

Whispering Sounding Out Accuracy: Tricky Consonants



Decoding

The purpose of this activity is for students to practice decoding words beginning with tricky consonants (e.g., b, c, d).

Prepare

- Use a whiteboard large enough to write five words at a time. The font should be large enough for students to be able to see as you point to each of the letters.
- Use the word bank at the end of the activity.

Warm-Up



Today, readers, we are going to sound out some words together. We've been chopping up words into their individual sounds and putting them back together to read words. Today, we're going to do something a little different when we sound them out. We are going to say the sounds in a whisper! Then we will say the whole word out loud.

Modeling

When I touch each letter, I will say its sound using a whisper voice and keep saying the sound until I touch the next letter. I won't stop between sounds. After I sound out the word correctly, I will say it fast in a regular voice to read the word.

My turn first. Write the word *brim* on the board. Start saying the first sound in an audible whisper as you touch just beneath the first letter. Hold each sound for about one second before moving to the next letter: *brrriimmm*. Now, I'll say it faster in a regular voice: *brim*. This word is *brim*.

Guided Practice



Now, we will sound out some more words together. When I touch each letter, we will say its sound in a whisper voice and keep saying it until I touch the next letter. Then we will say the next sound. We won't stop between sounds. After we sound out the word correctly, we will say it fast in a regular voice to read the word.

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Guided Practice *Continued*

Write the word *grin* on the board. **Say the sounds in a whisper voice with me as I touch each letter.** Start saying the first sound in an audible whisper voice as you touch just beneath the first letter and then move to the second and third letters. Hold each sound for about one second. Students should whisper the word with you: ***griin***. **Now say it fast in a regular voice with me.** Students should say the word with you: ***grin***. **What's the word?** Students should say *grin*.

Let's try the next word together. Say the sounds in a whisper voice with me as I touch each letter. Write the word *drip* on the board. Start saying the first sound in an audible whisper voice as you touch just beneath the first letter and then move to the second and third letters while saying the sounds. Hold each sound for about one second: ***drriiip***. Make sure all students participate, and then call on one student to say the word out loud. **Say the sounds in a whisper voice as I touch each letter, then say it fast in your regular voice to read the word.**

If Correct: Great. You whispered all of the sounds and then you read the word "drip."

If Incorrect: Whisper the sounds with me as I touch each letter. *Start whispering the first sound as you touch just beneath the first letter and then move to the second and third letters while elongating the sounds, "drriiip."* Whisper the word faster with me: "drriip." Let's say it faster now in our regular voices: "drip." Read the word.

Correct: Whispers *drriiip*, says *drip*

Try to get a correct response before proceeding.

Practice



Your turn. Ready? Write the word *clan* on the board. Make sure everyone is looking at you, then touch the first letter of the next word and let the students sound it out in a whisper voice without you. Provide wait time so that all students participate and then call on one student. **Say the sounds in a whisper voice as I touch each letter, then say it fast in your regular voice to read the word.**

If Correct: You've got it. You said the sounds in a whisper voice, and then you read the word: "cllaaann, clan."

If Incorrect: Say the sounds in a big whisper voice with me as I touch each letter. *Start saying the first sound in a slightly louder whisper voice as you touch just beneath the first letter and then move to the second and third letters while elongating the sounds, "cllaaan."* Big whisper the word faster with me, "claann." Let's say it faster now: "clan." Read the word in your regular voice.

Try to get a correct response before proceeding.

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Practice *Continued*

Continue with the other words in the word bank.

To encourage full participation and allow assessment of individual students, write the word on the board first, provide time for all students to look at the word and practice whisper sounding out the sounds, and then switch unpredictably between inviting a response from the whole group or from individual selected students.

If students know the sounds but struggle to blend them together to read the word, practice stretching out the sounds.

Word Bank

Word	Whisper voices say	Regular voices say
blown	blllooowwwn	blown
brake	brrrAAAk	brake
bright	brrrlllt	bright
bring	brrriinnng	bring
brown	brrroowwwn	brown
crab	crrraab	crab
cramp	crrraammmp	cramp
crank	crrraannnk	crank
crate	crrrAAAt	crate
cream	crrrEEEmmm	cream
crow	crrroowww	crow
crown	crrroowwwn	crown
drink	drrriinnnk	drink
drown	drrroowwwn	drown
flight	fflllllllt	flight

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Word Bank *Continued*

Word	Whisper voices say	Regular voices say
growl	grrroowwwl	growl
grown	grrroowwwn	grown
grunt	grrruunnnt	grunt
snow	sssnnnoowww	snow
snug	sssnnnuug	snug

Wrap-Up



You worked hard at reading sound by sound and then blending the sounds together to read the words. You are becoming fluent word readers!