Five Senses Phonics

BOOK 1

Hunter Calder

SAMPLE

A FIVE SENSES PUBLICATION

Contents

v	Introduction
vi	Instructions for Book 1
1–5	Sound Charts: Vowel and Consonant Sounds
6	Basic Sight Vocabulary
7–22	Unit 1: Rhyming Words
23–30	Unit 2: Initial Consonants
31–38	Unit 3: Terminal Consonants
39–46	Unit 4: Medial Vowels
47–54	Unit 5: Initial Consonants
55–62	Unit 6: Terminal Consonants
63–70	Unit 7: Medial Vowels
71–75	Unit 8: Vowel Revision
76–91	Achievement Tests

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Introduction

Welcome to *Five Senses Phonics*, a carefully structured series of activity books for pre-readers and beginning readers at the important stage of their literacy acquisition. The Five Senses activity books are intended for use in a preschool setting, in the beginning school years, and for older students who are having difficulty learning to read.

Book 1 allows students to develop the essential precondition of reading — phonemic awareness. Phonemic awareness refers to a student's ability to hear and work with sounds in spoken words. Students with good phonemic awareness skills know that words contain sequences of individual sounds. They know, for instance, the sounds 'b' - 'a' - 't' blend together to form the word 'bat'. Contemporary research tells us that students with good phonemic awareness skills go on to become competent readers. On the other hand, preschool age children and students in the early years at school who do not understand the relationship between spoken and written words are likely to develop literacy problems. Students who experience difficulty learning the skills of phonemic awareness may need the services of a specialised teacher trained in the development of auditory perception techniques.

The exercises are structured to allow the student to progressively attain competence in the skills of phonemic awareness. On completing Book 1, students are able to apply these skills to discriminate individual sounds in words. Students then progress to Book 2 to consolidate their skills and develop alphabet knowledge.

Student progress should regularly be monitored and evaluated after completing each level, using the Achievement Tests section which is specifically designed for teachers to assess effectiveness and so students can see the positive results of their learning experiences.

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Instructions for Book 1

Pages 1–5	**Vowel and consonant sounds —** teach these sounds carefully and until students can reproduce them automatically.
Page 6	**Phonics First sight vocabulary —** these lists contain the basic sight words students need to work successfully with Phonics First. Teach the words list by list until they are mastered. Teach or revise the words as they are presented at the bottom of each page.
Pages 7–14	**Rhyming words —** students say the words for the pictures and circle 'yes' if the words rhyme and 'no' if they don't.
Pages 15–22	**Rhyming words —** students say the words for the pictures and circle the words that rhyme.
Pages 23–30	**Initial consonants —** students circle the picture that begins with the sound for the letter in the column beside it.
Pages 31–38	**Terminal consonants —** students circle the picture that ends with the sound for the letter in the column beside it. Explain that even though a word like 'cave' ends with the letter 'e' the last sound they hear is 'v', so for 'cave' the letter to be circled is 'v'.
Pages 39–46	**Vowel sounds —** students are to circle the picture that contains the sound of the vowel in the column beside it.
Pages 47–54	**Initial consonants —** students look at the picture and circle the letter of the beginning sound they hear.
Pages 55–62	**Terminal consonants** — students look at the picture and circle the letter of the ending sound they hear.
Pages 63–70	**Vowel sounds —** students look at the picture and circle the letter of the vowel sound they hear.
Pages 71–75	**Vowel revision —** students draw a line from the vowel sound to the pictures with the same vowel sound.
Pages 76–90	**Achievement Tests —** students complete the test to demonstrate mastery.

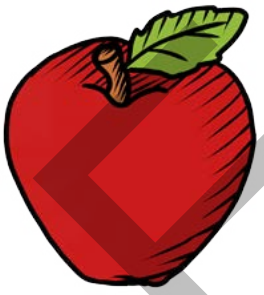
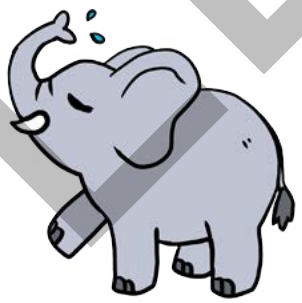
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Sound Charts

Single Letter-Sound Correspondences: Vowels

Say the sounds for these letters.

a	as	in	
e	as	in	
i	as	in	
o	as	in	
u	as	in	

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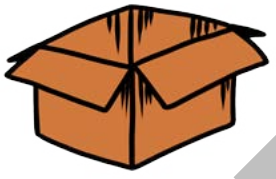
Unit 1:2

Rhyming Words 2

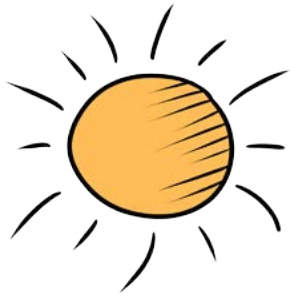
Circle **yes** if the words rhyme and **no** if they don't.




yes no

yes no




yes no




yes no




yes no

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Unit 2:6

Initial Consonants 6

Circle the picture that **begins** with this sound.

t



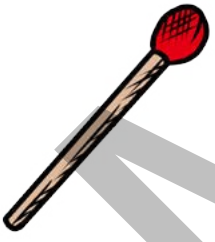


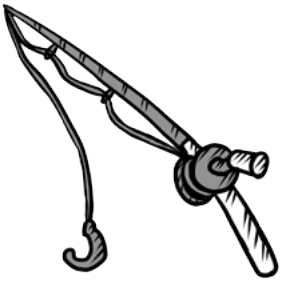
v





r





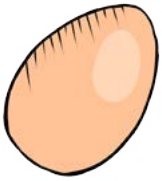
w





d





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Unit 8:4

Vowel Revision 4: Short ‘o’ Sound

Draw a line to the pictures that have an ‘o’ sound

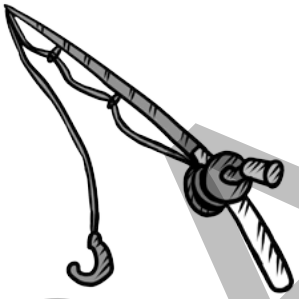








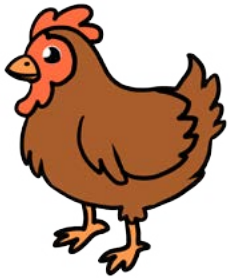












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Unit 8:5

Vowel Revision 5: Short ‘u’ Sound

Draw a line to the pictures that have an ‘u’ sound









U













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Achievement Tests

The Five Senses Phonics Achievement Tests complement each book in the Five Senses Phonics series. They are specifically designed to enable teachers to ensure that what has been taught remains current in the student's repertoire of skills. They can then identify areas that need reteaching or reinforcement.

The format of each Five Senses Phonics Achievement Test is identical to the equivalent book so students encounter activities with which they are familiar. Each test evaluates skills and sight words students have been taught. The careful design of the tests, ensures that the monitoring of progress is a positive and non-threatening exercise.

For ease of administration, the tests are photocopiable. The class record sheets and student record sheets allow the teacher to scan student performance on an individual or whole class basis. Taken as a group, the tests give a running record of each student's skill acquisition of the phonic hierarchy. Teachers who teach reading systematically and record student progress methodically will find the Five Senses Phonics First Achievement Tests an indispensable part of their teaching routine.

How to use these tests

The Five Senses Phonics Achievement Tests are intended to be an encouraging record of progress, not an intimidating assessment. The tests can be administered to individual students or the entire class. Allow approximately 30 minutes to complete each test.

Each group of tests contains one or two sight vocabulary tests. If administering the test to the class as a whole, have individual students read groups of sight words, then ask the class to read all sight words together. Keep watch for children who are having trouble, and test them later individually.

Maintain a positive attitude while administering the tests, and reward success with stickers, stamps and merit certificates. To attain mastery students should obtain at least 80 marks out of a possible 100. Any areas in the Test that indicate weakness should be retaught and then reinforced.

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Test 1:1

Knowledge of Vowel Sounds

Draw a line to the picture with the vowel sound.

a

e

i

o

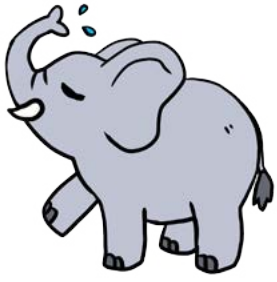
u











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Score / 5

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