# Five Senses Phonics

BOOK 2

Hunter Calder

SAMPLE

A
FIVE SENSES
PUBLICATION

# Contents


| | |
|---|---|
| v | Introduction |
| vi | Instructions for Book 2 |
| 1–5 | Sound Charts: Vowel and Consonant Sounds |
| 6 | Basic Sight Vocabulary |
| 7–14 | Unit 1: Initial Consonant Sounds |
| 15–22 | Unit 2: Terminal Consonant Sounds |
| 23–30 | Unit 3: Vowel Discrimination |
| 31–38 | Unit 4: Initial Consonant Sounds |
| 39–46 | Unit 5: Terminal Consonant Sounds |
| 47–54 | Unit 6: Vowel Discrimination |
| 55–62 | Unit 7: Medial Vowels |
| 63–66 | Unit 8: Vowel-Consonant Blends |
| 67–70 | Unit 9: Consonant-Vowel Blends |
| 71–79 | Unit 10: Alphabet Knowledge |
| 80 | 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 2 continues the development of 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. After completing Book 2, students are able to apply these skills to discriminate individual sounds in words. Students then progress onto Book 3 to acquire the basic phonics skills that develop good readers.

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 2

| | |
|---|---|
| Pages 1–5 | **Vowel and consonant sounds —** teach these sounds carefully until students reproduce them automatically. |
| Page 6 | **Phonics Basic 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 | **Initial consonant sounds —** students say the words for the pictures and circle 'yes' if they begin with the same sound and 'no' if they don't. |
| Pages 15–22 | **Terminal consonant sounds —** students say the words for the pictures and circle 'yes' if they end with the same sound and 'no' if they don't. |
| Pages 23–30 | **Vowel discrimination —** students say the words for the pictures and circle the pictures containing the same vowel sound. |
| Pages 31–38 | **Initial consonant sounds —** students say the words for the pictures and write the beginning sound they hear in the space provided. |
| Pages 39–46 | **Terminal consonant sounds —** students say the words for the pictures and write the ending sound they hear in the space provided. 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 47–54 | **Vowel discrimination —** students are to say the words for two pictures and circle 'yes' if they contain the same vowel sound and 'no' if they don't. |
| Pages 55–62 | **Medial vowels —** students say the word for the picture and then write the vowel sound they hear in the space provided. |
| Pages 63–70 | **Vowel-consonant blends —** students say the word for the picture and write the last two or three sounds they hear in the spaces provided. |
| Pages 71–79 | **Alphabet knowledge —** students say the names for the letters. Ask them to say the names for both the upper case and lower case letter. |
| Pages 80–92 | **Achievement tests —** students complete the tests to demonstrate mastery. |

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# Basic sight vocabulary

Learn these lists of sight words

| | | | | | |
|---|---|---|---|---|---|
| a | in | and | saw | into | this |
| am | is | are | she | play | what |
| as | it | for | the | said | when |
| by | Mr | her | too | then | will |
| he | no | him | was | they | with |
| if | of | Mrs | why | | |
| | on | not | yes | | |
| | | out | you | | |

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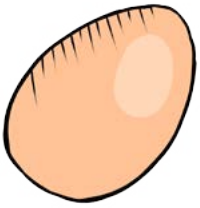
# Unit 1:4

## Initial consonants 4

Do the words **begin** with the same sound?
Circle 'yes' or 'no'.




yes no

yes no




yes no




yes no




yes no

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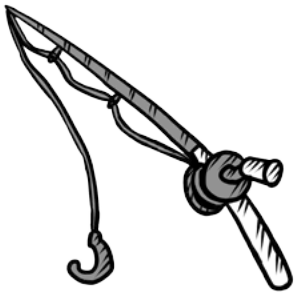


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# Unit 5:4

## Terminal consonants 4

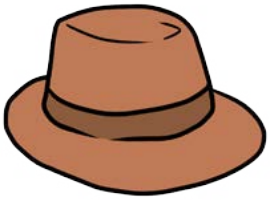
Write the **ending** sound.



ro__



tu__



ha__



fi__e



roo__



bo__



do__



tan__



dru__



snai__

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# Unit 10:6

## Alphabet knowledge 6

Look at the **upper case** letter in the box.
Circle the same **lower case** letter.

| | | | | | |
|---|---|---|---|---|---|
| X | a | b | c | x | e |
| B | d | c | e | z | b |
| E | e | y | d | x | a |
| F | w | f | l | e | x |
| D | f | d | z | y | c |
| I | i | g | v | w | f |
| K | u | t | k | i | h |
| L | v | l | u | h | g |
| N | s | t | j | i | n |
| R | n | k | l | q | r |
| O | r | j | o | s | k |
| T | m | l | p | t | o |
| U | u | n | o | m | p |

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 what when will with

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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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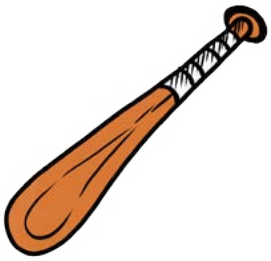


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# Test 2:4

## Writing initial consonants

Write the **beginning** sound.



__at



__ug



__at



__ing



__ock



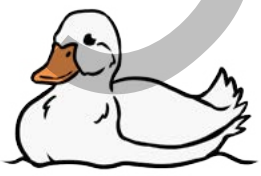
__est



__ork



__ruck



__uck



__ix

**Score** / 10



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