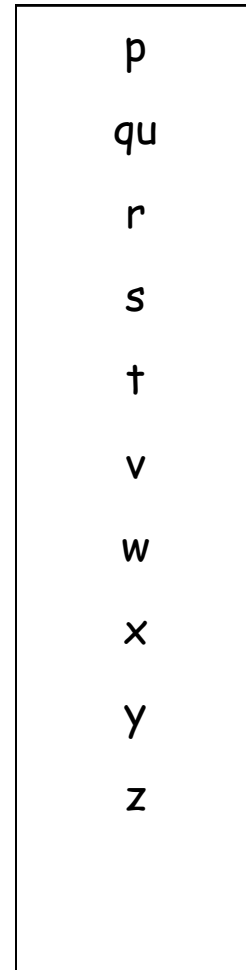
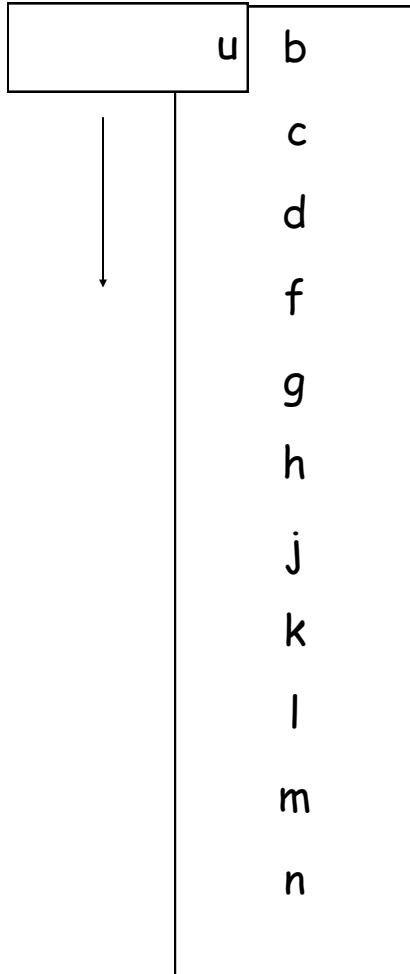


# Letter Connection Chart For Level 2 - Exploring Sounds In Words

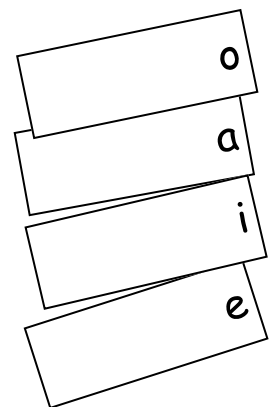
## Sound Blending Activity

Step 1 - Students pronounce vowel-consonant combinations.

They learn to connect a final consonant sound to a short vowel sound.



Set up the consonant columns as shown above, displayed on an easel, chart stand, or chalkboard. Cover any consonants that have not been taught with small sticky notes. Cut apart the short vowel cards that have the vowels on the right edge of the card. Slide a vowel card down the left side of the columns of letters. Begin by modeling how to how to pronounce each short vowel sound followed by the consonant sound, sliding the sounds together smoothly. Have students repeat each letter combination aloud, in unison. The long term goal is for students to be able to pronounce the combinations without hearing the modeling first. Explain that these are "silly sounds" because they don't mean anything; they are not real words. Tell students that learning how to pronounce these sounds will prepare them to read real words. Practice frequently until students can pronounce the letter combinations for all of the short vowels without assistance. Note: Skip these consonants: h, qu, r, w, y.

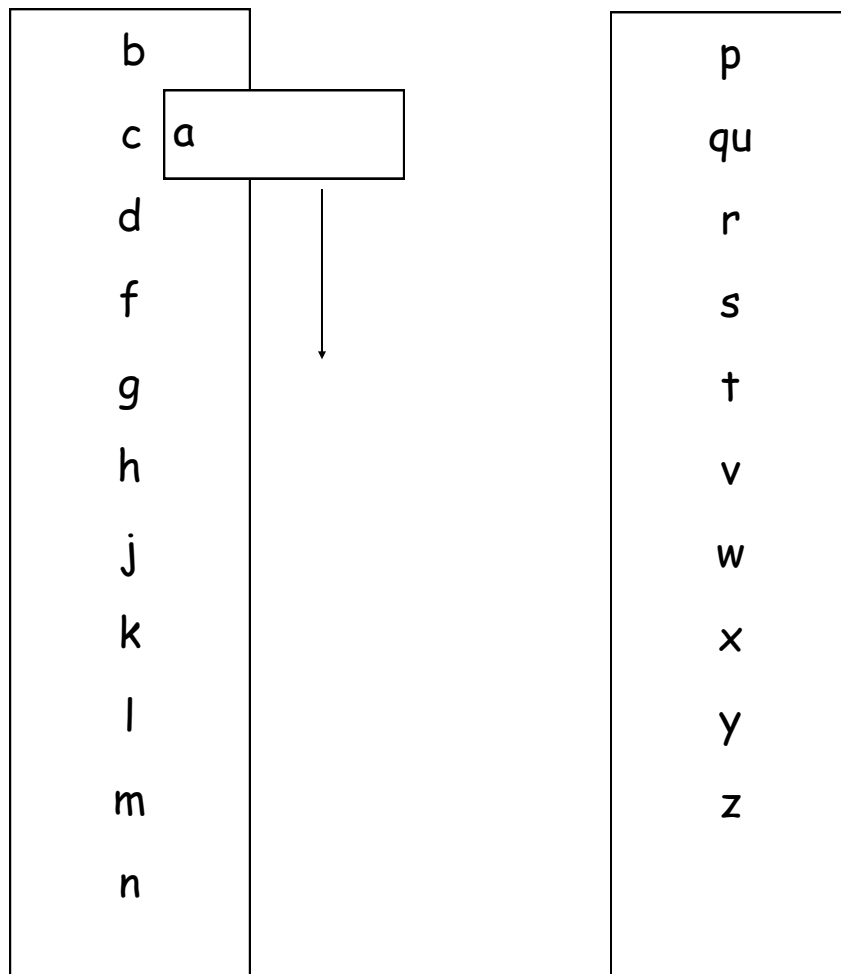


## Letter Connection Chart For Level 2 - Exploring Sounds In Words

### Sound Blending Activity

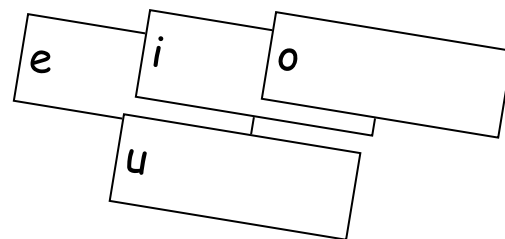
Step 2 - Students pronounce consonant-vowel combinations.

They learn to connect an initial consonant sound to a short vowel sound.



Cut apart the vowel cards with the vowel printed on the left edge. Work with one vowel at a time. Slide a vowel card down the right side of the consonant columns. Begin by modeling how to pronounce each consonant sound followed by the short vowel sound, sliding the sounds together smoothly. Have students repeat each letter combination aloud, in unison. The

long term goal is for students to be able to pronounce the combinations without hearing the modeling first. Explain that these are "silly sounds" because they don't mean anything; they are not real words. Tell students that learning how to pronounce these sounds will prepare them to read real words. Practice frequently until students can pronounce the letter combinations for all of the short vowels without assistance. Note: Skip the letter x with all of the vowel cards. Also skip the letter c when working with vowel cards e and i.



b

c

d

f

g

h

j

k

l

m

n

Consonant Column # 1

Cut along the lines to make consonant strips. Tape the strips together to form a vertical column. Display with Column # 2 on an easel or chalkboard.

p

t

y

qu

v

z

r

w

s

x

Consonant Column # 2

Cut along the lines to make consonant strips. Tape the strips together to form a vertical column. Display with Column # 1 on an easel or chalkboard.

a

e

i

o

u

a

e

i

O

u

## Short Vowel Cards

Cut the short vowel cards apart along the lines.

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