Five Senses Phonics

BOOK 5

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 5 continues the development of essential reading skills — advanced phonics skills. 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 learn to read words containing 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').

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 attain competence reading words containing these more advanced word patterns. Students then progress to Book 6 to work with more complex phonics skills to read words containing digraphs ('ar', 'er' 'or' and so on), diphthongs ('ow', 'oo' 'oi' and so on), and irregular word patterns ('air, '-igh', '-ough' and so on).

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 5

Book 5 introduces students to high order phonics skills — consonant digraphs, long vowel rules and soft 'e' and 'g' sounds. Because of this, the format for the introductory page of each unit targets specific skill.

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.

Unit 1 – Special instructions for introductory page

Page 12	Teach the consonant digraphs ('sh' as in 'ship' and so on). The words taught in this unit (except the sight words) contain consonant digraphs as well as the blends and single letter-sound correspondences learned in the earlier books.
Pages 13–22	Students complete the activity pages that teach them to work with and read words containing consonant digraphs.
Page 23	Students display competence reading words containing consonant digraphs.

Unit 2 – Special instructions for introductory page

Page 24	**Introductory page —** Introduce the double vowel rule: 'When two vowels go walking the first one does the talking, and it says its long sound.' When two vowels come together in the same word the first vowel says its long sound and the second vowel is silent – 'rain', 'coat' and so on).
Page 25	Explain to students that the vowel sounds they are familiar with are the 'short' vowel sounds.
Page 26	Explain to students that the names of the vowels are the 'long' vowel sounds.

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Pages 27-36	Students complete the activity pages that teach them to work with and read words containing the double vowel rule.
Page 37–38	Students display competence reading words containing the double vowel rule.

Unit 3 — Special instructions for introductory page

Page 39	**Introductory page —** Introduce the vowel-consonant final 'e' rule: 'When the bossy 'e' comes around, the vowel says its long sound.' Explain that the silent final 'e' makes the vowel say its long sound ('hop' becomes 'hope', 'rat' becomes 'rate' and so on).
Pages 40–49	Students complete the activity pages that teach them to work with and read words containing the Bossy 'e'.
Page 50	Students display competence reading words containing the Bossy 'e'.

Unit 4 – Special instructions for introductory page

Page 51	**Introductory page —** Introduce students to the soft 'c' and 'g' sounds when they are followed by an 'e', 'I' or 'y'. Also explain that many words encountered in this unit contain long vowel sounds even though they do not contain either of the rules learned in the previous units ('blind', 'bolt' and so on).
Pages 52–61	Students complete the activity pages that teach them to work with and read words containing the soft 'c' and 'g' sounds as well as words containing long vowel sounds.
Page 62	Students display competence reading words containing the skills taught in this unit.

Unit 5 – Revision unit

Page 63–71	Students complete the activity pages that teach them to work with and read words containing the sounds and rules learned in the previous units.
Page 72	Students display competence reading words containing the skills taught in this book.
Page 73–83	**Achievement Test —** students complete the test to demonstrate mastery

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Basic Sight Vocabulary

Can I read these words?



List Nine		List Ten	
best	pick	baby	sing
better	please	daughter	sister
both	pretty	far	sleep
clean	read	house	something
cut	shall	hurt	son
eight	six	kind	start
five	today	laugh	thank
four	try	Mr	together
full	use	Mrs	warm
light	well	Own	wash
myself	why	right	water
off	wrtte	seven	white

/12	/12	/12	/12

Yes I can!

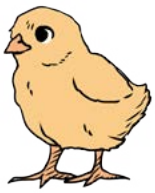
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Unit 1:5

Consonant Digraphs 5

Write the missing letters.

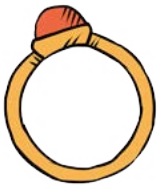


___ ___ at

___ ___ op

___ ___ eck

___ ___ imp



wi ___ ___

ra ___ ___

stri ___ ___

stu ___ ___



___ ___ in

___ ___ ot

___ ___ ock

___ ___ ack

Draw a line to match the words that rhyme.

cash	path	ranch	brush
hatch	trash	whack	gang
bath	song	rush	quack
long	catch	rang	branch

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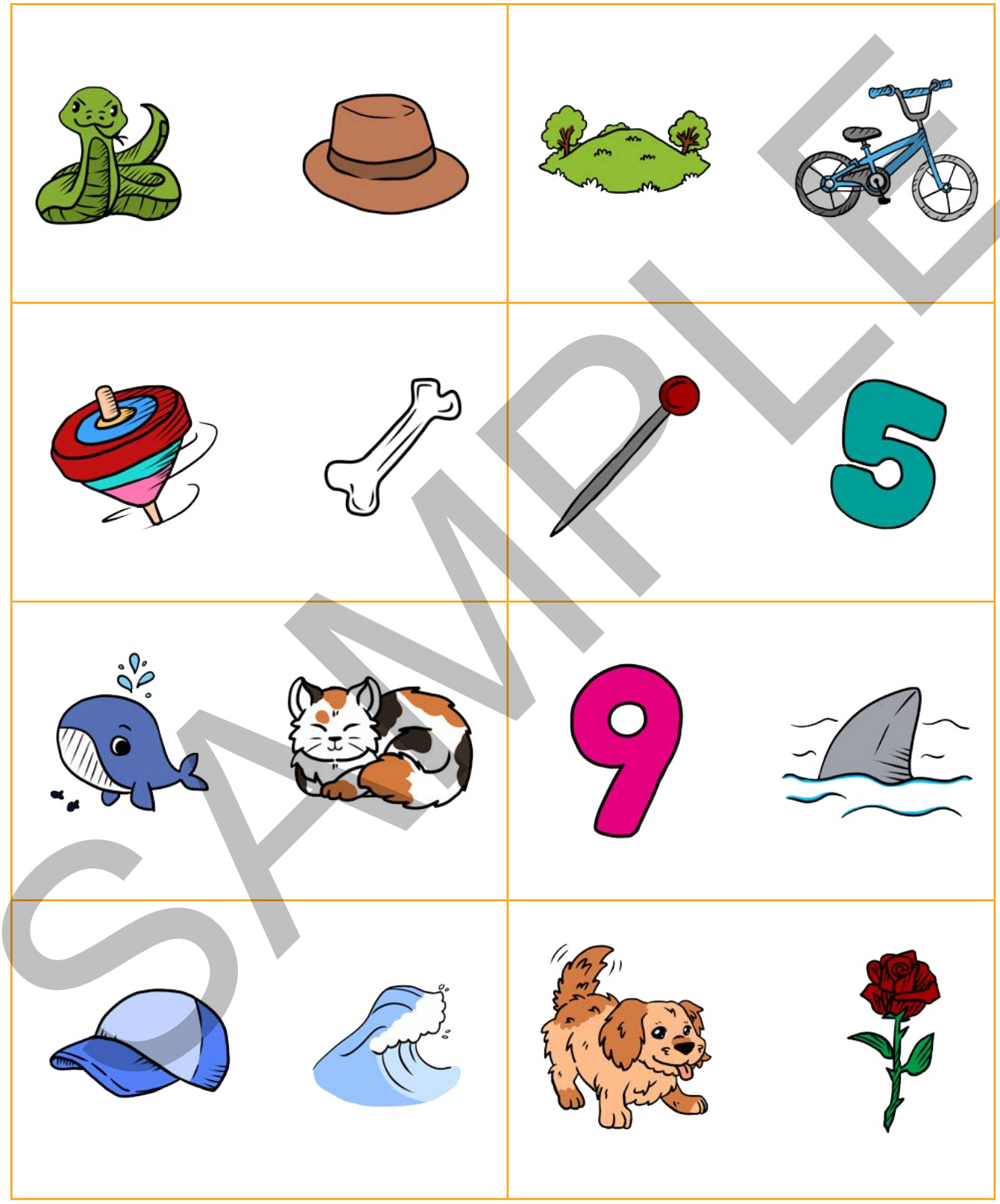
red run said says

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Unit 3:2

The Bossy 'e' Rule

Circle the picture with the long vowel sound.



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has its know let

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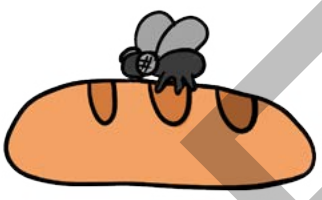
Unit 4:10

Soft ‘c’ and ‘g’ and More Long Vowel Sounds 10

Tick the sentence that describes the picture.



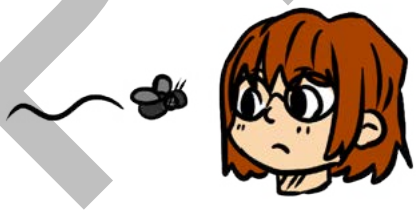
- ☐ Nice ice cream
- ☐ Mice ice cream.



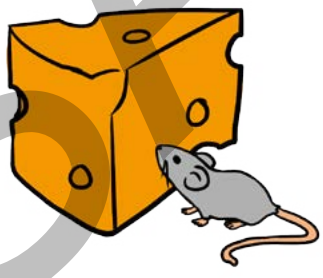
- ☐ A fly on my gold.
- ☐ A fly on my roll.



- ☐ An old chief.
- ☐ A cold chief.



- ☐ A fly went by.
- ☐ A fly went shy.



- ☐ A big piece of please.
- ☐ A big piece of cheese.



- ☐ Three blind mice.
- ☐ Three blind rice.

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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.

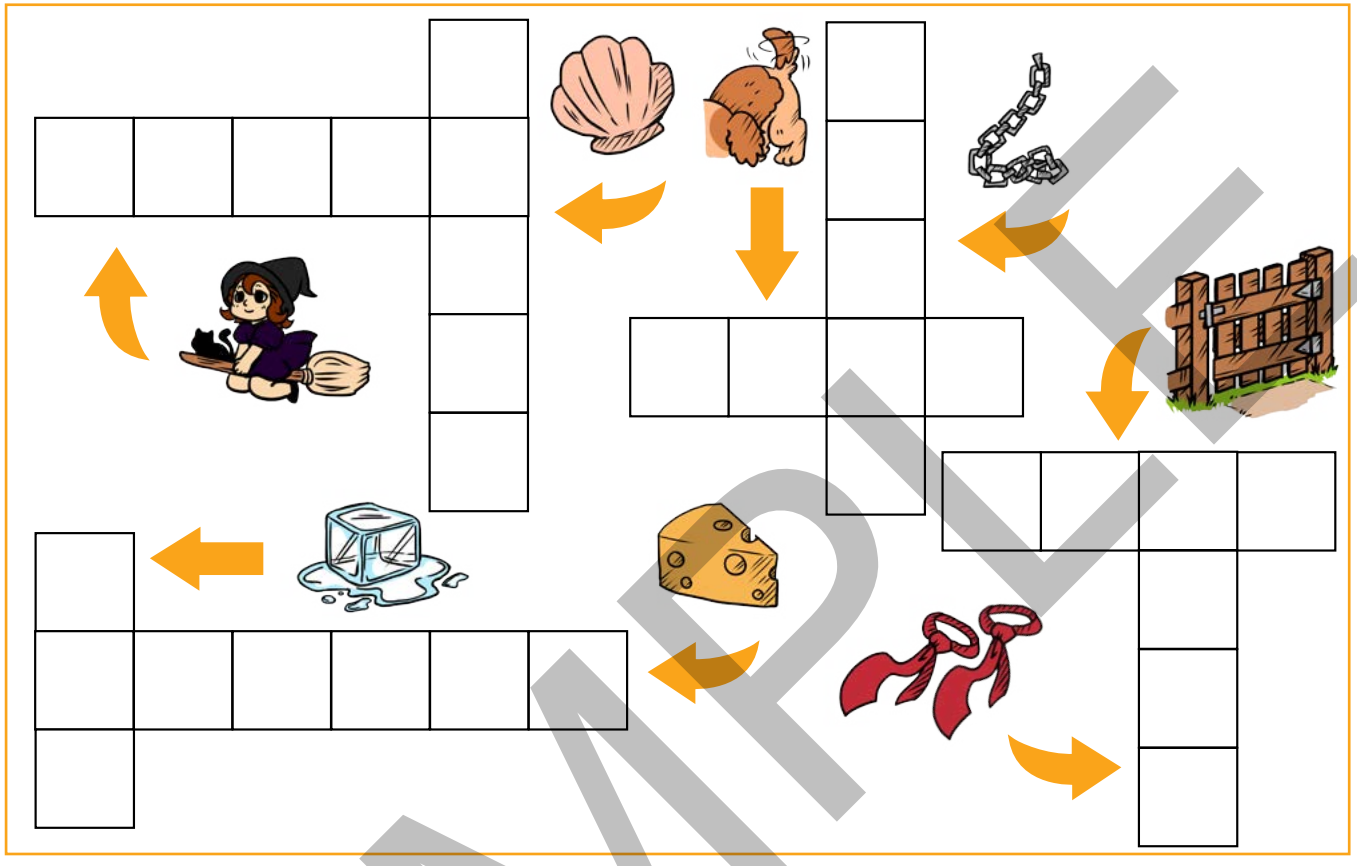
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Test 5:5

Crossword puzzles; word completion

Tick the sentence that describes the picture.



Write the words for the pictures.

1. Mrs Jones left the  on the tray.
2. The queen kept her  in a safe place.
3. Steve had a long ride on his .
4. The old  slept in the shade.
5. Jane had to roll the  twice.

Score /9

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