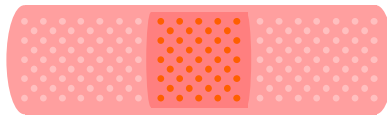


# Phonics Sound Box – Beginning Consonants

**b**    \_\_\_    \_\_\_

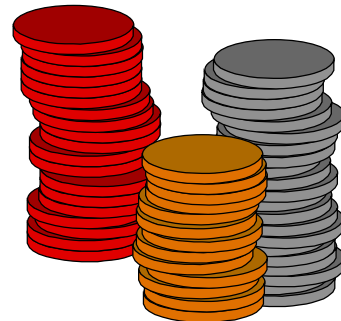
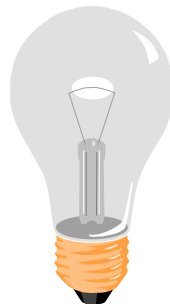
**c**    \_\_\_    \_\_\_



**bow**

**bandage**

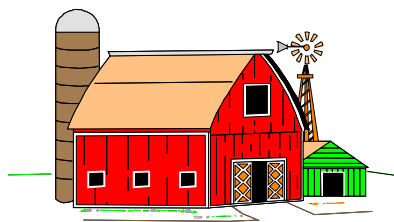
**candle**



**buildings**

**bulb**

**coins**



**barn**

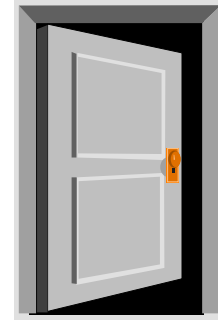
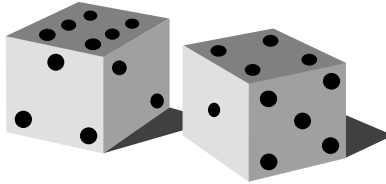
**cap**

**corn**

# Phonics Sound Box – Beginning Consonants

**d**    \_\_\_    \_\_\_

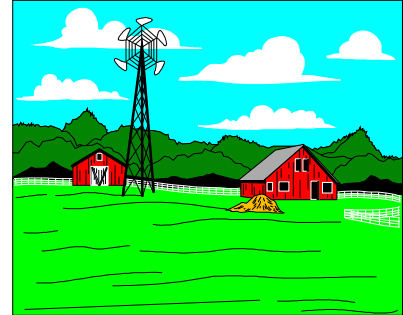
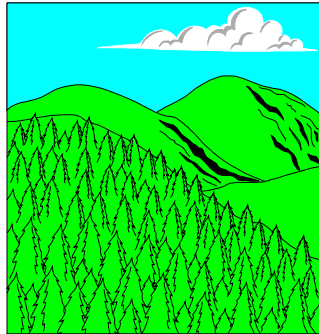
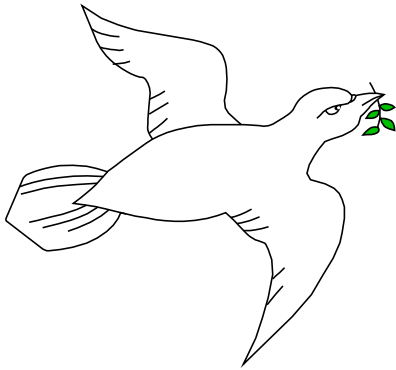
**f**    \_\_\_    \_\_\_



**darts**

**dice**

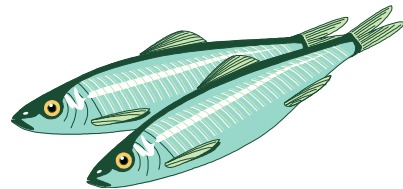
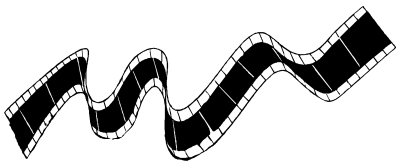
**door**



**dove**

**forest**

**farm**



**film**

**foot**

**fish**

## Phonics Sound Box – Beginning Consonants

<b><u>b</u>ow</b>	<b>band <u>a</u>ge</b>	<b>build <u>i</u>ngs</b>	<b>bulb</b>	<b><u>b</u>arn</b>
<b>can d<u>e</u></b>	<b><u>c</u>oins</b>	<b>cap</b>	<b><u>c</u>orn</b>	
<b><u>d</u>arts</b>	<b><u>d</u>ice</b>	<b>door</b>	<b><u>d</u>oy<u>e</u></b>	
<b><u>f</u>or est</b>	<b><u>f</u>arm</b>	<b>film</b>	<b><u>f</u>oot</b>	<b><u>f</u>ish</b>
<b>gift</b>	<b><u>g</u>ears</b>	<b><u>g</u>ee<u>s</u>e</b>	<b>hum mi<u>n</u>g <u>b</u>ird</b>	
<b><u>g</u>ar lic</b>	<b><u>h</u>air brush</b>	<b>hands</b>	<b><u>h</u>or<u>s</u>e</b>	<b>ham <u>m</u>er</b>

<b>jet</b>	<b><u>j</u>unk</b>	<b>jug</b>	<b>jet ski</b>	<b><u>j</u>ail</b>
<b><u>k</u>ey<u>s</u></b>	<b><u>k</u>ey <u>h</u>ole</b>	<b><u>k</u>ick</b>	<b><u>k</u>ay ak</b>	
<b><u>l</u>i on</b>	<b><u>l</u>ife vest</b>	<b>li <u>l</u>ies</b>	<b>lamb</b>	
<b><u>m</u>i <u>c</u>ro <u>p</u>hone</b>	<b>med al</b>	<b>man <u>g</u>er</b>	<b><u>m</u>aid</b>	<b><u>m</u>ee<u>t</u> <u>i</u>ng</b>
<b><u>n</u>ur<u>s</u>e</b>	<b>Na tiv i ty</b>	<b>Na <u>p</u>o <u>l</u>e on</b>	<b>non a gon</b>	
<b><u>p</u>ad <u>l</u>ock</b>	<b>palm</b>	<b><u>p</u>ur<u>s</u>e</b>	<b><u>p</u>uz <u>z</u>le</b>	<b>pi an <u>o</u></b>

<b>b</b> ___	<b>c</b> ___	<b>d</b> ___	<b>f</b> ___
<b>g</b> ___	<b>h</b> ___	<b>j</b> ___	<b>k</b> ___
<b>l</b> ___	<b>m</b> ___	<b>n</b> ___	<b>p</b> ___

## Phonics Sound Box – Beginning Consonants

<b>Consonants</b>		
<b>Beginning</b>	<b>Middle</b>	<b>Ending</b>
b __	_ b _	__ b
c __	_ c _	__ c
ce __	_ ce _	__ ce
d __	_ d _	__ d
f __	_ f _	__ f
g __	_ g _	__ g
ge __	_ ge _	__ ge
h __	_ h _	__ ck
j __	_ j _	__ dge
k __	_ k _	__ k
l __	_ l _	__ l
m __	_ m _	__ m
n __	_ n _	__ n
p __	_ p _	__ p
qu __	_ ph _	__ g
r __	_ r _	__ r
s __	_ s _	__ s
t __	_ t _	__ t
v __	_ v _	__ ve
w __	_ w _	__ x
y __	_ ck _	s=z
z __	_ z _	__ z

<b>Blends</b>		
bl	br	
cl	cr	dr
fl	fr	
gl	gr	
pl	pr	
sc	sk	sl
sm	sn	sp
squ	sw	scr
st __	_ st _	__ st
tr	tw	

<b>Single Vowels</b>		
<b>Short</b>	<b>Long</b>	<b>Sound 3</b>
a	a	a
e	e	
i	i	
o	o	o
u	u	u
y	y	

<b>Other Vowel Sounds</b>		
aCe	eCe	iCe
oCe	uCe	y=i
ai = a	ay = a	
ea = e	ea = e	ea = a
ei = e	eigh = i	ey = e
ie = e	ie = i	ee=e
oa = 0	oe = 0	oo = o
ui = u	oo = u	ow = o

<b>Digraphs</b>		
<b>Beginning</b>	<b>Middle</b>	<b>Ending</b>
ch __		__ ch
sh __		__ sh
th __	_ th _	__ th
wh __		

<b>Diphthongs</b>		
ou = ow	ow = ow	ou = oo
ou = o	ou = u	ough
oi	oy	
ar	er	ir
or	ur	wor

## Phonics Sound Box – Beginning Consonants

### Assembling a section of the Sound Box:

- Step 1. Assemble the materials you will need:
- Snack size zip-lock bags
  - A permanent marker.
  - 8 ½” x 11” Label Paper – Avery #5353 for printing labels.
  - 3 x 5 cards – different colors (make a note of the colors you are going to use.)
    - Beginning Consonants \_\_\_\_\_
    - Middle Consonants \_\_\_\_\_
    - Ending Consonants \_\_\_\_\_
    - Blends \_\_\_\_\_
    - Digraphs \_\_\_\_\_
    - Vowels \_\_\_\_\_
- Step 2. Print a set of files, such as Beginning Consonants.
- Step 3. Print the appropriate Label file on the adhesive label paper.
- Step 4. Choose a color for your cards. These cards will go in the snack bags. On the front they will have the label such as ‘c \_ \_’ for the beginning sound of ‘c’. On the back of the card, you will put the list of names of the pictures that will be in the bag.
- Step 5. Cut the labels for the front of the cards from the Label Sheet and place one on each of the 3 x 5 cards.
- Step 6. Find the word list for each card, cut it out and place it on the back of the card.
- Step 7. Laminate the picture sheets. (Notice that there are two sounds on each sheet. If you cut the sheets one at a time, it will be easier to put the pictures and labels in the proper bags.)
- Step 8. Cut each sheet apart, keeping each sound together. Using a permanent marker, write the name of each picture on the back of it. (This will enable the student to check his own work.) Put the pictures in the zip lock bags. They are now ready to use.

Notes for Montessori Makers: Use the first page of the document as a template, and get clip art for pictures for the other sounds..

The record sheet is something that I have used to keep track of which sounds had been mastered.



This activity is part of the Phonics Sound Box software on my website, <http://home.earthlink.net/~senari>. If you have any questions, my email is [senari@aol.com](mailto:senari@aol.com). Enjoy!



# Phonics Sound Box – Beginning Consonants

## Activities using the Sound Box:

### Listening Activity for 3 – 5 year-olds – Beginning Consonants:

1. Choose two packets, such as ‘m’ and ‘c,’ from the beginning consonants.
2. Place the headings for both sounds in front of the child.
3. Mix the pictures from both packets, putting the labels to one side.
4. Have the child pick a picture, then you say the word.
5. Next, you say, “Does ‘cap start with a ‘m’ or a ‘c’ sound? (If the child says, ‘m’, the say, “Is this a ‘map?’” )
6. Have the child put the picture under the correct heading card.
7. Continue until all pictures are under the correct headings.



<b>c</b> _    _





<b>m</b> _    _



## Phonics Sound Box – Beginning Consonants

### Extending the listening Activity for 3 – 5 year-olds:

1. After matching the pictures to the headings, give the child one label at a time. You say the word and let the child match it to the picture. After he completes the labels, he can turn over the pictures to check the spelling with the labels.
2. Point out to the child that the beginning sound should match the heading card. “Look – ‘cap’ starts with ‘c.’”
3. When the child is finished sorting the sounds, have him put them back into the correct envelopes and choose different sounds.

<b>c</b> _ _

<b>cap</b>

<b>candle</b>

<b>m</b> _ _

<b>medal</b>

<b>microphone</b>

## **Phonics Sound Box – Beginning Consonants**

### **Age 5 and 6 – Beginning Consonants:**

1. Take one packet.
2. Have the child match the pictures to the labels, checking his work with the written words on the back of the pictures.
3. Have the child write all the words in the packet.
4. Have the child bring the list of words from one envelope to you when he is finished. He should be able to read the words to you.
5. Have the child put the work away and choose another envelope.
6. Use the Sound Box Record sheet to record his work and/or mastery. Use some type of reward system, differentiating between working with the material and mastery.
7. You may wish to correlate the sounds to those which are given in spelling lists or lessons.

### **Age 6 and 7 – Beginning Consonants:**

1. Write the words in syllables.
2. Mark the words, using the system described in the Writing Road to Reading.
3. Have the student find rhyming words in the dictionary.
4. Write words in both manuscript and cursive.