

I

I = /a^y/ or /aɪ/

Practice in Initial Consonants & Blends

Another method of reinforcing, practicing, and mastering the phonic/spelling principles of *initial consonants* and *consonant clusters* is to make use of a poetic device called *alliteration*—the *duplication* or *repetition* of the sounds that begin words. Here are some feasible ways to do so in learning situations:

1. **Make "Funny Phrases" and "Silly Sentences."** The same steps used with single and clustered consonants in *alphabetical order* (described on page 29) can be used for additional practice involving *duplication* of initial sounds. Any or all of the cut-out 48 letter cards on pages 21 and 30 (*b, bl, br, c, ch, cl, cr, d, dr, f, fl, fr, g, gl, gr, h, j, k, l, m, n, p, pl, pr, q, r, s, sc, sh, shr, sk, sl, sm, sn, sp, spr, st, str, sw, t, th, thr, tr, v, w, y, z*) can be shuffled, stacked face down, and/or spread out on a surface. Working with or without vocabulary lists (pages 38-40), individuals or teams can pick one card at a time to make a phrase, sentence, slogan, or simple poem from. To the right are (possibly) helpful made-up examples.

Barb's big baby is beautiful.
Blaise blames Blair Blake.
brown brick brook bridge
Canned corn at cost? Cool!
Chuck chooses chance.
Climb cliffs with claws?
Crabs crawl. Crows cry.
Dan's dear deaf dad died.
Drown drugs down the drain.
Fast food? Fun but not fine!

In turn, participants present (say and/or display) their "duplicated-sound contributions"—perhaps in "a chain." (Each speaker repeats the previous one to five items before adding his/her/their own.) Everyone is free to comment or improve on and/or add to the created phrases. If the activity is a competition, players might win points for all the correctly spelled and used vocabulary items.

2. **Use an Initial-Consonant phonic/spelling Board.** Instead of—and/or in addition to—working with letter or symbol *cards*, players can use an instructional "game board" to practice recently learned phonics patterns and principles. The *Single & Clustered Initial-Consonant Letters Board* on the next two pages is a typical example. Alone or in pairs or groups, players can try to move their markers around the board from **Start** to **End** as fast as possible—by saying words (in phrases or sentences) that begin with the letters or consonant clusters they land on. Using individual game markers, they can cooperate and/or compete in learning activities. They can also think of ways to use matching letter and consonant cluster cards, a numbered die or dice, a "spinner," and/or other small game pieces.



Slow Down or Speed Up? Multi-Level Pointers



As usual in phonics/spelling lessons, less proficient students should review what they already know before moving on to new material such as *initial consonant clusters*. They should not be expected to work with or learn many new letters or sounds at the same time. They should get as much help and as many cues as necessary—like letter, sound, and/or picture-word cards, game boards, vocabulary lists, etc.

Because the reproducible pages in this book tend to be as complete as possible for the targeted material, there may be items beyond the grasp of beginners—and many words or spellings inappropriate for presentation or practice at early learning stages. These can and probably should be omitted—at least temporarily.





Participants that enjoy "language learning through research" might like to "Explore All Letter Combinations" at the beginning of words (and later in other word positions)—at "word-game word-finder" sites such as <http://www.morewords.com/comb/>. For fun, they may even want to look up *tongue twisters* in English, such as those at www.indianchild.com/tongue_twisters or <http://thinks.com/words/tonguetwisters>.

Instructions for *Practice in Initial Consonants & Blends*

You may want to copy (and enlarge) the phonicspelling *Single & Clustered Initial-Consonant Letters Board* on these two pages—so that each pair or group of players can have one.

If you tear out or copy the pages on 8.5 by 11 inch paper or card stock, tape them together in the middle. Spread the board out (lay it flat) when you use it; fold it in two when not in use.

Start 	b	bl	br	c	ch	cl	cr	d	
	End 	z	bl	br	c	ch	cl	cr	d
	z								
	y								
	W(h)								
	v								
	tr								
	thr								
	th	t	sw	str	st	spr	sp	sn	sm
	t		sw	str	st	spr	sp	sn	sm

Using this *phonicspelling (Single & Clustered) Initial-Consonant Letters Board*

Here are some ideas for ways to use this two-page board:

To play a game on the *Board* on your own, put your marker on the first letter. In 10 to 15 seconds, say as many words as you can think of that start with that letter—or if you can, make a phrase or sentence mainly with words beginning with the letter.

How many words did you think of? Move your marker ahead that number of spaces (first to the right, then down the right side, then to the left, and finally up the left side toward the *End*).

What letter(s) did you land on? Tell—or make a phrase or sentence with—words beginning with *that* letter, digraph, or consonant cluster.

How many words did you use correctly? Move your marker that number of spaces. Make words that start with the letter(s) in *that* box. Continue in this way to move around the board to the *End*.

The next time, try to beat your record by finishing the board path faster. Or move around the board in the opposite direction.



Instructions for *Practice in Initial Consonants & Blends*

For durability and reusability, you might want to mount this two-page phonic/spelling *Single & Clustered Initial-Consonant Letters Board* on cardboard or 11 x17 card stock. The board can be used in many ways. Each player will need a different small marker—a *token, button, bean, coin, chip, checker, tile, scrap of paper, or the like*—to move around the board.



dr	f	fl	fr	g	gl	gr	h	
dr	f	fl	fr	g	gl	gr		j
							k	k
							l	l
							m	m
							n	n
							p	p
							pl	pl
sl	sk	shr	sh	sc	s	r		pr
sl	sk	shr	sh	sc	s	r	q	

If you play a game with someone else, you can move your marker in the outside white path. The other person can move his/her marker on the boxes and triangles of the *inside gray path*. You can take turns saying words or making phrases or sentences with words that start with the letter(s) printed in the boxes you land on. *Who can win the game by getting to the End first?*

To make *Matching Cards*, you can copy and reduce the size of the letters on pages 21 and 30 before cutting them out, cut out the letter boxes from a copy of this board, and/or print your own 47 letter cards (*b, bl, br, c, ch, cl, cr, d, dr, f, fl, fr, g, gl, gr, h, j, k, l, m, n, p, pl, pr, q, r, s, sc, sh, shr, sk, sl, sm, sn, sp, spr, st, str, sw, t, th, thr, tr, v, w, y, z*)—about 3/4 inch square.



Stack or spread out one or two sets of the letter cards face down. Cooperatively, players pick up each card and place it face up on the appropriate box on the board. They say one or several words that begin with the letter(s). To remove (and win) the cards, they must remember and repeat *the same* words—and/or think of *different* words starting with that letter or those letters—if possible, in phrases or sentences.

You can also (copy and) use the reference lists from pages 40 to 42.