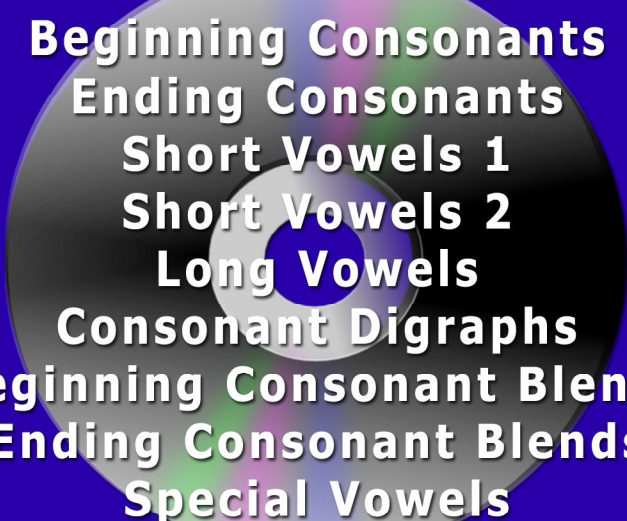


# PHONICS REVIEW 1



Beginning Consonants  
Ending Consonants  
Short Vowels 1  
Short Vowels 2  
Long Vowels  
Consonant Digraphs  
Beginning Consonant Blends  
Ending Consonant Blends  
Special Vowels

**JUST PUSH THE PLAY BUTTON ON YOUR CD PLAYER**

Systematic, Meaning-Based Instruction  
Extended Activities to Literature

*Matthew Glavach, PH.D*

*Zoe Gillespie, B.S.*

**Audio-Based Literacy Programs**

# Lesson 1

## Beginning Consonants

*b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z,*

### Extra Activities

- Have students practice tracing and writing the beginning consonant letters in both lower case and upper case. (Provide an alphabet model with pictures (simple line drawings) for the beginning consonant sounds.
- Point out, and say the names of, various objects in the room that begin with single consonant letters (**basket, boy, carpet, and so forth). On the chalkboard, write the names of the objects, and underline their beginning letters. Ask students to say the names with you, then to write the beginning consonant letter for each name on paper at their desks. Have students make labels for the objects and attach them to the objects.**
- Bring in canned and packaged food products that begin with single consonant letters (not blends), and point out the beginning consonant letters on the product labels (**baked beans, carrots, for example).**
- Informally, call attention to the beginning consonant letters, and their sounds, in students' books and in their writing.
- On a chalkboard, or on large chart paper, compose a group experience story for the consonant letters. (For example: The **b**usy **b**ear hit the **b**all with his **b**at. The **b**all began to . . . .)
- Have each student draw, or cut from magazines, pictures representing beginning consonant sounds, and use the pictures to make a Beginning Consonant Sounds Book.

### Picture Words That Students Can Draw

**b**ook, **b**oy, bird, bus, bat, boat, ball, cake, cat, coat, cow, dog, door, duck, desk, dime, fish, five, fork, fox, girl, goat, gate, hat, house, hand, hill, heart, jet, jar, jam, key, kite, kitten, leaf, lamp, leg, man, moon, monkey, nail, nine, nest, nose, nut, pen, pan, pool, pin, penny, ring, rug, rose, red, sun, six, sign, tire, ten, turtle, van, vase, web, watch, wing, yam, yellow, zebra, zoo

## Lesson 1, Beginning Consonants

a **b** **c** **d** e **f** g h i j k l m n o p q r s t u v w x y z

### ● **Part 1**

---

b c

1. b at and b all      2. c ap and c oat

### ● **Part 2**

---

b c

1. c an      2. \_\_ig      3. \_\_at      4. \_\_ome

### ● **Part 3**

---

d f

1. d id and d one      2. f our and f ive

### ● **Part 4**

---

d f

1. \_\_an      2. \_\_ig      3. \_\_un      4. \_\_own

a b c d e f g h i j k l m n o p q r s t u v w x y z

● **Part 1**

---

b c d f

1. I will bring the bat and the \_\_all.
2. Does the \_\_oat fit you?
3. Please give some \_\_ood to the \_\_og.

● **Part 2**

---

g h

1. garden and gate
2. hat and head

● **Part 3**

---

g h

1. \_\_o
2. \_\_at
3. \_\_irl
4. \_\_ouse

● **Part 4**

---

j k

1. jar and jam
2. kite and key

a b c d e f g h i j k l m n o p q r s t u v w x y z

● **Part 1**

---

j k

1. \_\_am      2. \_\_eep      3. \_\_ust      4. \_\_ick

● **Part 2**

---

g h j k

1. We jog up the \_\_ill.
2. I am \_\_oing for walk.
3. You may \_\_eep the jar of \_\_am.

● **Part 3**

---

l m

1. lion and lamb      2. mud and mad

● **Part 4**

---

l m

1. \_\_y      2. \_\_ike      3. \_\_any      4. \_\_ittle

a b c d e f g h i j k l m n o p q r s t u v w x y z

● **Part 1**

---

n p

1. nose and neck                      2. pen and pad

● **Part 2**

---

n p

1. \_\_ig                      2. \_\_in                      3. \_\_ap                      4. \_\_ot

● **Part 3**

---

l m n p

1. She will ride a \_\_ony.  
2. Did you see the \_\_onkey?  
3. A \_\_ittle bird sat in the \_\_est.

● **Part 4**

---

r s

1. run and rest                      2. six and seven

a b c d e f g h i j k l m n o p q r s t u v w x y z

● **Part 1**

---

r s

1. \_\_ay      2. \_\_oon      3. \_\_an      4. \_\_ed

● **Part 2**

---

t v

1. toy and top      2. vase and vine

● **Part 3**

---

t v

1. \_\_en      2. \_\_an      3. \_\_ake      4. \_\_ase

● **Part 4**

---

r s t v

1. Come home very \_\_oon.
2. He found a \_\_ed pen.
3. May we \_\_ake your \_\_an to school?

a b c d e f g h i j k l m n o p q r s t u v w x y z

● **Part 1**

---

w y z

1. wish and well
2. you and your
3. zebra and zoo

● **Part 2**

---

w y z

1. \_\_ish
2. \_\_ip
3. \_\_o-yo
4. \_\_ellow

● **Part 3**

---

w y z

1. You could make a \_\_ish.
2. Our cat hid the \_\_arn.
3. We saw a \_\_ebra at the \_\_oo.
4. May I ride to \_\_ork with \_\_ou?



a b c d e f g h i j k l m n o p q r s t u v w x y z

● **Part 1**

---

b at      d uck      p ig

1. \_\_oll      2. \_\_ony      3. \_\_all      4. \_\_own

● **Part 2**

---

c at      r ain      s ave

1. \_\_oon      2. \_\_ake      3. \_\_ee      4. \_\_ing

● **Part 3**

---

f ish      l ion      t en      k eep

1. \_\_og      2. \_\_ey      3. \_\_ail      4. \_\_ive

a b c d e f g h i j k l m n o p q r s t u v w x y z

● **Part 1**

---

j ar      g ood      y es

1. \_\_irl      2. \_\_ou      3. \_\_ave      4. \_\_ump

● **Part 2**

---

m ap      n est      h orse

1. \_\_ose      2. \_\_is      3. \_\_any      4. \_\_ow

● **Part 3**

---

v ase      w ish      z ebra

1. \_\_ill      2. \_\_ater      3. \_\_est      4. \_\_oo

# Phonics Activity

Trace the underlined letter(s) in each word. (NOT ON CD LESSON)

1. b all      c at      d og

---

2. f ox      g ame      h at

---

3. j am      k ite      l ake

---

4. m an      n ose      p et

---

5. r ed      s un      t en

---

6. v ase      w ord      y ou      z oo

---

I read the words to \_\_\_\_\_.  
Name \_\_\_\_\_ Date(s) \_\_\_\_\_

To the Teacher:

Students read the words with you or other students. For language experience, students use each word in a sentence and draw representations for, or find pictures of, selected words.

# Phonics Activity

Trace the underlined letter(s) in each word. (NOT ON CD LESSON)

1. b at      d oll      p en

---

2. c ar      r ain      s ix

---

3. j ar      g oat      y ou

---

4. m oon      n ame      h ouse

---

5. v an      w ork      z ebra

---

6. f ive      l ion      k itten      t wo

---

I read the words to \_\_\_\_\_.  
Name \_\_\_\_\_ Date(s) \_\_\_\_\_

To the Teacher:

Students read the words with you or other students. For language experience, students use each word in a sentence and draw representations for, or find pictures of, selected words.

## **Lesson 2**

### **Ending Consonants**

**b, d, f, g, k, l, m, n, p, s, t, v, x, z**

#### **Extra Activities**

● Have students write ending consonant letters. Provide an alphabet model and pictures for the ending sounds. Use simple line drawings for the pictures.

● After students practice saying and writing the following words, ask them to underline the ending consonant sound in each word:

cu**b**, ta**b**, ro**be, dad, read, side, made, life, safe, if, dog, fog, tag, cook, take, make, sail, pole, from, name, room, can, ten, chin, up, keep, yes, us, this, gas, case, horse, is, has, was, rose, it, not, get, note, have, dive, love, wave, mix, fix, buzz**

● Write the above words on cards to be used for word matching and concentration games.

● Informally, call attention to the ending consonant letters, and their sounds, in students' books and in their writing.

● Have each student draw, or cut from magazines, pictures representing ending consonant sounds and use the pictures to make an Ending Consonant Sounds Book.

#### **Picture Words That Students Can Draw**

ca**b**, crab, club, web, tub, bed, bread, bird, red, road, leaf, roof, dog, leg, bag, rug, bug, rag, log, book, hook, cake, rake, nail, seal, mail, name, dime, gum, man, moon, can, fan, barn, sun, rain, ten, chin, cup, map, ship, soap, tape, soup, bus, horse, rose, nose, cat, boat, foot, hat, coat, wave, cave, fox, box, six, ax

## Lesson 2, Ending Consonants

a b c d e f g h i j k l m n o p q r s t u v w x y z

### ● Part 1

---

b d

1. tubu and rubu                      2. mad and mud

### ● Part 2

---

b d

1. ca\_\_                      2. ma\_\_                      3. be\_\_                      4. cu\_\_

### ● Part 3

---

f g

1. leaff and loaff                      2. bug and bag

### ● Part 4

---

f g

1. ba\_\_                      2. i\_\_                      3. di\_\_                      4. sa\_\_e

a b c d e f g h i j k l m n o p q r s t u v w x y z

● **Part 1** \_\_\_\_\_

b d f g

1. A bu\_\_ is on the flower.
2. We saw a bear cu\_\_ at the zoo.
3. Is the kite on the roo\_\_?
4. Did you buy a loa\_\_ of brea\_\_?

● **Part 2** \_\_\_\_\_

k l

1. bike and lake
2. doll and mile

● **Part 3** \_\_\_\_\_

k l

1. ca\_\_e
2. pai\_\_
3. mai\_\_
4. ra\_\_e