

Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for teaching beginning consonant skills with a pocket chart! (LER 2206)

Pocket Chart Phonics— Beginning Consonants has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners, and can be used for any letter. They encourage listening, speaking, observing and manipulating letters and pictures to familiarize children with beginning consonant sounds. In addition, this book contains 192 ready-to-use cards to aid you in teaching initial consonants. The cards display illustrated pictures and/or letters to use within each lesson, and are color-coded for handy organization. A Cards-At-A-Glance chart shows what is pictured on each card, and is located in the back of the book for easy reference. Also included is a Reading List to help you build a classroom library to encourage an interest in letter recognition and pre-reading skills.

This book quickly becomes a compact storage file! Tear out the sheets of cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover for storage.

Pocket Chart Phonics

Beginning Consonants

Introduction Strategies

1. Identifying letters (example b)

Hang your pocket chart in an easily accessible spot in your classroom. Place the *b* card at the top of the pocket chart. Ask students, “Does anyone know what letter this is?” Invite students to deduce the letter “*b*,” and demonstrate the sound *b* makes: “*B* says ‘buh,’ like in the word *baby*.” Ask children for examples of words that begin with the letter *b*, saying the

sound first, then the word, to reiterate and self-check. Pass

out the picture cards that match the color indicated in the teaching notes, and ask volunteers to place pictures that begin with the letter *b* in the pocket chart.

2. Listening to Sounds (example letter j)

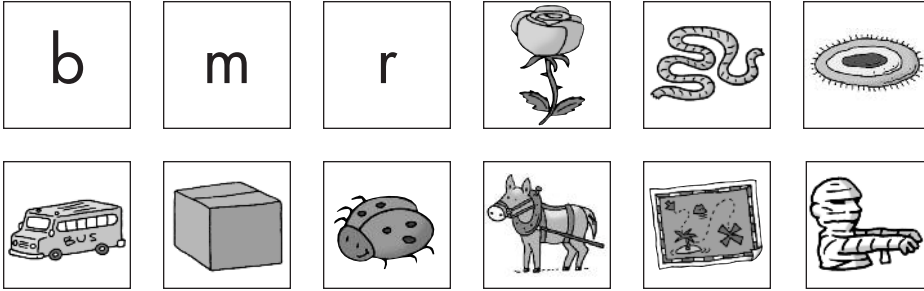
Ask students to identify the letter sound that begins the following words: jug, jar, jam. Lead students to the conclusion that it is the letter *j*. Say the sound it makes aloud for the students to hear: “*J* says ‘juh,’ like in the word *jug*.” Place the letter *j* at the top of the pocket chart. Invite students to share other words which begin with the *j* sound. Pass out the picture cards indicated on the teaching notes page. If a student is holding a picture that shows something beginning with the *j* sound, invite him/her to come up and place it under the letter *j* on the pocket chart. Repeat this activity for the other letters until the pocket chart is filled with letters and the corresponding pictures.

3. Naming Objects/Listening Activity (example letter p)

Display a pot, a pan, and a purse (or any other objects beginning with the letter *p*) at the front of the room. Ask students to identify the objects and the letter sound they heard at the beginning of their names. Help students deduce that the letter *p* begins the words. Say the sound it makes aloud for the students to hear: “*P* says ‘puh,’ like in the word *pot*.” Place the letter *p* at the top of the pocket chart. Invite students to share other words which begin with the *p* sound. Pass out the picture cards indicated on the teaching notes page. If a student is holding a picture that shows something beginning with the *p* sound, invite him/her to come up and place it under the letter *p* on the pocket chart. Repeat this activity for the other letters until the pocket chart is filled with letters and the corresponding pictures.

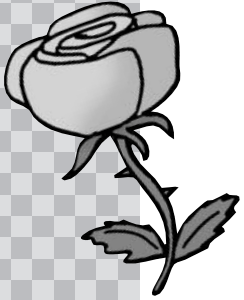
Teaching Notes: b, m, r

Cards needed: (red ☀)



Presenting the concept:

With all of the pictures and three of each beginning letters in the pocket chart, mix them up, and invite students, one at a time, to come up and correctly complete a pair by moving a letter next to the picture which it begins. Or give letter cards to the students at their desks, and have them come up to the pocket chart to match the beginning letter to the picture. Review as a class by saying the beginning sound, and naming the picture for reinforcement.



For beginning readers:

List the *b*, *m*, and *r* cards at the top of the pocket chart. Pass out word endings and a variety of pictures to the children at their desks. One at a time, invite students to place an ending under one of the letters, so when the two sounds are combined, they make a word. Students should sound out the letters, then read the word aloud. If there is a picture to accompany the word (*), another student may place it up on the pocket chart.

Possible words:

- | | |
|---|---|
| b | bake, ban, bar, bat, bed, bet, big, bit, bite, bog, box*, bug*, but |
| m | make, man, map*, mar, mat, met, mop, mope, mug, mut |
| r | rake, ran, rat, red, rig, rim, rope*, rose*, rot, rug, rut |

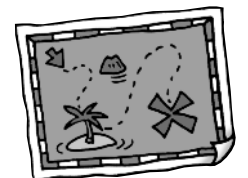
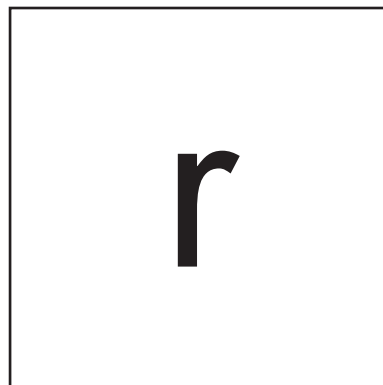
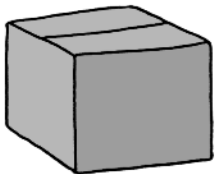
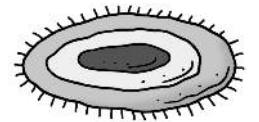
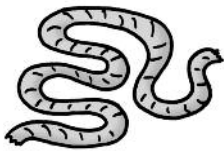
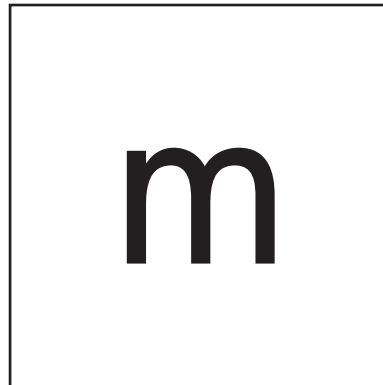
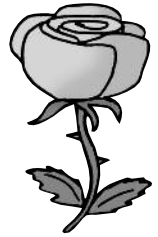
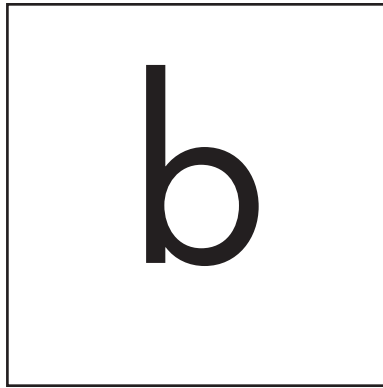
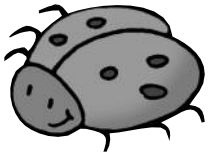


Name _____

Activity 1

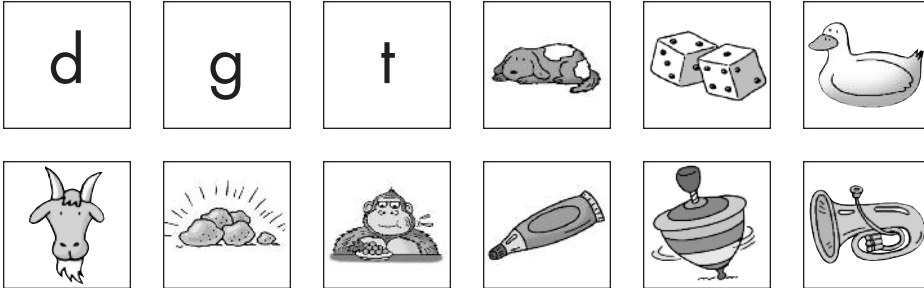
Initial Consonant Sounds

Directions: Match the picture to the letter which begins its name.



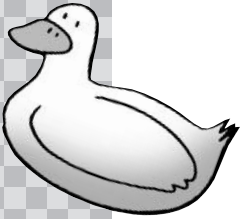
Teaching Notes: d, g, t

Cards needed: (orange ☀️)



Presenting the concept:

Clear the pocket chart of all letters. Pass out the *g*, *t*, and *d* letter cards (three each) to students. In the pocket chart, mix up the pictures listed above in one column. Invite students, one at a time, to place the correct beginning letter next to a picture on the pocket chart. When students place the letter, ask them to say the letter and the sound it makes, and to name the picture. For example, "G says 'guh' as in *goat*."

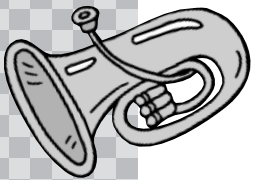


For beginning readers:

Give all of the *g*, *t*, and *d* cards and word ending cards to the children at their desks. One at a time, invite them to find someone in the room who is holding a beginning or ending that can be combined with the letter(s) he or she is holding to make a word. Student pairs can then place the word in the pocket chart. They should sound out the letters, then read the word aloud.

Possible words:

- | | |
|---|---|
| d | den, dig, dim, dish, dive, dot, dug |
| g | game, gap, get, got, gun, gut |
| t | take, tame, tan, tap, ten, ton, top, tot, tube, tug |



Name _____

Activity 2

Writing Initial Consonants

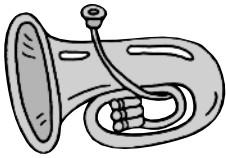
Directions: Look at the pictures. Write the first letter of each word.

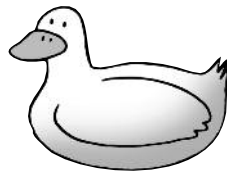


d











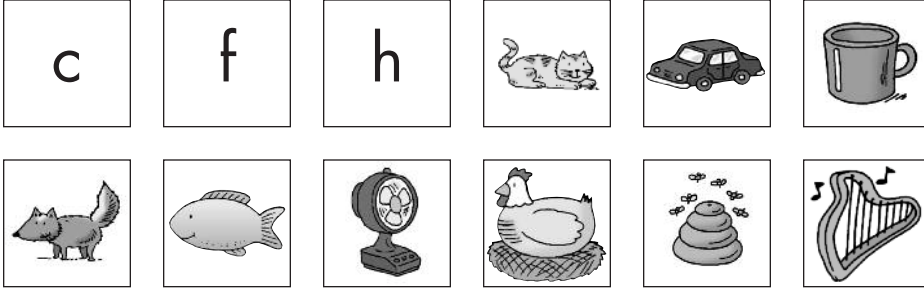
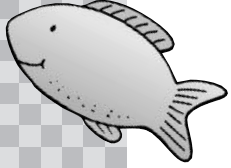






Teaching Notes: c, f, h

Cards needed: (yellow ☀)



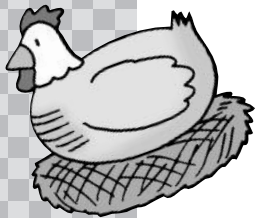
Presenting the concept:

Place one each of the *c*, *f*, and *h* cards in a row at the top of the pocket chart. Hold on to another set of each of the letters in your hand. Pass out the corresponding picture cards to students. Tell students that you will choose one card from your hand. If they are holding a picture that begins with this letter, students may call out the name of the object on their card. Identify the first student you hear, and let him or her place the card under the correct beginning letter in the pocket chart. Continue flashing up new beginning letters until all of the picture cards have been placed in the pocket chart. Announce the pictures together to reinforce the beginning sound.



For beginning readers:

Place the word ending cards in a column down the center of the pocket chart. Pass out all of the *c*, *f*, and *h* cards to the children at their desks. Pass out the picture cards to remaining students. One at a time, invite them to place a letter to the left of one of the endings, so when the two are combined, they make a word. Students should sound out the letters, then read the word aloud. If there is a picture to accompany the word (*), another student may place it up on the pocket chart.



Possible words:

- | | |
|---|--|
| c | cake, came, can, cap, car*, cat*, cop, cope, cot, cube, cup*, cut |
| f | fake, fame, fan*, far, fat, fed, fig, fish*, fit, five, fog, fox*, fun |
| h | hat, hen*, him, hit, hive*, hog, hop, hope, hose, hot, hug, hut |

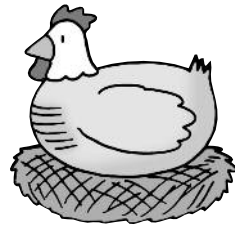


Name _____

Activity 3

Ring Around the Consonant

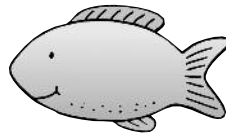
Directions: Look at the pictures. Say the word out loud.
Circle the letter that begins the word.



h **f** c

h f c

h f c



h f c

h f c

h f c



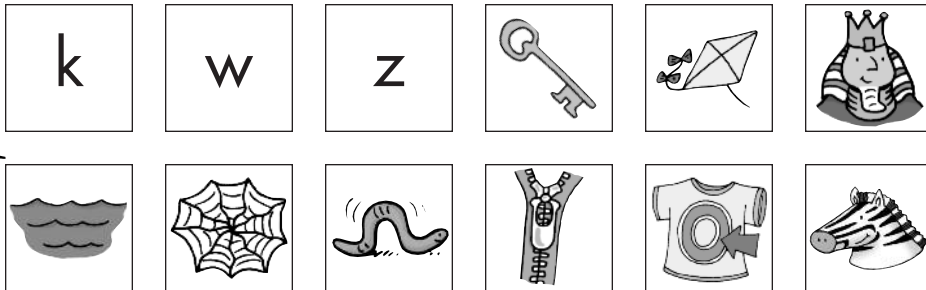
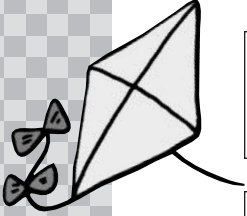
h f c

h f c

h f c

Teaching Notes: k, w, z

Cards needed: (green ☀)



Presenting the concept:

play “One of these things doesn’t belong!” Place the picture cards in rows in the pocket chart. Include one card in each row that doesn’t belong with the other pictures. For instance, place the *key*, *kite*, and *king* with another picture (i.e., *vine*). Naming the pictures together, invite students to determine which picture doesn’t belong, and why (it doesn’t start with the same sound). Continue this game with other picture cards to reinforce and review the sounds made by the letters k, w, and z.



For beginning readers:

Play this game for 3 teams of 3 players. Pass out the letter and picture cards listed above. Form teams according to the letters or picture cards the students are holding. Say to students, “If you are holding a picture that begins with the letter *k* or the letter that begins the word ‘kite,’ raise your card. You are on team 1.” Have students name what is pictured on their card to reinforce the sound the letter makes. Once you have made equal teams (following the same steps with the letters *w* and *z*), invite the teams to come up with as many words as possible that begin with that letter. Set a timer for one minute. Ask one team member to record the team’s list of words. When time is up, the teams choose one person to read the list aloud to the class, and the class agrees or disagrees if it is a sensible word. Another team member counts the number of words the class agreed upon. When all teams have read and checked their lists, the team with the most words wins! If students can use cards to form their words, invite them to display them on the pocket chart.

Possible words:

- | | |
|---|---|
| k | kite, kit, kick, kiss, keep, kin, king, kind, kiss |
| w | wish, web, war, wed, wet, wig, wit, wake, want, while |
| z | zig, zap, zit, zoom, zoo, zip, zipper, zebra, zero |



Name _____

Activity 4

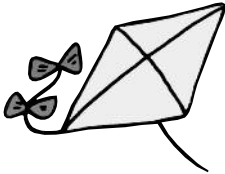
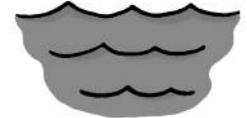
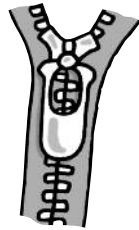
Consonant Cross-Out

Directions: Look at the pictures. Say each word aloud.
Cross out the picture that doesn't belong in each group.

k

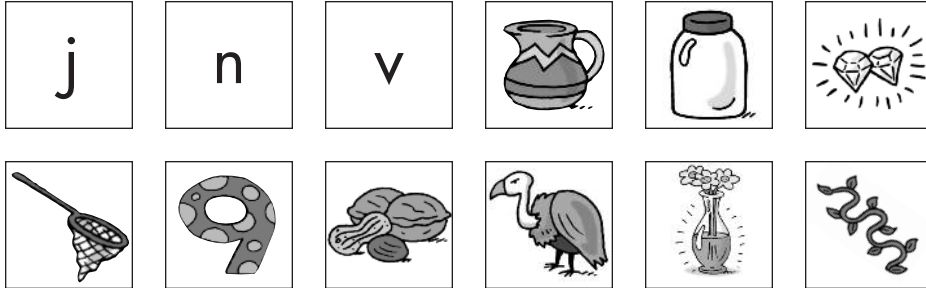
z

w



Teaching Notes: j, n, v

Cards needed: (blue ☀)



Presenting the concept:

Place the *j*, *n*, and *v* letter cards in three separate groups near the pocket chart. Place the picture cards listed above in a column (in random order) on the pocket chart. Invite students to name a picture and its beginning sound, and place the correct beginning consonant next to the picture.



For beginning readers:

From the list below, place the suggested quantity of ending cards in random order in the pocket chart. Pass out all of the *j*, *n*, and *v* cards to the students. Invite them to place or select a beginning consonant that will form a sensible word.

ive	1	et	3	ig	1	og	1	ot	2
an	1	ar	1	ap	1	an	1		

Possible words:

j	jive, jet, jig, jog, jot, jug, jar
n	net, nap, not, nut
v	vet, van



Name _____

Activity 5

Consonant Beginnings

Directions: Look at the pictures. Say the word out loud.
Write the first letter of each word.



__ug



__et



__ine



__ase



__ar



__ine



__ewels



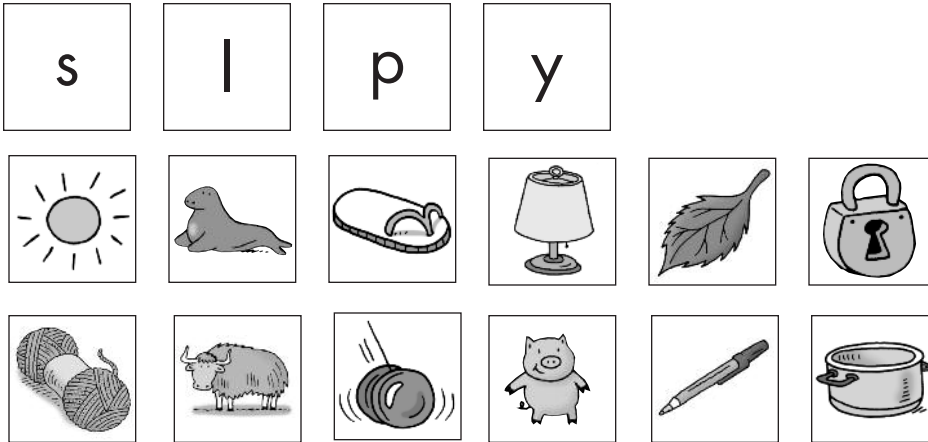
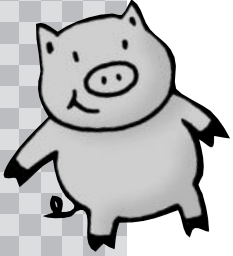
__ulture



__uts

Teaching Notes: s, l, p, y

Cards needed: (purple ☀)

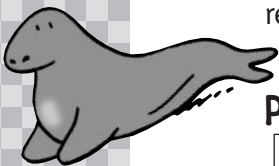


Presenting the concept:

Play a Match-Up game. Pass out the picture cards and three of each letter card listed above to students (24 total). Set a timer. Allow students to find another person who is holding a suitable beginning letter or picture in the class. For example, a child holding an *s* card would look for another student holding a *sun*, *seal*, or *sandal* card, and vice-versa. Time how long it takes for all students to find the 12 pairs of letters and pictures. When they have successfully matched the cards, invite them to name each picture and its beginning sound, and place the pair of cards in the pocket chart.

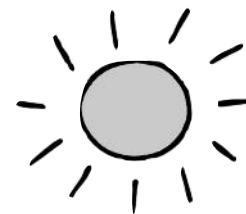
For beginning readers:

Place the letter cards *s*, *l*, *p*, and *y* in a row at the top of the pocket chart. Hand out the ending cards to students. Have them come up to the pocket chart and list, in a column under the letter, endings that go with each beginning letter, to form words. Be sure to have students read each word aloud for reinforcement and self-checking.



Possible words:

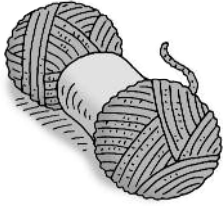
- | | |
|---|--|
| s | sat, same, set, sake, sap, sit, sun |
| l | lame, led, let, lap, lit, log, lot, lug |
| p | pun, pup, pope, pan, par, pat, pet, pig, pit, pose, pot, pop, put, pug |
| y | yak, yarn, yo-yo |



Activity 6

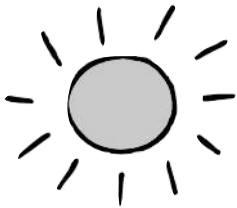
Consonant Equations

Directions: Look at each picture. Say the word out loud. Match the beginning consonant to the correct word ending to spell each word.



= y

ot



= s

arn



= l

eal



= p

un



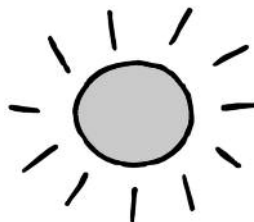
= s

amp

Teaching Notes: Activity 7 (Review)

Cards needed: all

- ☀️ Pass out beginning letter cards to students. Place all pictures in columns in the pocket chart. Ask the students to place the beginning letters next to the pictures. Invite students to name the picture, say the beginning consonant and the letter's sound, and read the word for reinforcement.
- ☀️ Pass out picture cards to the students. Place beginning letters in the pocket chart. Ask students to place pictures that begin with each letter next to the letter in the chart. Invite students to say the letter, the sound it makes, and name the picture for reinforcement.
- ☀️ Pass out ending letter cards to the students. Place beginning letters in the pocket chart. Ask students to place an ending next to each beginning letter, to create sensible words. Read them aloud for reinforcement and self-checking.
- ☀️ Pass out beginning letters to the class. Place word endings in the pocket chart. Ask students to place beginning letters next to them, to create sensible words. Read them aloud for reinforcement and self-checking.
- ☀️ Place all pictures and three of each letter (or as many that will fit) in the pocket chart. Play a matching game by pairing up a beginning letter and a picture that starts with the letter. Remove the pairs until the pocket chart is empty.
- ☀️ Pass out picture cards to students. Place the beginning consonant cards in a hat, and pick one card. Invite students holding a picture that begins with that letter to stand and announce their picture.
- ☀️ Pass out beginning letters to the class. Place the ending letters in a hat, and pick one card. Invite students holding a beginning letter to stand and announce a word that can be made by combining the beginning letter and the word ending.

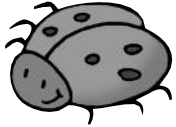


Name _____

Activity 7

Consonant Review

Directions: Look at the pictures. Name them.
Write the correct beginning consonant for each word.



__ug



__ar



__ak



__ero



__eal



__ox



__ose



__op



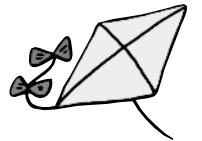
__ot



__et



__en



__ite



__eb



__ap



__ock



__og

Reading List

ABC T-Rex
Most
Harcourt Brace, NY: 1999

ABC, Say with Me
Karen Gundersheimer
HarperCollins Children's Books, NY: 1984

A, B, See
Tana Hoban
Greenwillow Books, NY: 1982

Alligator Arrived with Apples
Crescent Dragonwagon
MacMillan Publishers, NY: 1987

Alphabears
Kathleen Hague
Holt, Rinehart & Winston, NY: 1984

A Long Trip to Z
Juwanda Ford
Scholastic, Inc., NY: 1997

A, My Name is Alice
Jane Bayer
Dial Books, NY: 1984

Animal Alphabet
Bert Kitchen
Dial Books, NY: 1984

Beginning to Learn About Letters
Richard Allington
Raintree-Steck Vaughn, Florida: 1985

Chicka Chicka ABC
Bill Martin, Jr.
Simon & Schuster Children's, NY: 1989

Clifford's ABCs
Norman Bridwell
Scholastic Books, NY: 1983

Curious George's ABCs
Margaret Rey
Houghton-Mifflin, Boston: 1998

John Burningham's ABC
John Burningham
Crown Publishers, NY: 1985

Magic Monsters Act the Alphabet
Jane Belk Moncure
Children's Press, Chicago: 1980

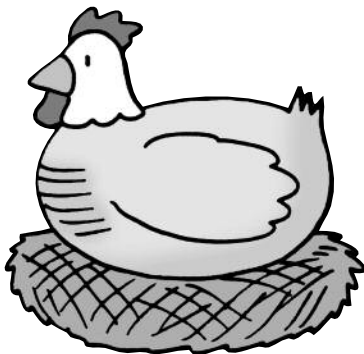
Silly AB Seas
Kathleen Estes
Greene Bark Press, Inc., CT: 1997

The C Book
Stan Berenstain
Random House, NY: 1997

The Dragon ABC Hunt
Loren Leedy
Holiday House, NY: 1986

The Guinea Pig ABC
Kate Duke
Dutton Publishers, NY: 1983

What's Inside the Alphabet Book
Satoshi Kitamura
A & C Black Publishers, Great Britain: 1985



Cards At-A-Glance

Cards are shown as front-to-back pairs.
Some of the listed letter cards are duplicated in the book.

rose		f	dice		v	hive		p
rope		f	mummy		g	harp		p
rug		f	mule		g	zero		v
seal		b	map		g	zebra		v
sun		b	net		j	zipper		v
sandal		b	nuts		j	ig	ot	
tube		c	nine		j	ak	ot	
top		c	lamp		k	im	op	
tuba		c	lock		k	ap	op	
vase		d	leaf		k	ut	it	
vine		d	pig		h	ox	ug	
vulture		d	pot		h	og	ug	
fan		r	pen		h	un	r	
fox		r	goat		m	up	an	
fish		r	gold		m	us	an	
bug		s	gorilla		m	ite	ar	
bus		s	jar		n	ish	ar	
box		s	jewels		n	ive	at	
web		s	jug		n	ope	w	
water		s	key		l	eb	w	
worm		s	kite		l	ube	w	
cup		t	king		l	ame	ose	
cat		t	hen		p	ame	im	
car		t	yak		t	ed	ake	
dog		v	yo-yo		t	en	y	
duck		v	yarn		t	et	z	