Five Senses Phonics

BOOK 4

Hunter Calder

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A FIVE SENSES PUBLICATION

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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 4 continues the development of essential reading skills — basic phonics. Phonics applies a student's ability to hear and work with sounds in spoken words to reading them on the page. At this stage students work with initial and terminal blends to read them into words. They learn, for instance, that the sounds 'st' - 'a' - 'nd' blend together to form the word 'stand'. Contemporary research tells us that students with good phonics 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 phonics 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 when reading words containing initial and terminal blends. Students then progress to Book 5 to work with more advanced phonics skills – consonant digraphs ('sh', 'ch' 'th' and so on), long vowel rules ('a' as in 'rain' and 'a' as in 'gate') and words containing the soft 'c' and 'g' sounds ('cent' and 'page').

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 4

Note: Each unit of work in Book 4 follows the same procedure and maintains the same format.

Pages 1–5	**Vowel and consonant sounds —** teach these sounds carefully and until students can reproduce them automatically.
Pages 6–11	**Basic Sight Vocabulary —** these lists contain the basic sight words students need to work successfully with the program. Teach the words list by list until they are mastered, and once they are mastered regularly revise them. The basic sight words are presented at the bottom of each page so students can learn or revise them as they progress through the book.
Page 12	Teach students the terminal blends on this page ('nd' as in 'hand' and so on). The words they are learning in this unit (except the sight words) contain these blends and the single letter-sound correspondences learned in the earlier levels.
Pages 13–24	Students complete the activity pages that teach them to work and read terminal blends.
Page 25	Students display competence reading words containing terminal blends.
Page 26	Teach students the initial blends on this page ('fl' as in 'flag'and so on). The words they learn in this unit (except the sight words) contain these blends and the single letter-sound correspondences learned in the earlier levels.
Page 27–38	Students complete the activity pages that teach them to work and read initial blends.
Page 39	Students display competence reading words containing initial blends.
Page 40	Teach students the initial blends on this page ('st' as in 'stamp' and so on). The words they learn in this unit (except the sight words) contain these blends and the single letter-sound correspondences learned in the earlier levels.
Page 41–52	Students complete the activity pages that teach them to work and read initial blends.

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Page 53	Students display competence reading words containing initial blends.
Page 54	Teach students the initial blends on this page ('tr' as in 'truck' and so on). The words they learn in this unit (except the sight words) contain these blends and the single letter-sound correspondences learned in the earlier levels.
Page 55–66	Students complete the activity pages that teach them to work and read initial blends.
Page 67	Students display competence reading words containing initial blends.
Page 68–76	Students complete the activity pages in this revision unit that teach them to work and read initial and terminal blends.
Page 77	Students display competence reading words containing initial and terminal blends.
Page 78–88	**Achievement Test —** students complete the test to demonstrate mastery.

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Basic Sight Vocabulary



Can I read these words?



List Three		List Four	
all	going	an	had
am	home	after	help
around	into	as	her
black	make	be	him
but	no	brown	his
by	old	cold	if
call	out	did	she
came	was	ever	some
do	we	fly	stop
eat	will	from	two
fast	yellow	girl	who
get	yes	give	woman
/12	/12	/12	/12

Yes I can!

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Unit 1:4

Terminal Blends 4

Draw a line to the blend the picture ends with.

	nd mp lt		lk st ft
	sk lt lk		nd mp nt
	st nt mp		nt st ft
	ft nd lk		lt sk mp

like little look my

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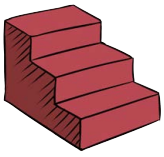
Unit 3:6

Intial Blends 20

Write the missing letters.

 ___ ___ ___ ___ amp	 ___ ___ ___ ___ og	 ___ ___ ___ ___ im
 ___ ___ ___ ___ ip	 ___ ___ ___ ___ op	 ___ ___ ___ ___ ull

Underline the word that matches the picture

1.  steps scab skin smog
2.  snap stand swell spot
3.  frost stem scrub swift
4.  strap stop skid scat
5.  snug stump spill twin

always any ask ate

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Unit 5:8

Blend revision 8

Tick the sentence that describes the picture.



- [ ] I stand on a stump.
- [ ] A band on a stump.



- [ ] Snug in the red.
- [ ] Snug in my bed.



- [ ] Flip on the steps.
- [ ] Trip on the steps.



- [ ] Bend the dress.
- [ ] Mend the dress.



- [ ] Sit still at my desk.
- [ ] Sit still in my nest.



- [ ] Frog on the sled.
- [ ] Frost on the sled.

thank together warm

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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 4:3

Word completion; word shape boxes

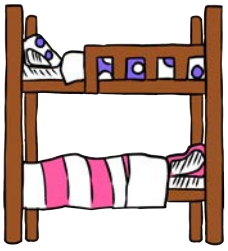
Draw a line from the picture to the matching word.



sand
band
land



step
stop
stamp



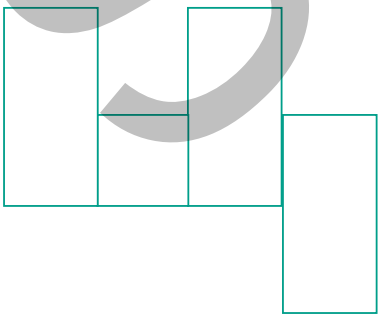
bunk
junk
trunk

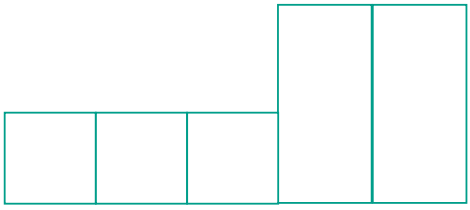


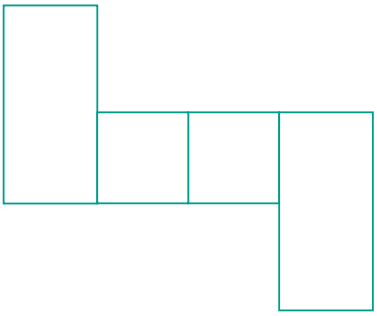
drift
dress
drum

Write the word that fits in the word shape box.

pest	scrub	trap
bent	smell	grin
help	smack	tank
pump	spend	prod







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Score / 7

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