

## CONSONANTS: PART TWO

The following conversation can happen later in the day or the next day.

After the sounds/letters have been added to the consonant section of the chart, the teacher will lead a conversation about the consonants:

The teacher will put a finger under the first consonant and ask the students to say the sound it represents. After the students say “/b/,” the teacher will ask if that is the only sound for that phonogram. Once the students have replied with ‘yes,’ the teacher will move a finger to the next consonant, C. The students will say the sounds /k//s/, and the teacher will ask, “Is that one sound or more than one sound?” After students reply with “more than one sound,” the teacher will put a small red X above the top baseline over [c] to show that it can represent more than one sound. The teacher will continue to move her finger under each consonant; students will say the sound/sounds, and the teacher will put a red X above any letters that represent more than one consonant sound. The letter Y will not have an X because, as a consonant, it only represents one sound. At the end of the exercise, the teacher will help the students draw the conclusion that most letters that represent consonant sounds only have ONE sound. Consonants are very regular and are easier to remember because most of them only represent one sound.

