

Pronouncing Two Sounds On A Chart

After the student has practiced putting two sounds together using plastic letters, you can do this activity to teach the reverse 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. The student learns to connect symbols with speech.

Materials

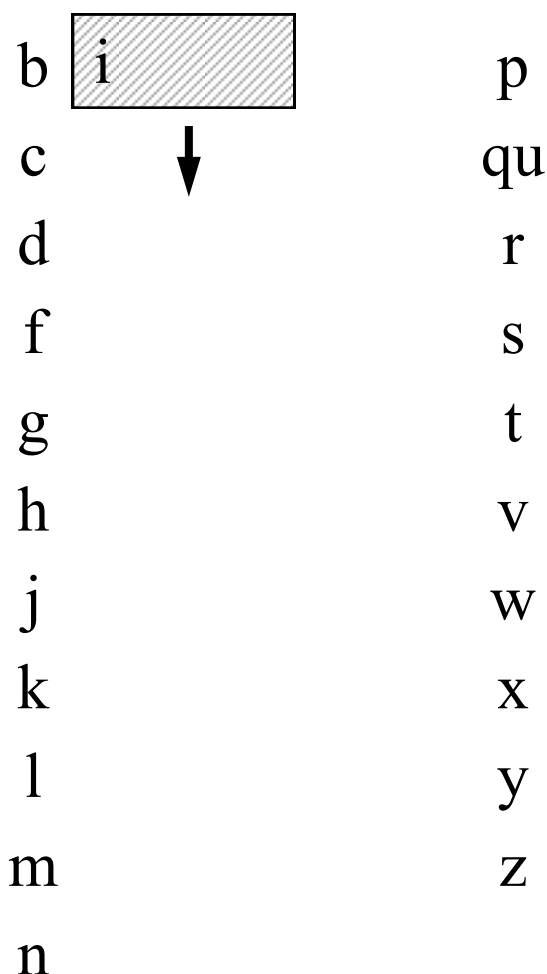
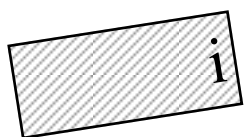
To do this exercise, you can use the sound blending materials available on this site, or create your own.

You'll need two separate cards for each vowel, like the i cards shown below. You will use these cards with two columns of consonants. These materials use large print so they can be used with a group.

Print the two consonant columns on white cardstock. I print the vowels on colored cardstock, using red for a, light green for e, light purple for i, orange for o, light blue for u. Put the two consonant columns on an easel or clip to a pocket chart or chalkboard.

Setting Up the Activity

You will use two vowel cards and the consonant strips. You will hold a vowel card to the right or left of each consonant and move the card down 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* on the left side first, 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 other vowel card 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.” After students master the process with one short vowel, you can repeat the process for the other vowels. Remember to use just the short vowel sounds for now.

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 developing the ability to decode quickly and confidently.