations and having the student build them with letters while saying them aloud helps develop the important understanding of how to put letter sounds together. Some students learn the alphabet sounds and even learn to say the sounds in words, but they never learn to connect the sounds smoothly enough to recognize the word. For many students, this exercise will work like magic to help them overcome that stumbling block.

**Comment:** I worked with my niece years ago when she was in kindergarten. She had trouble learning her alphabet letters. She couldn't remember which was which and couldn't remember the sounds. I wrote the sound story (available on the website) for her, and using posters with the letters and sound pictures, she learned those letters like a pro. But she still could not grasp the concept that the letter sounds could be put together to form meaningful words, no matter what I did. One day, as I was trying to get her to build three letter words with plastic letters with no luck, we invented this activity together. The light bulb went on during the lesson. From then on she made steady progress, and went on to make straight A's in first grade. She is now in an Honor's reading class in middle school.

# Sound Blending Exercise Two

After the student has been exposed to sound blending activity on the previous page using plastic letters, you can do a second activity to review and reinforce the same skill. This activity is more challenging, since the student is going from symbol to sound instead of sound to symbol. The student must look at a pair of letters and say both sounds, sliding the sounds together smoothly.

## Materials

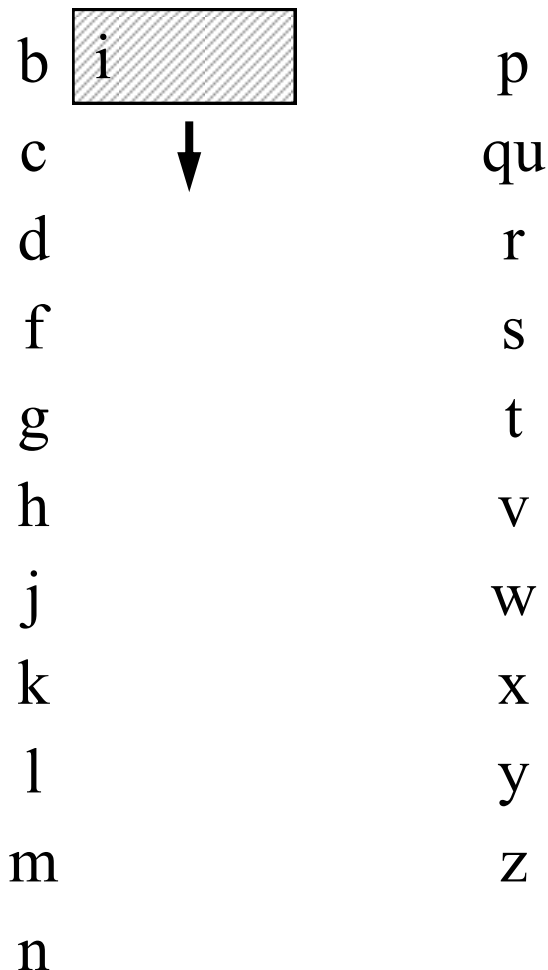
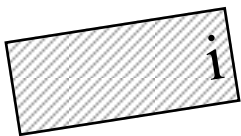
To do this exercise, you can use the sound blending materials available on this site, or create your own.

Make separate cards for each vowel, like the i cards shown below. You will use these cards with two columns of consonants. For a small version, the consonants can be written on plain unlined copy paper.

If you are making a large version, write the two consonant columns in large letters on two strips cut from white poster board. Write the vowels on colored index cards, cardstock pieces, or construction paper. Put the two consonant columns on an easel or clip to a pocket chart or chalkboard.

## Setting Up the Activity

You will hold the vowel card to the right or left of each consonant and move the card down the column. You need two different cards for each vowel, to use on either the left or the right side of the column.





b

p



c

qu

d

r

f

s

g

t

h

v

j

w

k

x

l

y

m

z

n

### To Do the Activity

Take the vowel you want to work with, and slide it down one side of the column. Students will blend the sounds for each letter pair aloud. You can go down the left side first and then the right, or the other way around. If you are using *i*, the student would watch carefully as you move the *i* from one letter to the next and say, “ib, ic, id, if, ig, (skip h), ij, ik, il, im, in, ip, (skip qu and r), is, it, iv, (skip w), ix, (skip y), iz.” Then, as you move the vowel down the right side of each column, the student would say, “bi, (skip c), di, fi, gi, hi, ji, ki, li, mi, ni, pi, qui, ri, si, ti, vi, wi, (skip x), yi, zi.” If more than one vowel has been studied, you can repeat the process for another vowel. Remember to use just the short vowel sounds for now.

If you have only introduced some of the consonant, make a temporary chart with only those consonants that have been introduced.

The task is more difficult for beginners than you might think. Some students catch on quickly, and others find this process quite challenging. If the student does not catch on quickly, don’t give up. If necessary, model each combination for the student by pronouncing it clearly, and have the student repeat. Regular practice will bring more self-assurance for the student. It may take several days of practice before the student is able to put the sounds together independently.

Even though the student is only blending two sounds together, this exercise prepares students to read three letter words. If a student can’t put two letter sounds together, it will be impossible to put three or more sounds together to read a word. This ability to stick letter sounds together to form words when reading, and the reverse ability, to separate the individual sounds in whole words when spelling, is the foundation for building good readers.

**Comments:** After a move to a new city, I spent some time tutoring before going back to the classroom full time. I volunteered to work with students in my cousin's first grade class. She gave me four to six students to teach in a small group for about an hour at a time. I was ready to teach them to read short vowel words, but found that was way beyond what they were able to do. We had to start with beginning and ending sounds. (The book I made for them is available on this site.) I was tutoring a little girl at my house, with the same problem. One day I devised this activity, and she responded well to it, so I brought it to school to work with my cousin's group. It was so difficult for them that we worked at it for several lessons before they could do it themselves. It was so hard for those children that I asked the school speech teacher if it was appropriate to use with them, and she approved. After the students mastered this activity, we went on to read three letter short-vowel words, and they were able to decode them comfortably. By the end of the year they had improved dramatically, and were already learning two-letter phonogram patterns and reading my sentences and little stories.

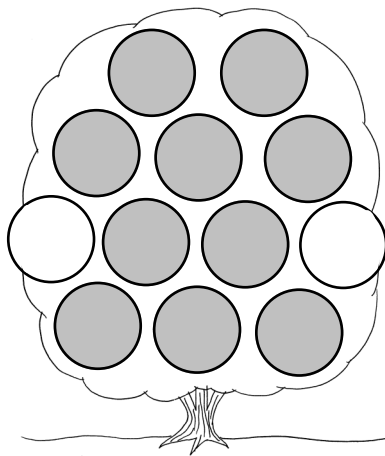
# The Blueberry Game

After the student has learned to pronounce vowel-consonant and consonant-vowel combinations (such as ab, ac, ad, and ba, ca, da) in sound blending exercise two, you can play this game.

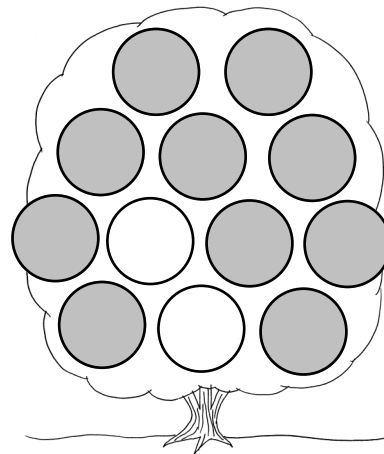
**Setting Up:** Small blue circles (blueberries) with various vowel-consonant and consonant-vowel combinations are used in this activity. You can use the patterns on this site or make your own. A green page with the outline of a blueberry bush is given to each student. The page has a number of circles on the bush. Before starting the game, cover these circles with the blueberries, face down.

**How To Play:** Students take turns “picking” a blueberry from their bush. If they can pronounce the vowel-consonant or consonant-vowel combination correctly, they may place it to the side. If they cannot, the teacher should model, all the students repeat, and the blueberry is placed face down back on the bush. The first person to pick all of his blueberries is the winner.

**Comments:** I always remind children when working with two-sound combinations that they are not real words. We call them “silly sounds.” I tell the students that learning to pronounce these silly sounds will help them be able to read real words.



ac      ma



ab      pa


## Sound Blending Exercise Three

After the student has learned to pronounce vowel-consonant and consonant-vowel combinations (such as ab, ac, ad) in sound blending exercise two, you should begin this activity. This time the student will blend a beginning consonant sound with an ending chunk consisting of a vowel followed by a consonant. This part is exciting, because the student will be now be reading real words.

Small or large cards with various ending chunks are used in this activity. The cards are used with the same two columns of consonants used in the previous exercise.

Select the cards you want the student to practice. You will slide the cards down the right side of the consonant columns. First, have the student say just the two sounds that are on the card, for example, *at*. Then, stop at each beginning consonant that will make a word as you move the card down the consonant columns. For example, if you have the *\_at* card, stop at *b, c, f, h, m, p, r, s,* and *v*. The student will read the words *bat, cat, fat, hat, mat, pat, rat, sat,* and *vat*. Skip any consonants that won't create a real word.

Do this activity with all of the short vowel patterns.

b		p
c	↓	qu
d		r
f		s
g		t
h		v
j		w
k		x
l		y
m		z
n		

# Using Plastic Letters To Spell Words

This activity works well with one to seven students, or even a whole class if you have enough sets of letters. Instead of using the whole alphabet, each student will have about six or eight letters to work with. Students spell words dictated by the teacher with the letters. They do not write the words on paper, which allows the spelling to proceed rapidly from one word to the next.

Make a list ahead of time of the words you want to teach. Then list all of the letters that will be needed.

Have the students sit around a table or at their desks. Ahead of time, cut sheets of construction paper lengthwise to form two pieces. Each student takes two pieces and places one above the other in front of them on the table. The top sheet is the "letter bank." The bottom sheet is the spelling area.

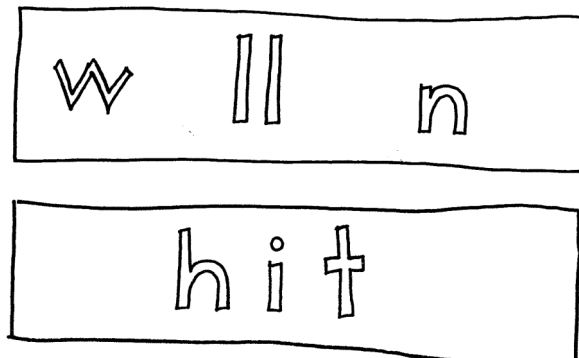
Give each student a box with two each of all the alphabet letters. Say the sound of each letter the students will need, one at a time. When they hear each sound, students should find the letter needed and place it on the top sheet of construction paper. Explain to the students that this is their letter bank. When all the needed letters have been placed in the letter bank, you're ready to begin.

Say each word slowly and distinctly and coach the students to listen for each sound and place the letters accordingly from left to right. Model as needed. Each student will select the letters needed from his own "letter bank," and spell the word in the spelling area. Check each student's work and have them listen again and correct as needed. Have students place the letters back into their letter banks before dictating another word.

After the students become comfortable with the process, go through a number of words as quickly as the students can spell them.

Sometimes, have the students leave a word that they spelled in their spelling area, and ask them to change one letter to create a new word. For example, if the student has spelled *cat*, say, "Change just the beginning letter to make the word *sat*." Or say, "Change the last letter to make the word *cap*." Or say, "Change the middle letter to make the word *cut*." Soon, the students won't need to be cued. Just say a string of words as follows, one at a time, and have students replace or remove letters as needed to spell the word: *cat*, *can*, *fan*, *fax*, *tax*, *ax*, *ox*, *box*.

This activity greatly enhances the student's phonemic awareness. He is matching letters with the sounds he hears in words. He is learning to sequence, add, remove, and substitute sounds in known words to make new words.



## Using A Pocket Chart To Spell Words

Cut a piece of construction paper lengthwise and place both pieces, one in front of the other, in the top row of a pocket chart. This will be the spelling area. Arrange letter cards in alphabetical order in rows beneath the letter bank. These can be made by the writing lower case letters with black marker on unlined 3 by 5 index cards. Make two cards for each letter, and place one behind the other. Turn any letter cards that have not been introduced backwards, so that the print is not seen. This makes it easier for the student to find the letters that are needed.

To begin, the teacher says the first word very slowly, “Vvv...aaa...nnn.” Ask, “What is the first sound you hear?” The student says the word, says the first sound, /vvv/, and finds the letter. He takes it from the pocket chart and places it on the left side of the spelling area. Say the word again, stretching it out, and ask, “What is the next sound?” Say the word very slowly, emphasizing the middle sound, vvv...aaaaaaaaa...nnn, so that the student can hear it. The child is to find the letter, say its sound, /aaaa/, and place it to the right of the first letter. Help and model as necessary. Ask, “What does that much say? That’s right, /vvvaa/. Is that a word yet? No, it isn’t. Listen, vvvaannnnnnnnnn. What is the last sound?” The student finds the last letter, says its sound, and places it to the right of the other letters.

As you teach this skill, be sure that the student is placing the letters in the correct order. Later, after the student is sure of the procedure, give the student more independence when listening and choosing the letters. If the letters are chosen and placed out of order, allow her to say the sounds. She will hear that the word didn’t turn out right, and will often instinctively rearrange the letters to correct the mistake. Let the student work it out whenever possible, helping only as necessary.

Once the letters have been positioned correctly, have all of the students say each sound in sequence, “vvv...aaa...nnn,” very slowly, as you point to each letter in turn. Then have students say the sounds quickly, “van.” Ask, “What is the word? That’s right - van.” (Don’t stretch it out this time, say it at a normal speed.) “Say it fast - van. Good!” Always help and demonstrate as needed.

Use the extra half sheet of construction paper at the top of the pocket chart to cover the word, and have the students say the word again, listen for the sounds, and write the correct letters on lined paper to spell the word. Walk them through each letter sound orally as you did before. Circulate and help students as necessary. Insist on careful handwriting.

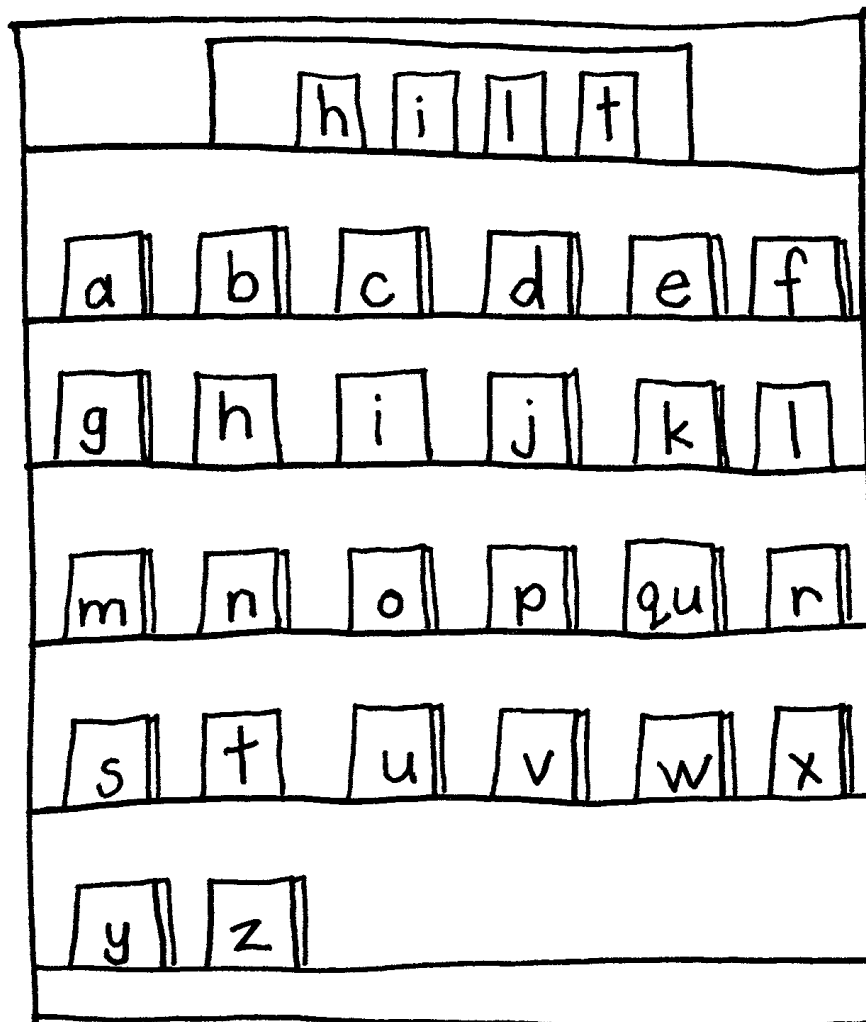
Use this spelling sequence with about six to eight words during each lesson. Children should take turns spelling at the pocket chart, while everyone listens, says the sounds, and spells the word on paper. Regular practice will bring a great improvement in the students ability to master this task. Students will need less modeling and assistance from you as time goes on. You will just say the word, have a student say each sound and spell it at the pocket chart, cover the word, and have the class write the word. Always uncover the word and have students double check their spelling before going on to the next word.

When students show that they are competent at this task, have them spell a word or two at the pocket chart, and then dictate the rest of the words and have the students write them directly on paper. Students should still say each sound and write the appropriate letter, working through the word one letter at a time. Advanced students will eventually be able to write all of the words on paper, using the pocket chart only occasionally.

You may be surprised that you are asking the child to spell a word before he or she has

learned to read it. Spelling in this way is actually easier for an emerging reader than trying to read a word. As the student pronounces words and spells them, he is building a basic understanding of word structure that will help him learn to read.

**Variation:** Place a picture card in the center of the spelling area. Have the student name the picture. Ask the student to listen for the first sound and place the card needed to the left of the picture. Then have the student listen for the ending sound and place the correct card to the right of the picture. Last, say the word again, stretching out the middle vowel sound to emphasize it. Have the student select the correct vowel and cover the picture with it. Then have the student read the word.



# Caterpillar Game

**Note:** Do this activity at the beginning of each unit, as soon as new phonograms have been introduced. This game will prepare students to read words and sentences with these patterns. Games are available on this web site.

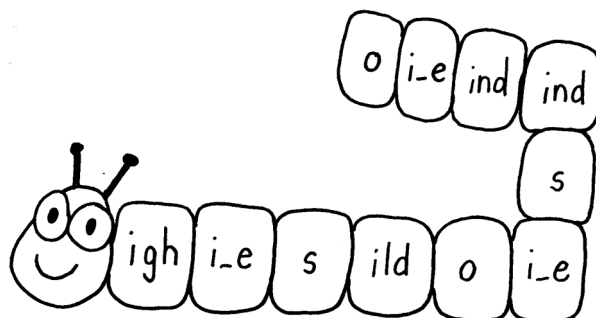
**To prepare the activity:** Laminate all pages if desired for extra wear. Cut out the caterpillar heads and body pieces.

**To Store the Pieces:** Each body section shows a letter pattern to be practiced. There are six game pieces for each letter pattern. This provides the repetition needed for students to learn each sound. Store the pieces for each game in a separate envelope or plastic bag. Label the envelopes and include a list of the letter patterns contained in the envelope. Store all of the envelopes in a box in order.

**Letter Pattern Introduction:** In the Sound City Reading materials, each unit begins with one or more charts to teach new letter patterns. The charts are shaped like houses. Use these charts to introduce the new letter patterns, sounds, and key words for that unit. The teacher should say each sound and key word, and the student should repeat them. Copy the chart and post it so that it is clearly visible for reference while the game is being played. When new units are started, introduce the new house chart and hang it on the wall to the right of the previous story. This creates a “Sound City” to which students can refer as they play the caterpillar game or do independent reading and writing activities. The teacher should go over the letter patterns/sounds on each chart during a review period each day. (If you are unable to copy and post the charts, just use the charts in the book.) If you’re using a different reading program, introduce the sound in whatever way you usually do.

**Set up:** Choose the envelope for the house chart being studied. Spread out all of the body pieces face down on a table. Each student takes one caterpillar head. Students sit in a circle around the caterpillar pieces.

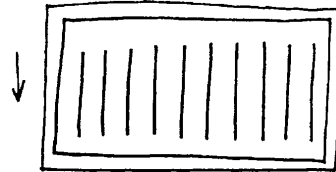
**To do the activity:** Students take turns picking a body section and giving the sound for the letter pattern shown on the section. If the pattern has more than one sound, the student must give each sound that has been taught. If correct, the student places the section just to the right of the caterpillar head. If incorrect, the piece must be put back on the table face down. As the student accumulates more pieces, they are placed in a row, going to the right, to make a longer and longer caterpillar body. . If students run out of room, they can make the caterpillar body turn as needed and continue to place the pieces. If the student picks a flower piece, he can place that piece on his caterpillar and immediately take an extra turn. If a student picks a frowning face piece, he sets the piece aside and loses his turn. When all of the pieces have been collected, or time is up, students count the number of body sections on their caterpillar. The student with the most pieces wins. Students love this game and it really works to help students remember the phonogram sounds when reading words.



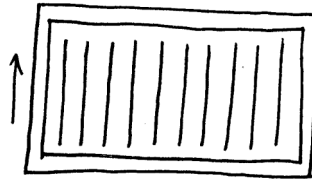
## Chalkboard Warm-Up Exercises

Line up about six students at a time at the chalkboard. Have them do selected exercises from the list below, using large strokes. Or you can work with a single student at a smaller chalkboard.

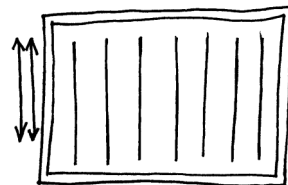
1) Draw a series of straight lines going down, from the top to the bottom of the board. (This prepares for b, f, h, i, j, k, l, m, n, p, q, r, and t.)



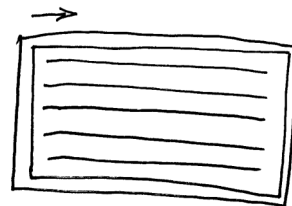
2) Draw a series of straight lines going up, from the bottom to the top of the board. (This prepares for d and p.)



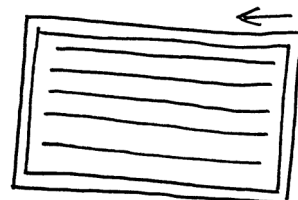
3) Draw a series of straight lines, going up and down several times, retracing the same line. (This prepares for d, m, n, p, r, u, and y.)



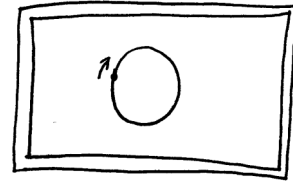
4) Draw a series of straight lines going from the left to the right. (This prepares for t, f, e, and z.)



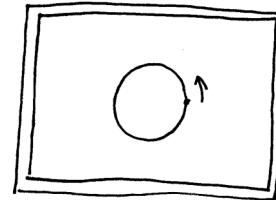
5) Draw a series of straight lines going from the right to the left.



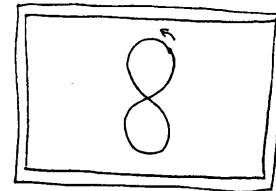
6) Draw a large circle, going in a clockwise direction, starting on the left side; continue to trace the same circle around and around. (This prepares for b, h, n, m, p, j, g, y, and r.)



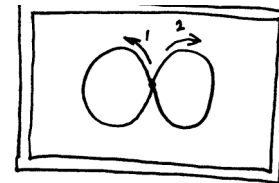
7) Draw a large circle, going in a counterclockwise direction, starting on the right side; continue to trace the circle going around and around. (This prepares for a, c, d, e, f, g, o, q, u, y, and s.)



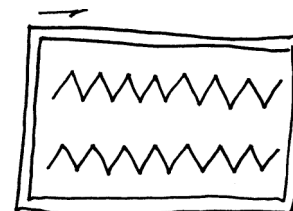
8) Draw a large figure eight. Continue to trace the figure several times without picking up the chalk. (This prepares for s.)



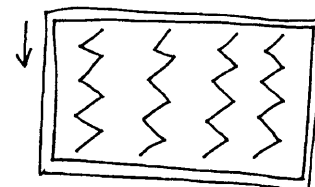
9) Draw a large figure eight on its side  $\infty$ . Starting from the midpoint, form a counterclockwise circle, pass through the midpoint and continue with a clockwise circle. Keep tracing over and over again with a continuous smooth motion. (This prepares for a, b, c, d, e, f, g, h, j, m, n, o, p, q, r, s, u, and y.)



10) Draw zigzag lines going from left to right across the board. (This prepares for v, w, and q.)



11) Draw zigzag lines going from the top to the bottom of the board. (This prepares for x, z, and k.)



## Working With Consonant Blends

A consonant blend is simply a pair of consonants (sometimes three) that come before or after a vowel. For instance, *st* is a consonant blend found at the beginning of the word *stop* and at the end of the word *fast*. Both consonant sounds in a blend are heard, with the sounds coming close together. Each consonant in the blend represents its normal sound.

You may want to use some of the books listed below when the student begins reading words with consonant blends. Many other books would also be appropriate. Choose a book and read it aloud to the student. Then write several words from the book which contain consonant blends on a chalkboard or on paper. Write all of the letters in the word in black, except for the blend. It should be written in a bright color. You can use colored chalk to write the words on a chalkboard for a group. Pronounce each word distinctly, and have the student repeat after you. Say the word slowly enough for the student to hear each letter sound. Explain that two consonants coming together are called a consonant blend. Each letter says its own sound. The words provide a model and focal point for the students.

### Books With Beginning and Ending Blends

*Chicka Chicka Boom Boom* by Bill Martin, Jr. and John Archambault

*Each Peach Pear Plum* by Janet and Allan Ahlberg

*Happy Birthday Moon* by Frank Asch

*"I can't" said the ant* by Polly Cameron

*In the Small, Small Pond* by Denise Fleming

*It Looked Like Spilt Milk* by Charles G. Shaw

*Jump, Frog, Jump!* by Robert Kalan

*Nuts to You!* by Lois Ehlert

*Old Black Fly* by Jim Aylesworth

*One Sun* by Bruce McMillan

*Pigs Aplenty, Pigs Galore!* by David McPhail

*Raccoons and Ripe Corn* by Jim Arnosky

*Ten Sly Piranhas* by William Wise

*Toad on the Road* by Susan Schade and Jon Buller

*Wheel Away!* by Dayle Ann Dodds

*The Wind Blew* by Pat Hutchins

### Books With Beginning Blends

*Big Red Barn* by Margaret Wise Brown

*Deer at the Brook* by Jim Arnosky

*Dogs Don't Wear Sneakers* by Laura Numeroff

*Freight Train* by Donald Crews

*Good Morning, Chick* by Mirra Ginsburg

*Here Comes the Snow* by Angela Shelf Medearis

*The Jacket I Wear In The Snow* by Shirley Neitzel

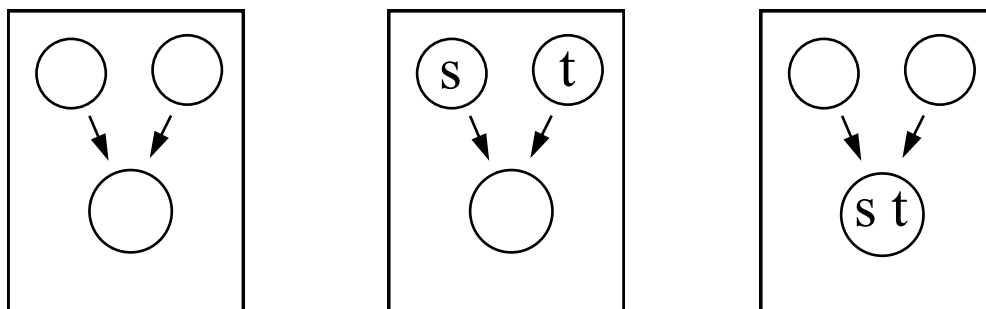
*What Will The Weather Be Like Today?* by Paul Rogers

*A Winter Day* by Douglas Florian

## Using Moveable Letters To Teach Beginning Blends

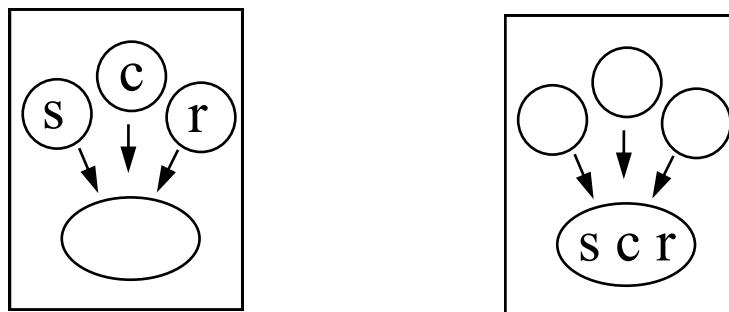
You can use plastic letters to teach the student to recognize and pronounce each beginning consonant blend. Make a practice sheet by drawing two large circles side by side at the top of a sheet of plain paper. Draw another large circle at the bottom of the sheet. Draw an arrow from each circle at the top to the single circle at the bottom.

The first blends introduced are the *s* blends. Select the letters needed ahead of time (*s, c, k, m, n, p, qu, t, w*). To teach each blend, place the first and second letter of the blend in the separate circles at the top of the practice sheet. Have the student say each letter sound separately, starting with the letter on the left. Then move the letters down into the circle below. Say the sound of the blend, sliding the sounds together, and have the student repeat after you. Repeat this process with each *s* blend - *sc, sk, sm, sn, sp, squ, st, and sw*.



As you practice each blend, ask the student if he can think of any words that start with that sound. For the blend *st*, the student might say *step, store, or steak*. If the student can't think of any words, the teacher should say two or three, emphasizing the blend at the beginning.

To teach three letter blends, use three circles, as shown. These are more difficult, so save them until the student is comfortable with two letter blends.



After you introduce consonant blends, you can have students say the sound of each blend going down the columns on the truck charts.

### Another Way To Introduce Beginning Blends

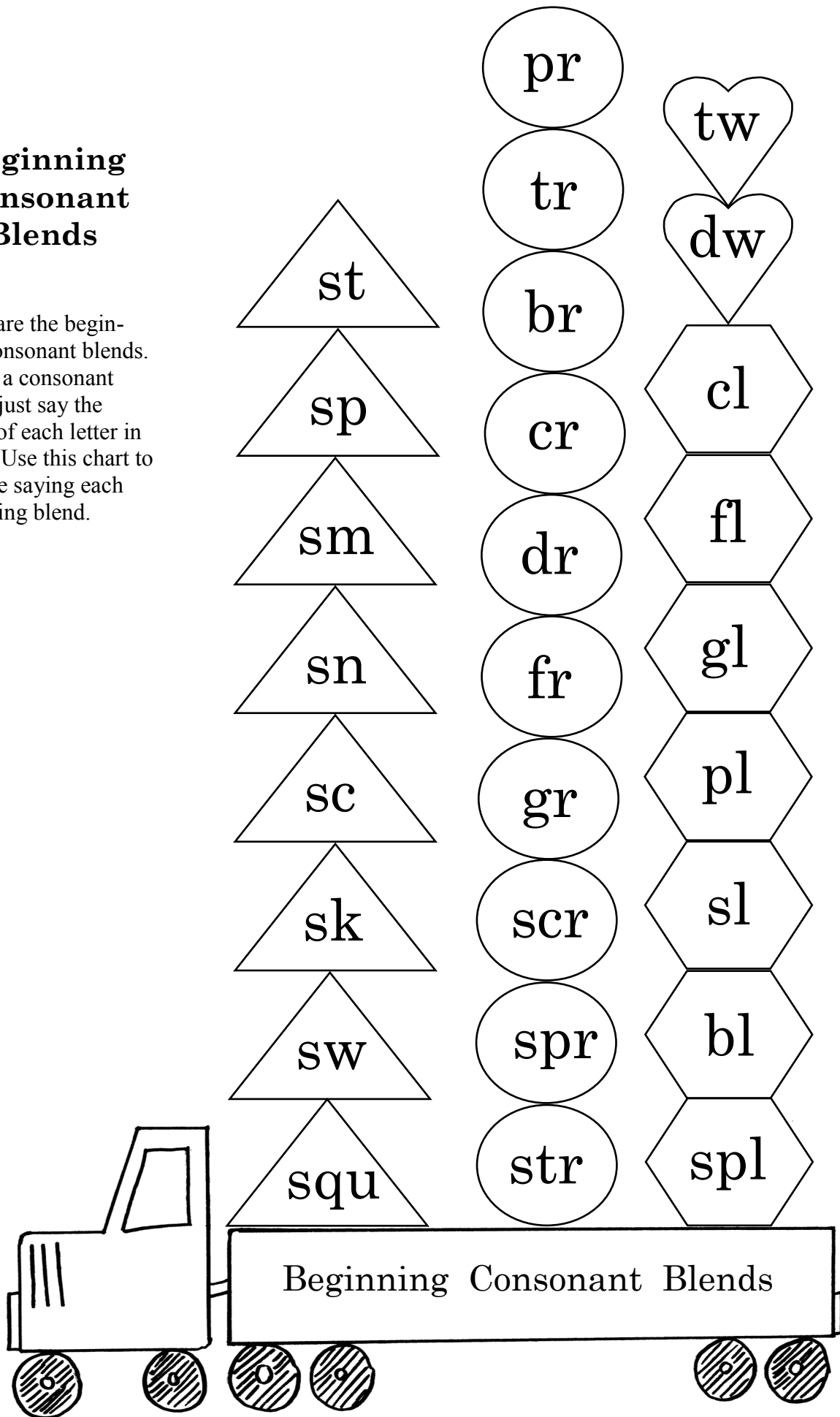
Here is another way to introduce consonant blends. You can use plastic letters, or letters written on cubes, tiles, or cards. Choose the needed letters and place them in a row on a construction paper strip, called a “letter bank.” Put one letter of a blend on a second strip of paper, just below the letter bank, and give the sound for a blend. Let the student select the other letter from the letter bank and place it beside the first. For example, when studying *s* blends, place the letters *p, t, c, k, m, n,* and *w* in a row in the letter bank. Place the letter *s* below on the lower strip of paper in front of the student. Say the sound for the blend *sk*. The student repeats the sound, finds the *k*, and places it to the right of the *s*. Repeat the same sequence for *sp, sc, st, sm,* and *sn*. Use the same procedure for the *l* blends (put the letter *l* on the lower strip), the *r* blends (put *r* on the lower strip), and the *w* blends (put *w* on the lower strip).

**p t c w m n**

**s k**

# Beginning Consonant Blends

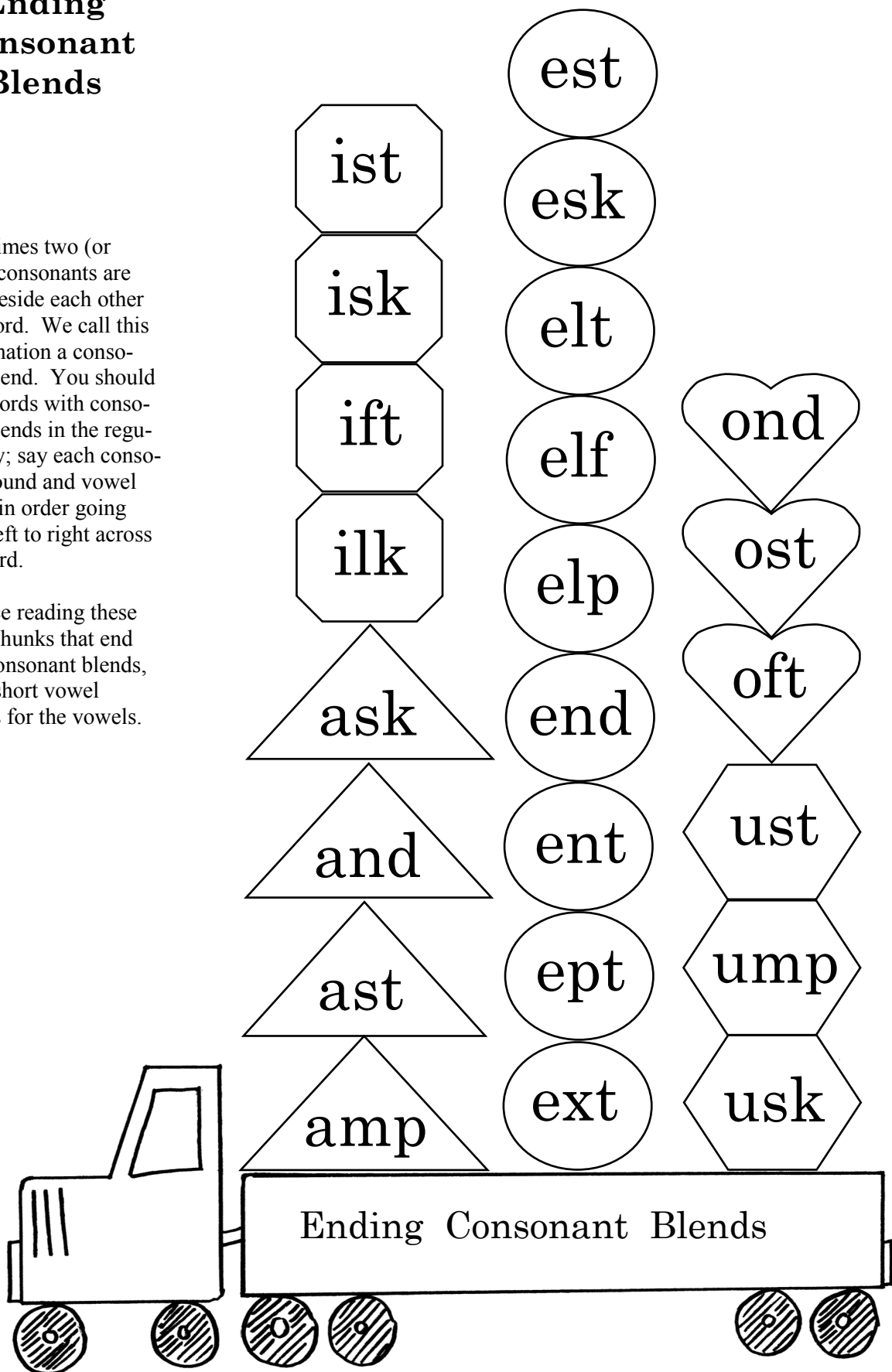
These are the beginning consonant blends. To say a consonant blend, just say the sound of each letter in order. Use this chart to practice saying each beginning blend.



# Ending Consonant Blends















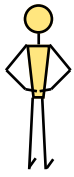



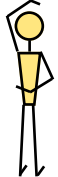
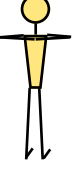





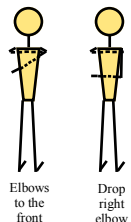
Sometimes two (or three) consonants are right beside each other in a word. We call this combination a consonant blend. You should read words with consonant blends in the regular way; say each consonant sound and vowel sound in order going from left to right across the word.

Practice reading these word chunks that end with consonant blends, using short vowel sounds for the vowels.



# A Body Alphabet

After you learn to write each letter, practice making its shape with your body.  
Say the sound as you make the shape.

					
a	b	c	d	e	
					
f	g	h	i	j	
					
k	l	m	n	o	
					
p	q	r	s	t	
					
u	v	w	x	y	z

This view is looking at the figure **from the back**. Teacher should stand beside the child to model the letters. Do not face the child.  
If a large mirror is available, as in a dance studio, everyone should face the mirror.