Five Senses Phonics

BOOK 6

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 6 continues the development of essential reading skills — advanced phonics knowledge. 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 digraphs ('ar', 'er' 'or' and so on), diphthongs ('ow', 'oo' 'oi' and so on), and irregular word patterns ('air, 'igh', 'ow' and so on).

Once students have mastered the skills taught in Books 1–6 of the Five Senses Phonics program they are ready to learn the independent reading skills of syllabification (dividing words into syllables) and structural analysis (dividing words into prefixes-base words-suffixes). Once these skills are mastered student will have become independent readers.

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.

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 6

Book 6 introduces students to higher 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.
Page 12	**Introductory page —** teach the digraphs and diphthongs ('ow' as in 'clown' and so on). All words taught in this unit (except the sight words) contain the 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 digraphs and diphthongs.
Page 23-24	Students display competence reading words containing digraphs and diphthongs.
Page 25	**Introductory page —** Introduce the vowels before 'r' sounds. All words taught in this unit (except the sight words) contain the letter-sound correspondences learned in the earlier books.
Pages 26-35	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 vowels before 'r'. All words taught in this unit (except the sight words) contain the letter-sound correspondences learned in the earlier books.
Page 39	**Introductory page —** Introduce these irregular word patterns 'al' as in 'bald' and so on. All words taught in this unit (except the sight words) contain the letter-sound correspondences learned in the earlier books.

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Pages 40-49	Students complete the activity pages that teach them to work with words containing irregular word patterns.
Page 50	Students display competence reading words containing irregular word patterns.
Page 51	**Introductory page —** Introduce students to words containing silent letters ('gh' as in 'night', 'b' as in 'thumb' and so on). All words taught in this unit (except the sight words) contain the letter-sound correspondences learned in the earlier books.
Pages 52-61	Students complete the activity pages that teach them to work with and read words containing silent letters.
Page 62	Students display competence reading words containing the skills taught in this 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	**Revision Unit —** 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	write	seven	white

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/12	/12	/12	/12

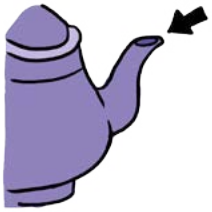
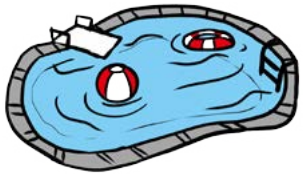
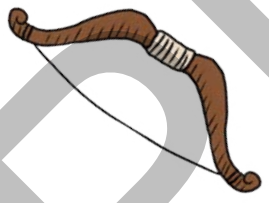
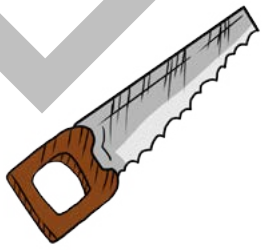
Yes I can!

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Unit 1:3

Diphthongs 3

Circle the picture with the sound.

  ou	  oo
  oo	  ow
  ou	  aw
  oo	  ow

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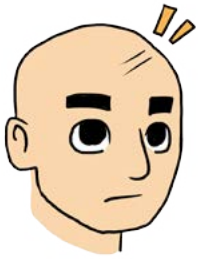
go he is

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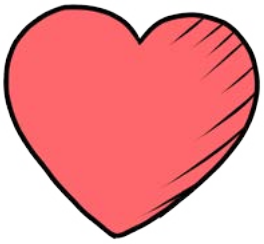
Unit 3:8

Digraphs 8

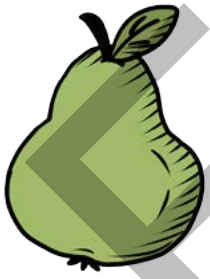
Write the words for the pictures.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

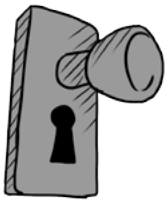
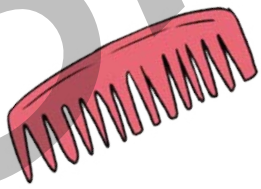
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Unit 4:2

Silent letters 2

Circle the letters you do **not** hear.

 n b k	 u b m
 w t r	 gh l i
 l t c	 m p l
 b o m	 n k e

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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 6:2

Singular-plural; recognising word patterns

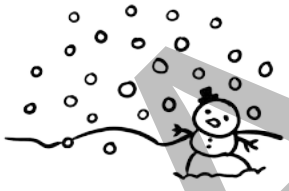
Circle the word for the picture.

 bird birds	 bowl bowls
 pear pears	 knob knobs

List the words with the same word pattern under each picture.

grow born low call thorn

small row torn fall







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Score / 13

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