

TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
GRADE 1	187
OVERVIEW OF PHONOLOGICAL AWARENESS STAGES	187
1. Sentences	187
2. Words	188
3. Compound words	188
4. Words into two syllables	189
5. Words into three or more syllables	189
6. Rhyme	190
7. Initial sounds	192
Assessment.....	193
What will I do?.....	194
Examples of sentences	195
Draw a picture of the story.	196
Instructions for sentence segmentation.....	197
I spy with my little eye.....	199
Compound words	200
Syllable categorization chart	201
Syllable classification picture cards	202
Blank syllable chart.....	204
Rhyme cards	205
Examples of rhyming words: consonant-vowel-consonant	206
Nursery rhymes	207
Baa baa black sheep.....	207
Hickory dickory dock	207
Five little ducks.....	207
Pop pop pop.....	208
Humpty Dumpty	208
1 2 Buckle my shoe.....	208

Way up high in the apple tree.....	208
Songs 209	
The ants came marching.....	209
If you're happy and you know it.....	209
10 Little indians	210
Twinkle little star.....	210
Old McDonald	211
Old McDonald - consonants	211
Jingle bells – short vowels	212
BINGO - vowels	212
Vocabulary in alphabet stories.....	213
Little a had a box.....	214
Little b had a box.....	214
Little c had a box.....	215
Little d had a box.....	215
Little e had a box.....	216
Little f had a box.....	216
Little g had a box.....	217
Little h had a box.....	217
Little i had a box	218
Little j had a box	218
Little k had a box	219
Little l had a box	219
Little m had a box.....	220
Little n had a box.....	220
Little o had a box.....	221
Little p had a box.....	221
Little q had a box.....	222
Little r had a box.....	222
Little s had a box	223
Little t had a box.....	224
Little u had a box.....	224
Little v had a box	225
Little w had a box	225
Little x had a box	226
Little y had a box.....	226

Little z had a box	227
Let's play BINGO	228
Phonological Awareness Skills Test (P.A.S.T.).....	229
GRADE 2.....	231
OVERVIEW OF PHONOLOGICAL AWARENESS STAGES	231
9. Final sounds	231
10. Onset and rime (Segment initial sounds)	231
11. Segment final sounds	232
12. Phoneme isolation	232
13. Phoneme identity	232
14. Phoneme categorization	233
15. Blend and segment sounds.....	233
16. Phoneme deletion: initial sounds	233
17. Phoneme deletion: final sounds	233
18. Phoneme addition: initial sounds	234
19. Phoneme addition: final sounds	234
20. Phoneme substitution.....	234
Songs to teach phonological awareness	235
Stories to teach phonological awareness	235
Using poems to teach phonological awareness	235
Additional support material.....	236
Assessment.....	236
Final sounds	237
What will I do?	237
Rhyming words with same ending.....	238
Words with different ending.....	239
Onset and rime	240
Onset and rime: Word family house	241

Pam and Sam: am word family	242
I love to dance: ap word family.....	244
In my hat: at word family	246
Don't forget: et word family	248
The big dig: ig family	250
The bin: in word family	252
I can: ip word family	254
I can knit: it word family	256
Sounds: op word family	258
The hot pot: ot word family	260
Monkey hub-bub: ub word family	262
Bug in a rug: ug word family.....	264
Draw a picture of the story.	266
Segment final sounds	267
Phoneme isolation.....	270
Phoneme isolation: blending and segmenting	271
Phoneme identity.....	272
Phoneme categorization	273
Blend and segment	274
Phoneme deletion: initial sounds (aural activity)	275
Phoneme deletion: final sounds (aural activity)	276
Phoneme addition: initial sounds (aural activity)	277
Phoneme addition: final sounds (aural activity)	277
Phoneme substitution	278
Rhymes with long vowels	279
a (silent e)	279
Skates	279
Snake	279
i (silent e).....	279
Mice in a line	279
o (silent e)	279
The mole	279
u (silent e)	279
My paper flute	279
Consonant blends	280

Tongue twisters and alliterations.....	280
Story for „sh“ consonant blend	281
Story for „th“ consonant blend	282
Story for „ch“ consonant blend	283
Story with consonant blends: cr, fr, sw, ll, mp, nd, tr, gr, br	284
Read and draw	285
Example of colour coding	286
Songs 287	
BINGO vowels.....	287
Jingle bells – short vowels	287
Fun short vowel revision activities	288
Games 291	
Flip over game	291
Crazy letters word building game	293
Blank table for crazy letters word building game	294
Assessment rubric.....	295
GRADE 3.....	297
EDUCATOR FRAMEWORK FOR TEACHING PHONONOLICAL AWARENESS TO GRADE THREE ENGLISH SECOND LANGUAGE LEARNERS	297
14. Blend and segment	297
15. Phoneme deletion: initial sounds aural activity.....	297
16. Phoneme deletion: final sounds aural activity	297
17. Phoneme addition: initial sounds aural activity.....	298
18. Phoneme addition: final sounds aural activity.....	298
19. Phoneme substitution.....	298
20. Manipulate phonemes.....	298
Songs to teach phonological awareness	298
Stories to teach phonological awareness	299
Poems to teach phonological awareness	299

Assessment.....	299
Blend and segment	300
Phoneme deletion: initial sounds	301
Phoneme deletion: final sounds	302
Phoneme addition: initial sounds	302
Phoneme addition: final sounds	303
Phoneme substitution	303
Poems with long vowels	305
a (silent e)	305
Skates	305
Snake	305
i (silent e).....	305
Mice in a line	305
o (silent e)	305
The Mole	305
u (silent e)	305
My paper flute	305
Consonant blends	306
Tongue twisters and alliterations.....	306
Draw a picture of the story.	307
Story for „sh“ consonant blend	309
Story for „th“ consonant blend.....	310
Story for „ch“ consonant blend	311
Story for „tch“ words: Soccer match.....	312
Story for „ndh“ words: The hunch.....	312
wh family: Questions, questions, questions	313
wh family: Cat and dog.....	313
Story of „e“ and „æ“ words: The bee hive	314
Story of „oo“ words: Tooth	314
ay words: The story of May	315
ar words: The story of the car.....	315
ai words: Rain	316
oa words: Little Goat	316
ea words: My favourite meat	316
Consonant blends: tr, nk, nt, sp, st, rt, ft: Elephants.....	317

y words like i: Granny	317
ing words: The king	318
ll words: Sally	318
ff words: The tiff.....	319
ss words: The story of Miss Bess.....	319
ck words: Quick!.....	320
ou and ow words: Owl and mouse	320
oy words: Roy	321
oi words: Noise.....	321
Complex patterns: dream, cream, scream, stream, freak, clean, please	322
er words: Swerve	322
ir words: Shirley.....	323
ur words: The nurse	323
or words: Who is this man?	324
Long a-e words: Abe and the cake.....	325
Long e-e words: Steve. Zeke and Eve	326
Long i-e words: Mike and Spike	327
Long o-e words: The robe	328
Long u-e words: Jude and Luke	329
Songs 330	
Old McDonald – Alphabet sounds.....	330
BINGO (vowels)	330
Jingle bells – short vowels	331
Silent e worksheet	332
Consonant digraph ck word search.....	333
Consonant digraph ll word search.....	334
Long vowels: group activity	335
Word search – ir, or, ur, er	336
Word search – consonant blends	337
Assessment rubric.....	338
BIBLIOGRAPHY	340

GRADE 1

OVERVIEW OF PHONOLOGICAL AWARENESS STAGES

Phonological awareness activity	Support material
1. Sentences	
Level 1: - Characteristics of a sentence Write a sentence from the short story on the board to teach learners the characteristics of a sentence: - Capital letter - Finger spaces between words - Full stop - Segment the same sentence into words - Learners count the words in the sentence - Learners clap on each word. Each clap represents one word Learners count and clap the words read to them from the sentence worksheet: „Put the lid on the bin“.	Short story: What will I do? <i>page 194</i> Worksheet with sentence examples <i>page 195</i>
Level 2: - Extend the sentence Use a sentence used in the story or worksheet above and give each learner a turn to add to the sentence. Assist them, as English vocabulary is limited at this stage. Example: Fill it up. Fill it up with bread. Fill it up with bread, jam. Fill it up with bread, jam, milk. etc. - Count the words in the sentence Clap on each word	Written by: worksheet <i>page 196</i>
Write the sentence correctly on the board Learners complete the worksheet	
Level 3: - Explain that a story is made up of sentences. - Build a story with sentences orally. Learners draw a picture based on the story „What will I do?“ OR the story made up in class.	Sentence segmentation <i>page 197</i>

2. Words	
Level 1: Oral clues are given to describe the function of an object Example: „You can stir your tea with it” „spoon”. Play I spy” game. Give clues relating to the picture on the worksheet. Learners find the correct picture and cover it with a piece of paper or mark it with an „x”.	I spy game worksheet page 199
Level 2: Build a sentence Give one word. Example „The”. Choose a learner to continue with the sentence. “The cat”. That learner chooses another learner to continue with the sentence “The cat sits.” As vocabulary is limited at this stage, keep the sentences short and assist learners with English vocabulary.	
Listen to words in sentences and indicate amount of words Give each learner the worksheet with the small pictures. Explain to them that they need to listen to the amount of words in the sentence read to them. Learners indicate the amount of words in the sentence by drawing the correct amount of crosses next to the corresponding picture.	
Level 3: Substitute words in sentences Use sentences used above and substitute one word in the sentence with another. Example: Put the lid on the bin. This can be changed to: Put the hat on the bin Put the lid on the table	
3. Compound words	
Level 1: Segment compound words Explain that compound words are made up of two words. Example; baseball = base + ball Use pictures with the words. Learners clap on each syllable. Baseball will have two claps.	Compound words worksheet page 200

Level 2: Delete first syllable. Educator says “what is baseball without base?” Learners reply “ball”	Syllable categorisation chart <i>page 201</i>
Level 3: Delete second syllable Educator says “what is baseball without ball?” Learners reply “base”	
4. Words into two syllables	
Level 1: - Segment one syllable names and familiar words - Clap on each syllable	Syllable classification picture cards <i>page 202</i>
Explain to learners that words and names can be broken up into one, two, three or more syllables. There is one syllable per vowel sound. Example: The word „cat“ is only one syllable. Tree is one syllable as the „ee“ represents one sound First use names of learners with one syllable (therefore one clap). Example: Sam, Pam, Pete, John Use words with one syllable with pictures. Example: cat, fish, tree, duck, frog, sun, kite	Blank syllable charts <i>page 204</i>
Level 2: Segment two- syllabic names and familiar words Clap on each syllable. Example: Tha-bo, Vu-si, Ja-bu Mon-key, flo-wer Use pictures with words	
5. Words into three or more syllables	
Level 3: Segment three or multisyllabic names and familiar words	
- Clap on each syllable - Segment unfamiliar words Names- Example: Jo-ha-na, Re-fil-we, Te-bo-go Words: e-le-phant, he-li-cop-ter. Educators use pictures with words	

Activity 1: Use syllable classification chart with pictures. Cut out the pictures on the pages. Place the syllable chart on the board, clearly visible to all learners Divide the learners into groups Give each group a few pictures Ask one learner from each group to place the given picture or word under the correct column depicting the amount of syllables in the word	
Activity 2: Give the learners the blank worksheet with columns 1 - 5 Say the word and show the learners the matching picture. Learners need to indicate the amount of syllables in the word by drawing a cross in a column. In other words, one cross in column one for one syllable, a cross in column one and two for two syllables, a cross in column one, two and three for three syllables and so on. This can be done as pair work or group work. Each learner should receive a turn to draw the crosses	
6. Rhyme	
Level 1: • Read/say nursery rhymes Explain to the learners that rhyming words sound the same and have the same ending The educator reads the rhyme to the learners, pointing to the pictures and says the rhyming words out loud. Example: Humpty Dumpty sat on the WALL Humpty Dumpty had a great FALL The rhyme and the pictures are discussed. The educator must make sure that all the learners understand the poem and all the vocabulary in the rhyme Learners learn the rhyme, point to the pictures and do the actions where applicable Learners each get a turn to say the rhyme	Nursery rhymes <i>page 207</i> Rhyme cards <i>page 205</i>

• Say the rhyme but omit the rhyming word. The learners need to shout out the missing word. Example; Humpty dumpty sat on the wall, Humpty dumpty had a great... Learners shout “fall” The educators can allow the learners to draw a picture illustrating the rhyme	
• Introduce five rhyming pairs to the learners Once learners understand the concept of rhyming words, more rhyming pairs can be introduced. Choose rhyming words from different rhymes. Example: wall –fall, (Humpty Dumpty), dock – clock, (Hickory Dickory), quack – back, (Five little ducks), high –sky, star –are (Twinkle, Twinkle), tree – me (The Apple Tree) Consonant-vowel-consonant rhyming words can also be used to illustrate rhyme	
• Learners judge rhymes Example; Do dock and clock rhyme? Do wall and men rhyme? • Learners match rhyming words Example: “What word in the rhyme, rhymes with wall?” Learners can say „fall”	Written by worksheet page 196
Level 2: • Identify the odd one out Learners identify the word that does not rhyme. Example: wall, fall, tall king	
Level 3: Encourage learners to make their own rhymes. The educator can give the first sentence and ask the learners to make up the next sentence that will rhyme with the given one Example: Sam has a cat Learner: Sam has a mat	
Game: Explain to learners how to play “Squirrel in the tree”. Use the rhyming cards. Educators can make their own cards with rhyming words Enrichment: The pair can then work together to think of additional words that rhyme with their pictures Give the “trees” picture cards that match other cards given to the “squirrels.” The “trees” move to various parts of the room and stand still	

When the educator says, “Squirrel in a tree!” the “squirrels” must move around and find their matching “tree” which is the learner with the rhyming card Enrichment: The pair can then work together to think of additional words that rhyme with their pictures	
• Songs to teach rhyme Songs can be used to re-enforce rhyming words. The pictures below the songs will add meaning to some of the words • Sing the song to the learners and do actions where applicable • Explain the song and discuss it	Songs page 209
• Make sure all learners understand the vocabulary • Pay special attention to rhyming words by emphasizing them • Learners sing the song with the actions and can take individual turns to sing	
7. Initial sounds	
• Learners name the sound their name starts with Example; “My name is Joseph and my name starts with /j/. “My name is Calvin and my name starts with /c/ Learners form groups according to the initial sound in their name. Example: all the learners whose names start with /t/ sit together	Short stories with alphabet sounds page 213
• Learners name the sound that a word starts with Introduce learners to the sound allocated for the week and show learners pictures with words that start with that particular sound. Example: the first sound in the word ant is /a/. Learners listen to different words that start with /a/ and look at the picture corresponding with the word Read the short story relating to the sound. Indicate the direction of reading by pointing to the text from left to right Show the pictures and ensure each learner understands the vocabulary and content in the short story Allow the learners to discuss the story afterwards	Written By worksheet page 196

Re-read the story every day for a week. While reading the story, emphasise the beginning sound. Example /a/, by saying all the /a/ words louder Give the picture cards to various learners to re-tell the story to the class in the correct sequence. By now the learners should know the story by heart Educators allow the learners to draw a picture of the story or make a book with all the words related to the sound for the week. (Only teach about four words and then increase the amount of words when learners know the first four.) Learners must write their name on the booklet or picture and file it. Eventually they will have all the sounds of the alphabet with corresponding pictures and words Tip: Colour code the vowels in the words in yellow Re-enforce consonants by singing the song to the tune of Old McDonald	
When vowel sounds are taught, learners sing each vowel to the tune of Jingle Bells Re-enforce vowel with the vowel song to the tune of B-I-N-G-O	BINGO page 228
Assessment	
• Use the Phonological Awareness Skills Test to assess learners' phonological awareness.	PAST page 229

Adapted from Wessels, (2011)

What will I do?



I will run.



I will cut



I will mix.



I will hop.



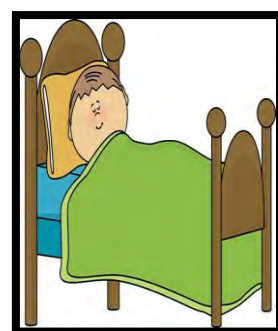
I will fix.



I will get wet.



I will jog.



I will have a nap.

www.hubbardscupboard.org

Examples of sentences



Put the lid on the bin.

Fill it up.



Bill fell on his bum.

Let Jill hit the bell.



Sam has a big wig.

Jill will run. Jill will win.



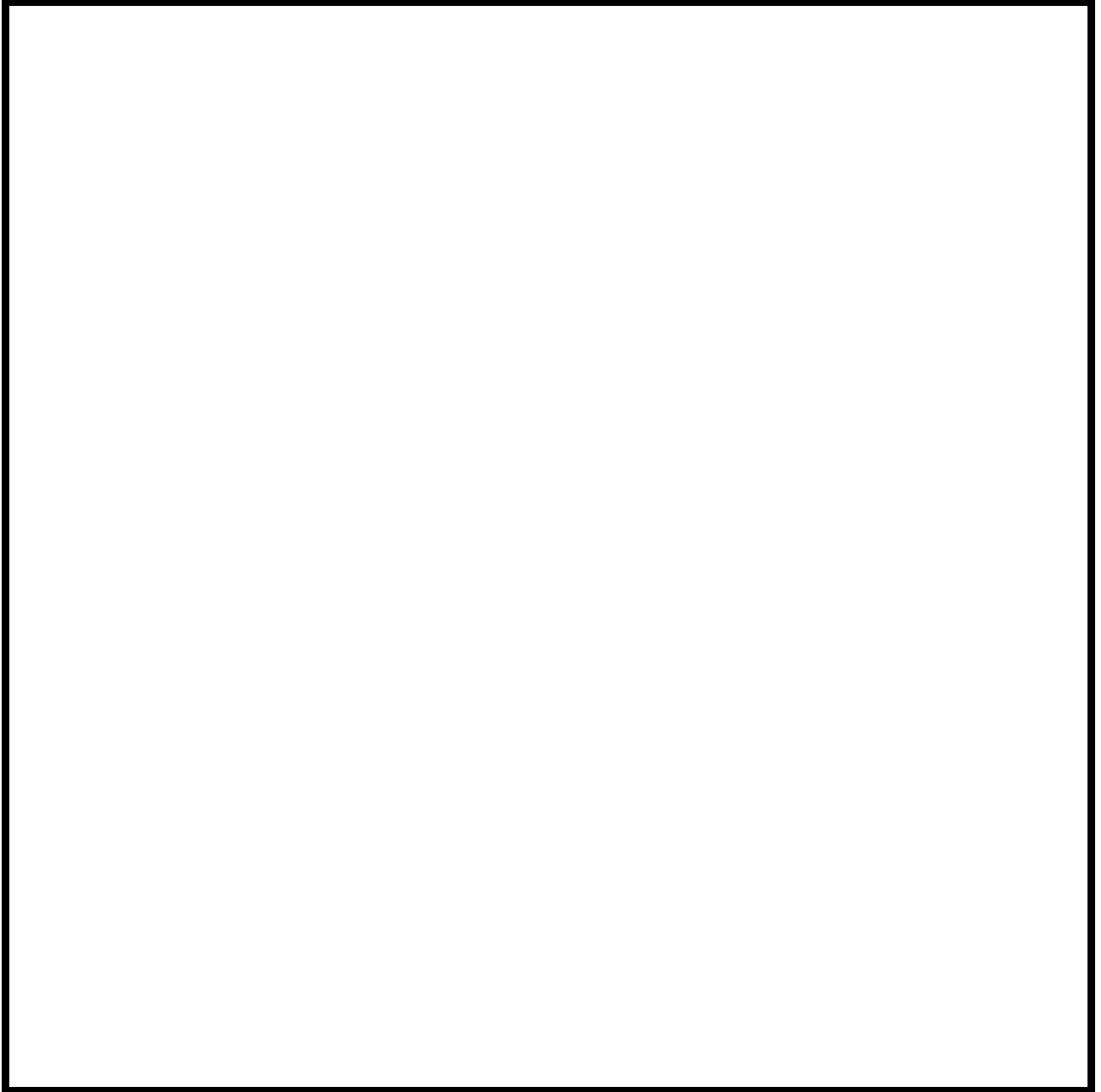
Ben has a fun pen.

It is wet.



Draw a picture of the story.

Written by:



Source: www.teacherspayteachers.com/Store/Carolyn-Kisloski/

Instructions for sentence segmentation

- Individual or Group Activity

How many words are there in each sentence? (www.fcr.org)

The educator gives the learners oral instructions as indicated below.

- Find the jet. When you find it, put your pencil in the box next to it.

Listen: The jet was very loud.

Mark: The jet was very loud.

Listen and check: The jet was very loud.

Did you make five 'X's?

Now we will begin.

- Find the dog.

Listen: The dog is brown with white spots.

Mark: The dog is brown with white spots.

Listen and check: The dog is brown with white spots.

- Find the baseball.

Listen: The team ran to the playground to play baseball.

Mark: The team ran to the playground to play baseball.

Listen and check: The team ran to the playground to play baseball.

- Find the insect.

Listen: Insects always have three body parts and six legs.

Mark: Insects always have three body parts and six legs.

Listen and check: Insects always have three body parts and six legs.

- Find the flower.

Listen: Yellow and blue flowers grew in the yard.

Mark: Yellow and blue flowers grew in the yard.

Listen and check: Yellow and blue flowers grew in the yard

- Find the clown.

Listen: Clowns wear funny clothes and shoes.

Mark: Clowns wear funny clothes and shoes.

Listen and check: Clowns wear funny clothes and shoes.

- Find the book.

Listen: She likes to read every night before going to sleep.

Mark: She likes to read every night before going to sleep.

Listen and check: She likes to read every night before going to sleep.

- Find the cat.

Listen: The cat jumped over the log.

Mark: The cat jumped over the log.

Listen and check: The cat jumped over the log.

- Find the zebra.

Listen: We saw a zebra at the zoo.

Mark: We saw a zebra at the zoo.

Listen and check: We saw a zebra at the zoo.

- Find the flag.

Listen: There are fifty stars on the flag.

Mark: There are fifty stars on the flag.

Listen and check: There are fifty stars on the flag.

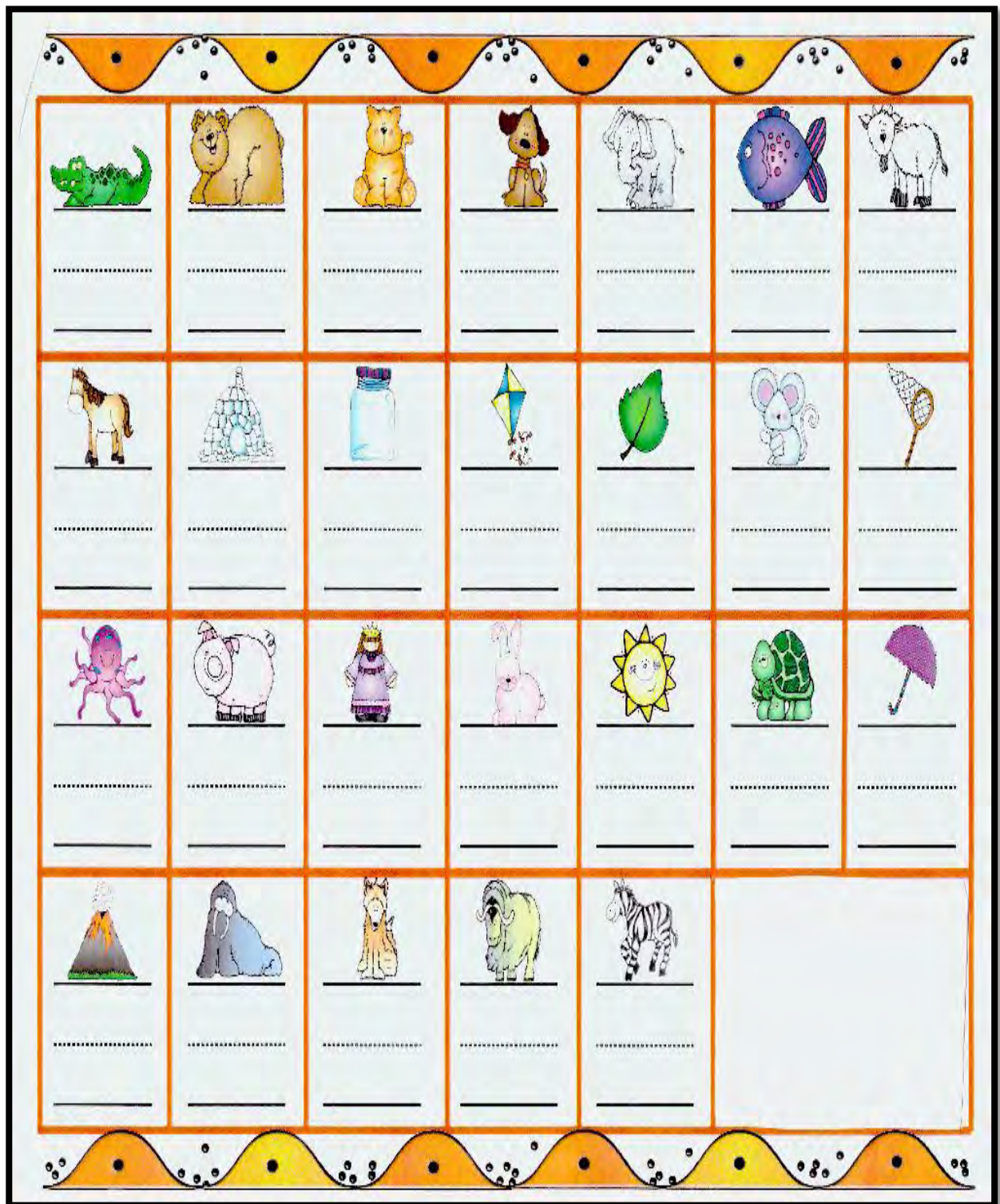
- Find the cake.

Listen: Grandmother will bake a special chocolate cake for my birthday.

Mark: Grandmother will bake a special chocolate cake for my birthday.

Listen and check: Grandmother will bake a special chocolate cake for my birthday.

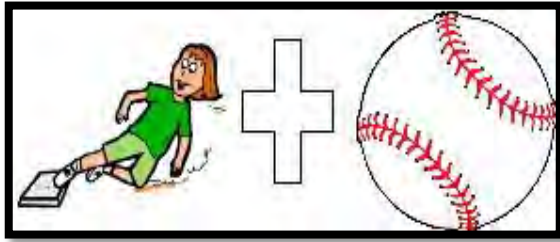
I spy with my little eye



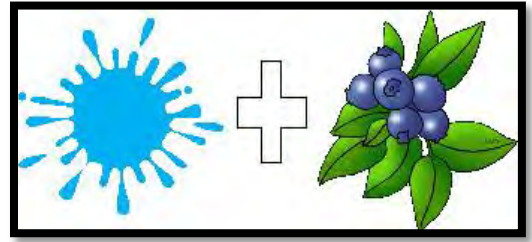
alligator - bear - cat - dog - elephant - fish - goat - horse - igloo - jar - kite -
 leaf - mouse - net - octopus - pig - queen - rabbit - sun - tortoise -
 umbrella - volcano - walrus - fox - buffalo - zebra

Source: www.differentiatedkindergarten.com

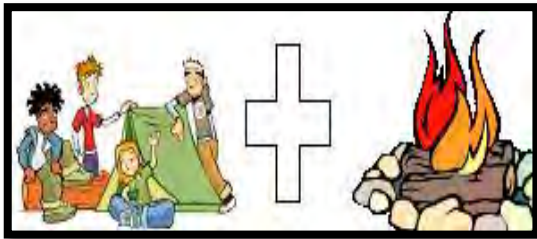
Compound words



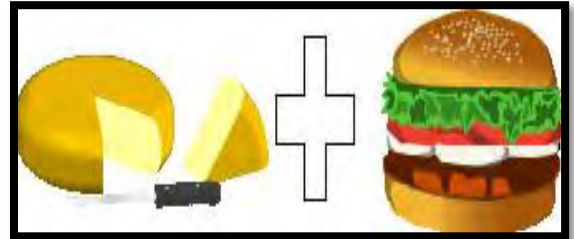
base+ball = baseball



blue+berry = blueberry



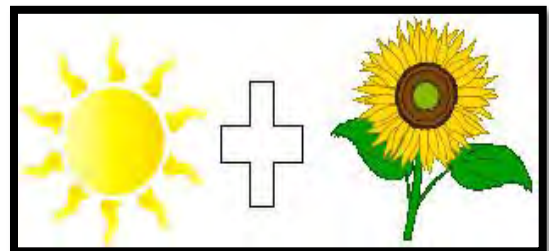
camp+fire = campfire



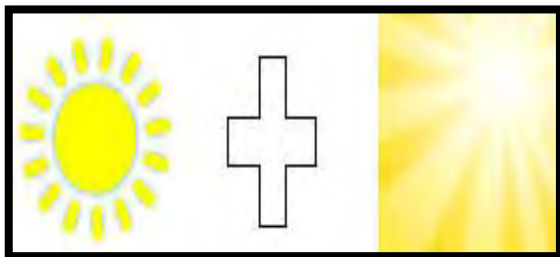
cheese+burger = cheeseburger



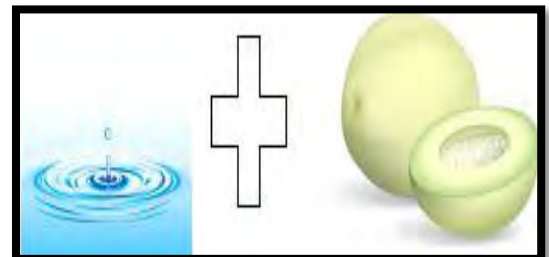
pepper+mint = peppermint



sun+flower = sunflower



sun+shine = sunshine



water+melon = watermelon

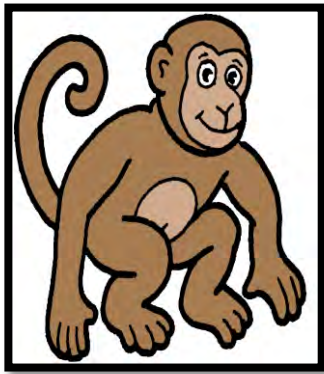
Source: www.superteacherworksheets.com

Syllable categorization chart

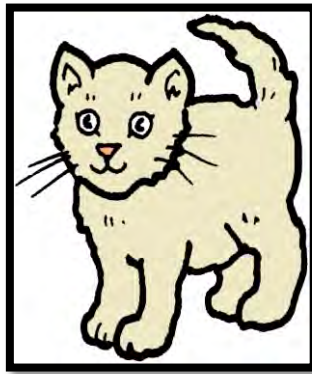
1 	2 	3 
		

Source: www.prekinders.com

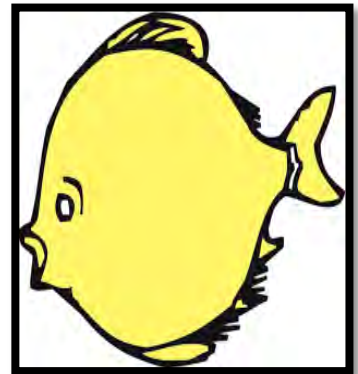
Syllable classification picture cards



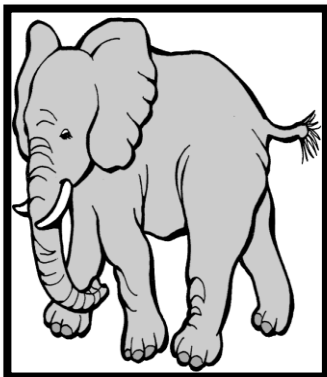
monkey



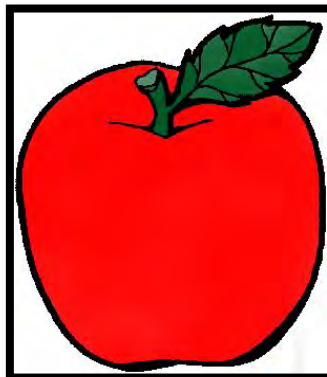
cat



fish



elephant



apple



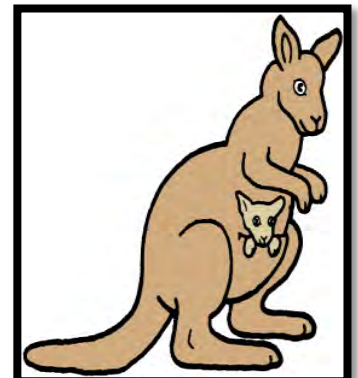
flower



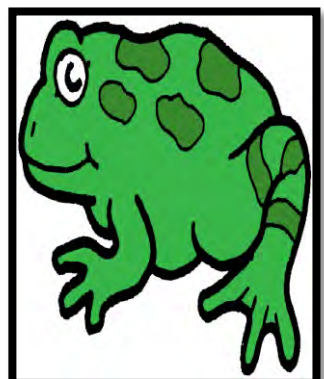
tree



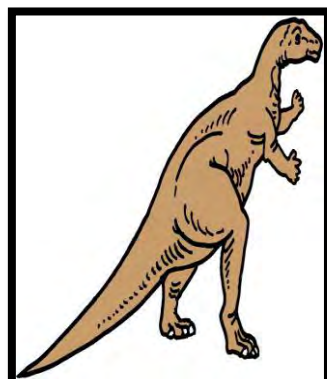
umbrella



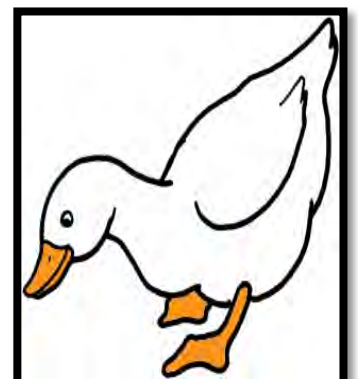
kangaroo



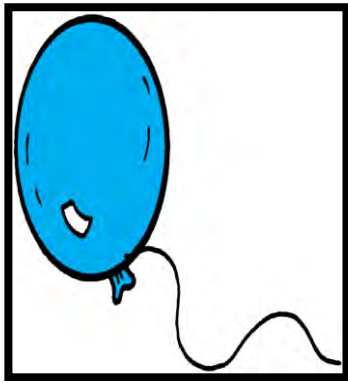
frog



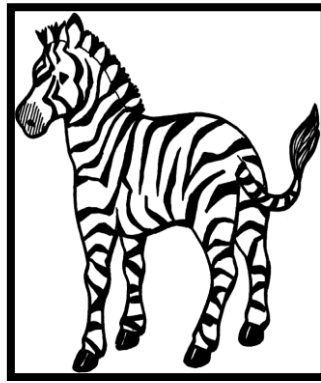
dinosaur



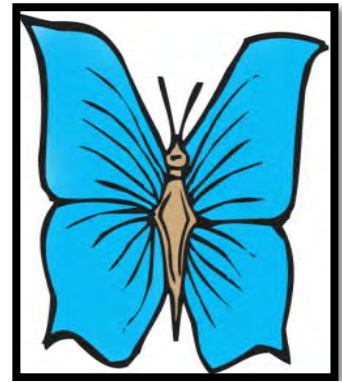
duck



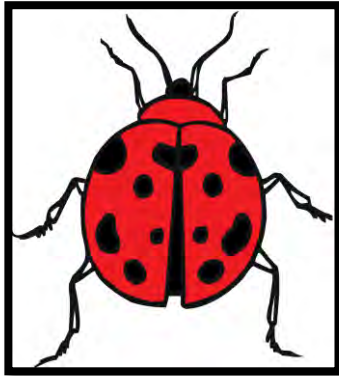
balloon



zebra



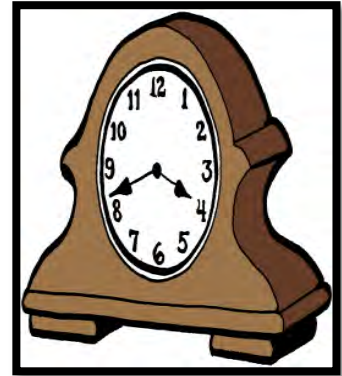
butterfly



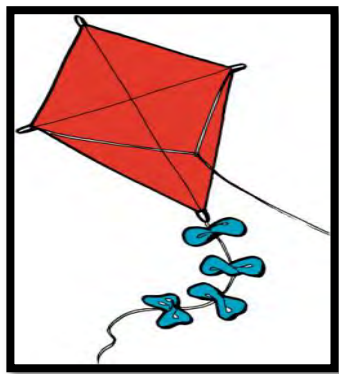
ladybug



rabbit



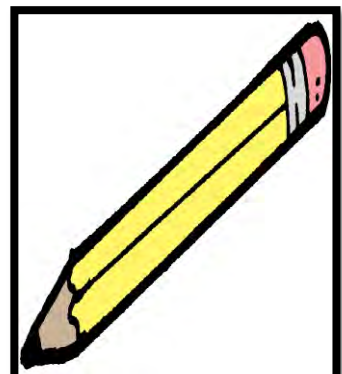
clock



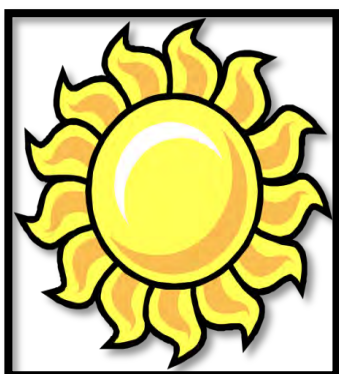
kite



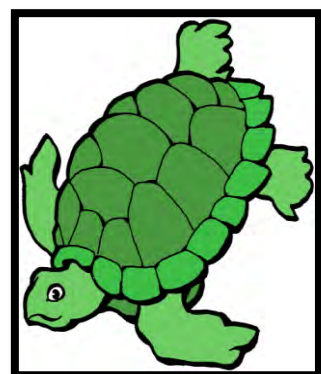
octopus



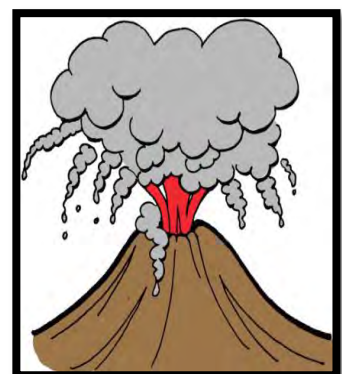
pencil



sun



turtle



volcano

Source: www.prekinders.com

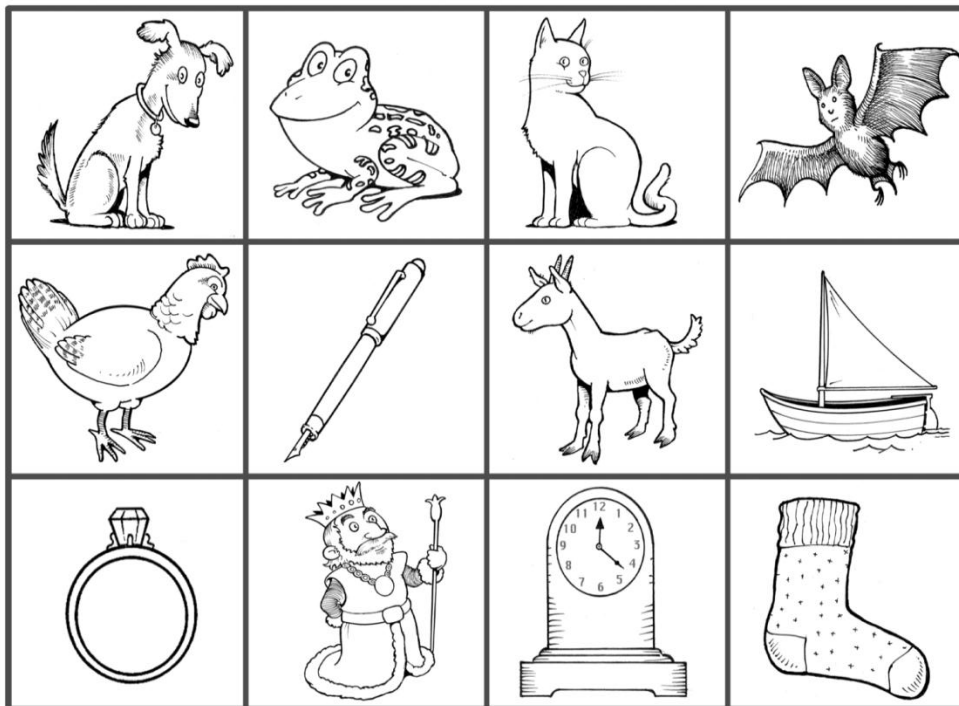
Blank syllable chart

Mark an X under the amount of syllables in the word given. Example; crocodile.

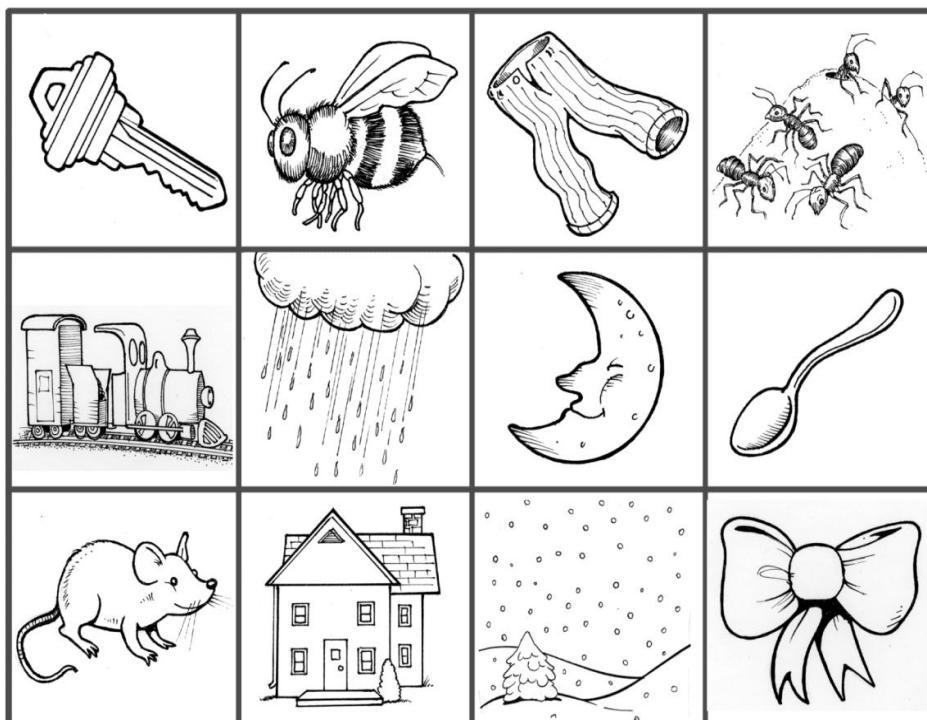
Draw a picture of the word given.	1	2	3	4
			x	

Source: www.fcrr.org

Rhyme cards



dog-frog, cat-bat, hen-pen, goat-boat, ring-king, clock-sock



key-bee, pants-ants, train-rain, moon-spoon, mouse-house, snow-bow

Source: Michalochick, R. (200/). Red Mill elementary Schools. Virginia Beach. VA.

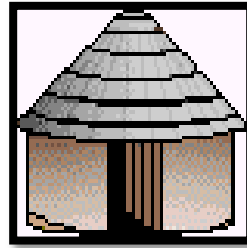
Examples of rhyming words: consonant-vowel-consonant



bag



flag



hut



nut



mop



top



cat



bat



fix



mix



peg



leg

Source: www.office.microsoft.com

Nursery rhymes

Baa baa black sheep

Baa baa black sheep
Have you any wool?
Yes sir. Yes sir.
Three bags full.
One for the master,
One for the dame
One for the little boy
Who lives down the lane.



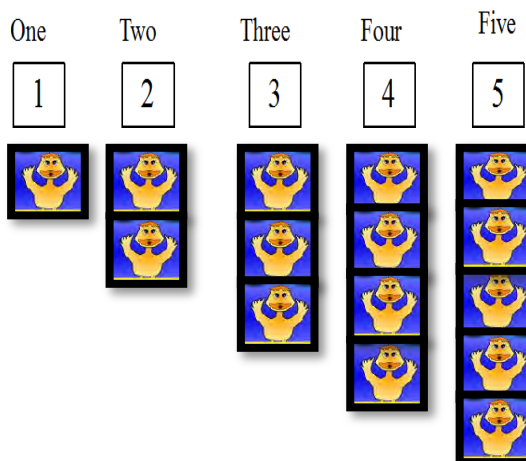
Hickory dickory dock

Hickory dickory dock
The mouse ran up the clock.
The clock struck one,
The mouse ran down.
Hickory dickory dock.
Tick tock!



Five little ducks

Five little ducks went out one day,
(Hold up five fingers)
Over the hills and far away,
(Hold hand up to eyebrows)
Mother duck said, Quack, Quack, Quack.
(Motion 'quack' with your hand)
But only four little ducks came waddling back.
(Make wings with arms and move elbows up and down)
(Continue to count down until there are no little ducks)
Sad mother duck went out one day,
Over the hills and far away,
Mother duck cried, QUACK! QUACK! QUACK.
(Motion 'quack' with both hands)
And five little ducks came waddling back!



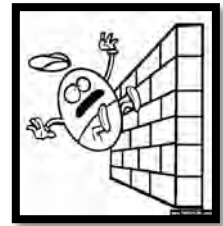
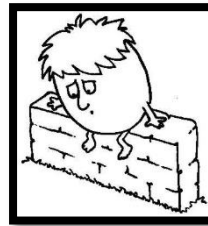
Pop pop pop

Pop Pop Pop, put the corn in the pot.
Pop Pop Pop!, sake it 'til it's hot.
Pop Pop Pop, lift the lid, what
have you got?
Pop Pop Pop. POPCORN!



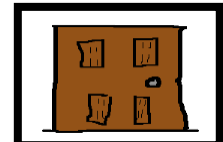
Humpty Dumpty

Humpty dumpty sat on the wall.
Humpty Dumpty had a great fall;
All the king's horses and all the king's men
Couldn't put Humpty together again.



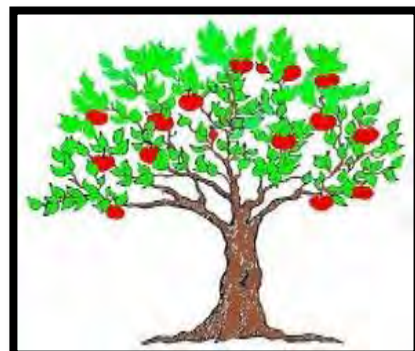
1, 2 Buckle my shoe

1, 2, Buckle my shoe.
3, 4 Shut the door.
5, 6 Pick up sticks.
7, 8 Lay them straight.
9, 10 A big fat hen



Way up high in the apple tree

Way up high in the apple tree
(stretch both arms above your head, hands open)
Two little apples smiled at me
(keep arms above head, close hands into fists)
I shook that tree as hard as I could
(keep arms above head, and shake)
Down came the apples
(bring fists down toward stomach)
Mmmm, they were good!
(rub stomach)



Source: www.StorytimeStandouts.com

Songs

The ants came marching

The ants came marching one by one, Hurrah! Hurrah!

The ants came marching one by one, Hurrah! Hurrah!

The ants came marching one by one, the little one stopped to suck his thumb they all go marching down around the town. Boom, Boom, Boom.

The ants came marching two by two, Hurrah! Hurrah!

The ants came marching two by two, Hurrah! Hurrah!

The ants came marching two by two the little one stopped to tie his shoe. They all go marching down around the town. Boom, Boom, Boom



If you're happy and you know it

If you're happy and you know it, Clap your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands.

If you're happy and you know it, stamp your feet.

If you're happy and you know it, stamp your feet.

If you're happy and you know it, Then your face will surely show it.

If you're happy and you know it, stamp your feet.

(nod your head, shout hoorah)



/0 Little indians

One little, two little, three little Indians
Four little, five little, six little Indians
Seven little, eight little, nine little Indians
Ten little Indian boys.
Ten little, nine little, eight little Indians
Seven little, six little, five little Indians
Four little, three little, two little Indians
One little Indian boy.



Twinkle little star

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky,
Twinkle, twinkle, little star,
How I wonder what you are!

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky,
Twinkle, twinkle, little star,
How I wonder what you are!



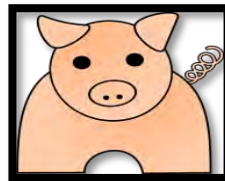
Old McDonald

Old Mc Donald had a farm, ee-i-ee-i-o
and on that farm he had a cow, ee-i-ee-i-o
with a moo moo here and a moo moo there
here a moo, there a moo, everywhere a moo moo
Old McDonald had a farm, ee-i-ee-i-o.

Old Mc Donald had a farm, ee-i-ee-i-o
and on that farm he had a sheep, ee-i-ee-i-o
with a baa, baa here and a baa, baa there
here a baa, there a baa, everywhere a baa, baa
Old McDonald had a farm, ee-i-ee-i-o.

Old Mc Donald had a farm, ee-i-ee-i-o
and on that farm he had a pig, ee-i-ee-i-o
with an oink, oink here and an oink, oink there
here an oink, there an oink, everywhere an oink, oink
Old McDonald had a farm, ee-i-ee-i-o.

Old Mc Donald had a farm, ee-i-ee-i-o
and on that farm he had a duck ee-i-ee-i-o
with a quack, quack here and a quack, quack there
here a quack, there a quack, everywhere a quack quack
Old McDonald had a farm, ee-i-ee-i-o.



Old McDonald - consonants

Old Mc Donald had a farm hee hi hee hi ho
and on his farm he had a /b/ hee hi hee hi ho.
With a /b/ /b/ here and a /b/ /b/ there
here a /b/, there a /b/ everywhere a /b/, /b/
old Mc Donald had a farm hee hi hee hi ho.
(Repeat for each consonant in the alphabet)

Jingle bells - short vowels

/a/ /e/ /i/

/a/ /e/ /i/

/a/ /e/ /i/ /o/ /u/

/a/ /e/ /i/

/a/ /e/ /i/

/a/ /e/ /i/ /o/ /u/

(start singing slowly and go faster and faster every time)

BINGO - vowels

There is a sound that says /a/, /a/

/a/, /a/ is it's sound OH! (learners shout OH!)

/a/ for apple, ant and axe

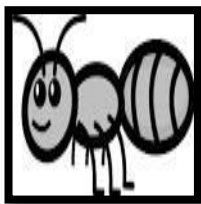
/a/ for apple, ant and axe

/a/ for apple, ant and axe

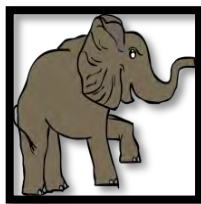
This is the sound of /a/ OH!

(use for all vowels: Use words from alphabet stories)

a



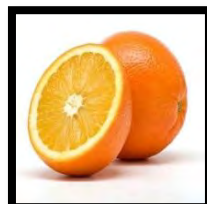
e



i



o



u



Adapted from: www.songlyrics.com/children-lyrics/

Vocabulary in alphabet stories

Letter	Vocabulary	Page
a	ant, axe, apple, alligator, astronaut	214
b	bee, bird, butterfly, balloon, bicycle, basket, brown, bear	214
c	cat, car, cake, cupcake, camel, coat, cup, candles	215
d	dolls, drum, dresses, dog, duck, doughnuts, donkey	215
e	eggs, envelope, Eskimo, elephant	216
f	Fishing, fish, frog, fox, farmhouse, forest, fire, fireman, fire hose	216
g	gate, garden, goats, grass, grapes, glass, glue	217
h	horse, hen, hotdog, hill, helicopter	217
i	insects, Indian, igloo	218
j	jeans, jacket, jumped, jackal, jogged, juice, jar	218
k	king, kettle, kangaroo, kids, kitchen, kitten	219
l	leaves, lizards, lambs, lemon, ladder, lamp, lion, leopard	219
m	monkeys, mice, motorbike, miserable, mountain, mud	220
n	nine, nuts, nests, newspaper, nutcracker	220
o	orange, ostrich, ox, octopus	221
p	piglets, picnic, peanuts, popcorn, pineapple, peacock, porcupine, policeman, park	221
q	queen, quilt	222
r	rat, rain, rainbow, rabbits	222
s	socks, shoes, shirt, shorts, swimming, swim, sandals, sandcastle, sand, spider, snail	223
t	tiger, tooth, turtle, tractor, train, turkey, toys	224
u	umbrella, underwear, upstairs, under	224
v	vest, violet, vegetables, vase, Valentine	225
w	wand, watermelon, wolf	225
x	x-ray	226
y	yellow, yoyo, yarn, yogurt	226
z	zoo, zigzag, zebra	227

Stories adapted from: Moncure and Hohag (1991)

Clipart: www.teacherspayteachers.com/Store/Allyson-Lane

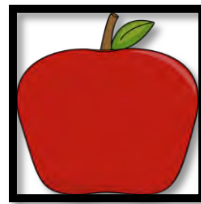
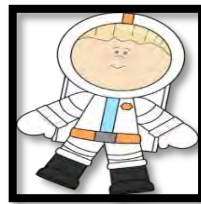
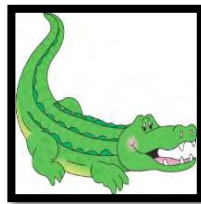
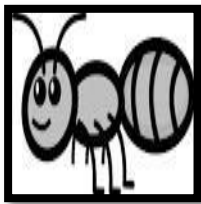
Little a had a box



Little a had a box. He said "I will fill my box." Little a put on his hat. He found apples, ants, an axe and an alligator. He put them into his box. The apples, ants, axe and alligator, fell out of his box. An astronaut helped little a to fill his box. Then the astronaut took little a for a ride. Up, up, and away!

Enrichment words

anchor	acrobat	animals	antlers
--------	---------	---------	---------



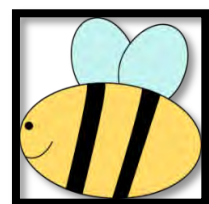
Little b had a box



Little b had a box. She said "I will fill my box." Little b found a bird, bee, butterfly and a balloon. She put them into the box. The box was full. Little b found a bicycle and put her box onto the basket. She rode away. Little b fell off the bicycle. Little b saw a brown bear. Little b picked up her box and rode home.

Enrichment words

bat	bath	boots	book	ball
-----	------	-------	------	------



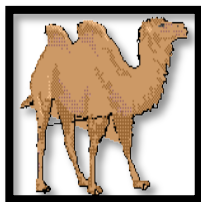
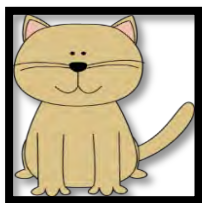
Little c had a box



Little c had a box. She said "I will fill my box." Little c was cold. She found a coat and put it on. She found a car, cat, cup and a camera. Little c put them into her box. Little c found a camel and rode on the camel to a birthday party. She had candy, cupcakes, and a cake with candles on it.

Enrichment words

crown	cauliflower	curtain	comb
-------	-------------	---------	------



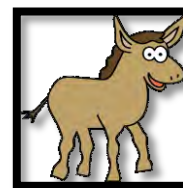
Little d had a box



Little d had a box. She said "I will fill my box." Little d found dolls, lots of dolls. (Indicate plural / s/doll - dolls). One doll danced and one doll played a drum. Little d put the dolls into her box. The box was too little. Little d made a doll house for her dolls. She made dresses for her dolls. Little d made toys for her dolls, she made a toy dog, a toy donkey and a toy duck. Little d made doughnuts for all of her dolls.

Enrichment words

diamond	diary	daisy	donkey
---------	-------	-------	--------



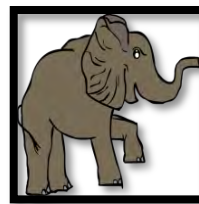
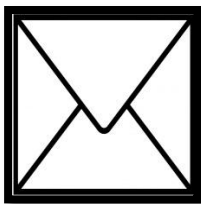
Little e had a box



Little e had a box. He said "I will fill my box." Little e found eggs. He put them into his box. Little e found an envelope, an eskimo and an elephant. He put the eggs, envelope and eskimo on the elephant. The elephant went up and down. The eggs fell out of the box. The envelope and the eskimo fell too. Little e had to find new eggs. The eskimo helped Little e to fill his box.

Enrichment words

elevator	enemy
----------	-------



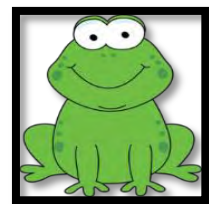
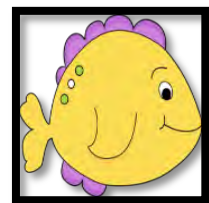
Little f had a box



Little f had a box. She said "I will fill my box." Little f found a fishing rod. She caught four fish, five fat frogs and put them in her box. She found a fox in the forest. She saw a farmhouse on fire. She called a fireman riding in a fire engine. The fireman was fast. The fireman used a firehose to put out the fire. Little f was happy. She played with the four fish, five frogs and the fox.

Enrichment words

flag	fork	feet
------	------	------



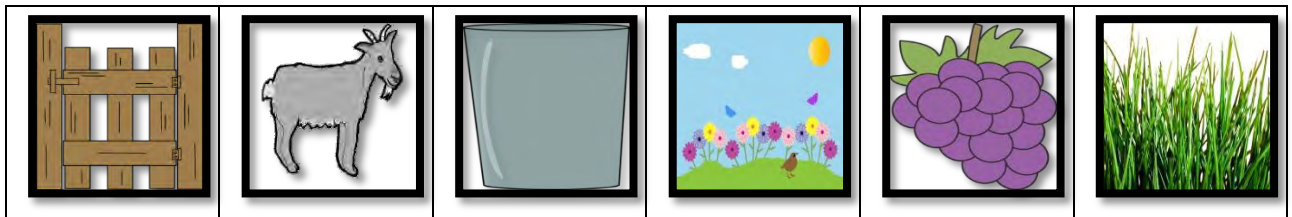
Little g had a box



Little g had a box. She said "I will fill my box." She opened a gate and went into the garden. She found goats in the garden. "In you go, goats," she said. Then she found grass, lots of green grass. The goats ate the grass. Little g found grapes. The goats ate the grapes. Little g found a glass and some glue. She put them into the box. The goats giggled.

Enrichment words

goose	gold	goldfish
-------	------	----------



Little h had a box



Little h had a box. He said "I will fill my box." He found a hen, horse and a hotdog. He put them into the box. The horse hopped out of the box. Little h hopped onto the horse. The horse went up a hill. The horse got tired so Little h put him back into the box. He found a helicopter to go up the hill. The helicopter went very high. Little h shouted "Help! Help!" The helicopter went down. Little h was happy.

Enrichment words

heart	hair	hand
-------	------	------



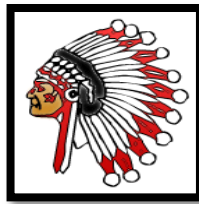
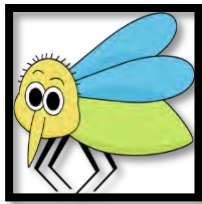
Little i had a box



Little i had a box. She said "I will fill my box." Little i found insects, lots of insects. She put the insects into the box. The insects were not happy. The insects jumped out of the box. An Indian came by. "I will help you fill your box." said the Indian. She gave Little i an Indian dress and Indian beads to put into the box. Little i dressed like an Indian.

Enrichment words

imp	ink
-----	-----



Little j had a box



Little j had a box. He said, "I will fill my box." But first Little j put on his jeans and jacket. Then he jumped over his box. He jumped into the box and out of the box. Little j found a jackal. The jackal wanted to jump. Little j jogged away from the jackal. Little j was thirsty and drank orange juice from the jar.

Enrichment words

jelly	July	June
-------	------	------



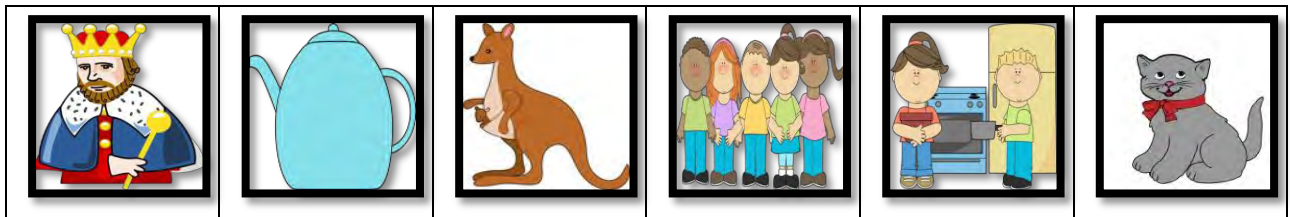
Little k had a box



Little k had a box. He said, "I will fill my box." Little k dressed up like a king. Little k found a kettle, a kangaroo, and a kitten. He put them into his box. The kangaroo put the kitten into its kangaroo pocket. Little k had to go to the kitchen. He showed his friends the kettle, kangaroo and kitten. The kids all had fun with the animals.

Enrichment words

kiss	kid	key
------	-----	-----



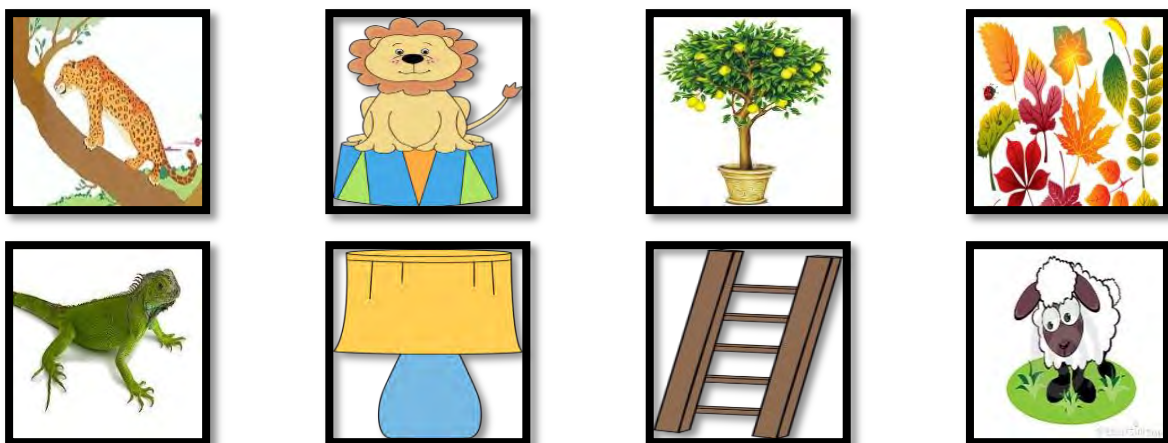
Little l had a box



Little l had a box. He said, "I will fill my box." He found leaves and lizards. He put them in his box. Little l found lambs that were lost. "In you go little lost lambs," he said. The lambs leaped out of the box and laughed. Little l saw a lamp and a lemon tree. He climbed up a ladder to pick a lemon. He heard a loud roar. It was a lion and a leopard. Little l climbed down the ladder. He picked up his box and left.

Enrichment words

lady	light	lock
------	-------	------



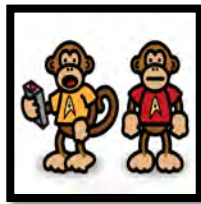
Little m had a box



Little m had a box. He said, "I will fill my box." He found monkeys and mice. He put them in to his box. Little m found a motorbike. He rode up the mountain with his box. He fell into the mud. The monkeys and mice were mad. Little m felt miserable.

Enrichment words

make	my	milk
------	----	------



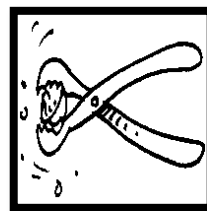
Little n had a box



Little n picked nine nuts. She put the nine nuts into her box. Little n saw nine birds and their nests. She put the birds and their nests into her box. Little n found nine cents and added it to her ninety rand. Little n bought a newspaper and a nutcracker.

Enrichment words

new	necklace	nice
-----	----------	------



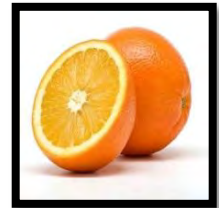
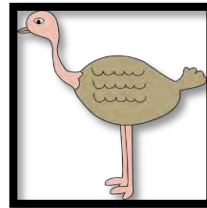
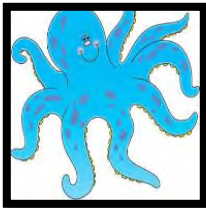
Little o had a box



Little o had a box. He said, "I will fill my box." He found an orange and an octopus. Little o put it into the box. The octopus did not like the box. Little o found an ostrich. He hopped onto the ostrich. The ostrich walked past an ox on the way home. At home Little o ate the orange.

Enrichment words

on	onto
----	------



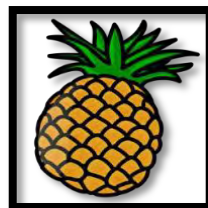
Little p had a box



Little p had box. She said, "I will fill my box." Little p found a pig and her piglets. "In you go," she said. Little p walked in the park. She sat at a picnic table. Little p had peanuts, popcorn and pineapple in her picnic basket. She saw a peacock, porcupine and a policeman in the park.

Enrichment words

purple	pink	paint
--------	------	-------



Little q had a box



Little q had a box. She said, "I will fill my box." She found quilts. She filled her box with quilts. She found one more quilt and wrapped it around herself. "I can be a queen," she said. Little q needed a crown to be a queen. Quinton bought little q a crown. Little q was now a queen.

Enrichment words

queue	question
-------	----------



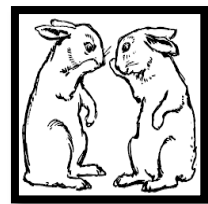
Little r had a box



Little r has a box. He said, "I will fill my box." Little r found a rat and rabbits. He put them into his box. It began to rain. Little r put on his raincoat. The rain stopped and there was a rainbow. Little r was tired and rested under the rainbow. The rat and the rabbits ran away.

Enrichment words

rat	radio	rug
-----	-------	-----



Little s had a box



Little s has a box. He said, "I will fill my box." Little s took off his socks and shoes. He took off his shirt and shorts. Little s put them into his box. He put on his swimming costume and sandals. He went for a swim. Little s built a sand castle with the sand. He felt sleepy and slept on the sand. When he woke up, Little s saw a spider and snail in the sand. He put them in his box.

Enrichment words

swing	sink	stamp
-------	------	-------



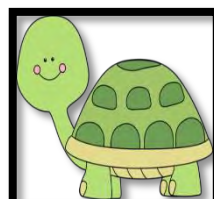
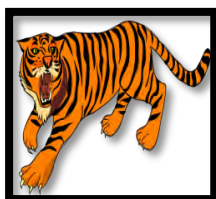
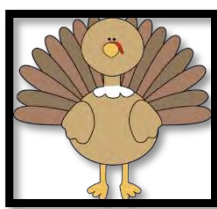
Little t had a box



Little t had a box. He said, "I will fill my box." I will find toys. Little t found a toy tractor and toy train. He put them into his box. He found two turtles and a turkey. "Into the box you go" he said. Little t heard a terrible noise. It was a tiger with a sore tooth. Little t pulled out the tooth. The tiger tried to be brave. Little t and the tiger played with all the toys.

Enrichment words

telephone	tea	toothbrush
-----------	-----	------------



Little u had a box



Little u had a box. She said, "I will fill my box." First I will find an umbrella. Little u held her box upside down to keep out the rain. Little u found an umbrella. She found lots of umbrellas. She put them into her box. Little u saw some underwear on the washing line. She took the underwear off the line and put them into her box. Little u took the underwear upstairs. She put the umbrella away.

Enrichment words

uncle	umpire
-------	--------



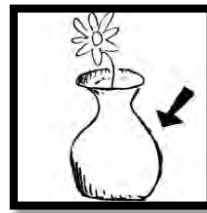
Little v had a box



Little v had a box. She said, "I will fill my box." She found vegetables and a vase. She put the vegetables and the vase into her box. Little v found a velvet vest. She drew violins on her box. Little v gave the velvet vest to her friend for Valentine's Day.

Enrichment words

volleyball	violet
------------	--------



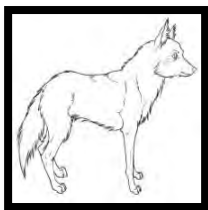
Little w had a box



Little w had a box. She said, "I will fill my box." I will put my watermelon and my magic wand into my box. She wandered into the woods. She found a woodpecker and a wolf. She put them into her box. The wolf was being mean to the woodpecker. Little w waved her wand. "Wolf! Be good!" she shouted. The wolf was worried.

Enrichment words

Who?	What?	Where?	When?
------	-------	--------	-------



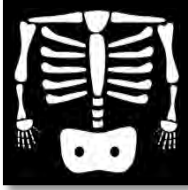
Little x had a box



Little x had a box. He said, "I will fill my box." Little x found an x-ray machine. He made x-rays of his hands. "Excellent," he said. He put the x-rays into his box.

Enrichment words

xylophone



Little y had a box



He said, "I will fill my box." Little y found a yellow yo-yo. He made the yo-yo go up and down. The string was too short. Little y found yellow yarn. He tied the yarn to the yo-yo string. He made the yo-yo go up and down. He put it into his box. Little y was hungry. He ate strawberry yogurt.

Enrichment words

yacht	yard
-------	------



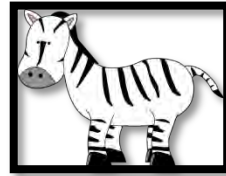
Little z had a box



Little z had a box. She said, "I will fill my box." She found a zebra. Little z found two more zebras. She put them into her box. The zebras jumped out of the box and zipped down the road. They ran zig-zag all the way to the zoo.

Enrichment words

zoom	zero
------	------



Stories adapted from: Moncure and Hohag (1991)

Clipart: www.teacherspayteachers.com/Store/Allyson-Lane

Let's play BINGO

Sound bingo can be played in a number of ways, depending how familiar the learners are with the sound.

This game can be played when learners have the skill of segmenting. This game is played in groups.

- Ask learners if they can find the 'picture' for the sound /c/ on their Bingo Sheet. Learners can trace over the letter, and then place a piece of paper over the relevant letter.

For learners who can segment three or more sounds, the educator can give the complete word.

Eg; cat. The learners need to break up the word into /c/a/t/ and see if they can find these letters on their Bingo Sheet.

- All groups will have the same sheet. The fastest group to shout BINGO wins!

f	o	c	a
a	p	p	m
t	s	o	m
c	c	f	t

Source: DoE (2011)

Student _____		Phonological Awareness Skills Test (P.A.S.T.)	Individual Year _____
Grade _____	Teacher _____		
Assessment dates (mm/yy): _____		Mastery = 5/6 OR 6/6 correct ☐ or ☒ = known word	

1.	K	Concept of Spoken Word	Date:							
		1. Tom ran home. (3)								
		2. I have two pets. (4)								
		3. Did you eat lunch? (4)								
		4. What are you doing? (4)								
		5. Terry loves to play soccer. (5)								
		6. Yesterday it rained. (3)								
		TOTAL CORRECT:								
2.	K	Rhyme Recognition	Date:							
		1. bed - fed (yes)								
		2. top - hop (yes)								
		3. run - soap (no)								
		4. hand - sand (yes)								
		5. funny - bunny (yes)								
		6. girl - giant (no)								
		TOTAL CORRECT:								
3.	K	Rhyme Production	Date:							
		1. pan								
		2. cake								
		3. hop								
		4. see								
		5. dark								
		6. candy								
		TOTAL CORRECT:								
4.	K	Syllable Blending	Date:							
		1. pen - cil								
		2. rain - bow								
		3. pop - corn								
		4. black - board								
		5. side - walk								
		6. pa - per								
		TOTAL CORRECT:								
5.	K	Syllable Segmentation	Date:							
		1. sometime (2)								
		2. basket (2)								
		3. bedroom (2)								
		4. fantastic (3)								
		5. maybe (2)								
		6. helicopter (4)								
		TOTAL CORRECT:								
6.	K	Syllable Deletion	Date:							
		1. (down)town								
		2. (in)side								
		3. for(get)								
		4. bas(ket)								
		5. aff(ter)								
		6. (skate)board								
		TOTAL CORRECT:								
7.	K	Phoneme Isolation of Initial Sounds								
		1. big / b /								
		2. land / l /								
		3. farm / f /								
		4. apple / a /								
		5. desk / d /								
		6. ship / sh /								
		TOTAL CORRECT:								
8.	K	Phoneme Isolation of Final Sounds								
		1. pick / k /								
		2. ran / n /								
		3. fill / l /								
		4. bug / g /								
		5. same / m /								
		6. tooth / th /								
		TOTAL CORRECT:								

Student _____
Grade _____ Teacher _____

Phonological Awareness Skills Test (P.A.S.T.)

Individual
Year _____

9.	1 st	Phoneme Blending	Date:							
		1. /m/ /e/	ME							
		2. /b/ /e/ /d/	BED							
		3. /h/ /a/ /t/	HAT							
		4. /m/ /h/ /s/ /t/	MUST							
		5. /sh/ /o/ /p/	SHOP							
		6. /p/ /l/ /a/ /n/ /t/	PLANT							
		TOTAL CORRECT:								
10.	1 st	Phoneme Segmentation	Date:							
		1. in (2)								
		2. at (2)								
		3. name (3)								
		4. ship (3)								
		5. sock (3)								
		6. chin (3)								
		TOTAL CORRECT:								
11.	1 st	Phoneme Deletion of Initial Sounds	Date:							
		1. (s)un	un							
		2. (p)ig	ig							
		3. (m)op	op							
		4. (n)eck	eck							
		5. (b)at	at							
		6. (t)ape	ape							
		TOTAL CORRECT:								
12.	1 st	Phoneme Deletion of Final Sounds	Date:							
		1. ro /s/ e	ROW							
		2. trai /n/	TRAY							
		3. grou /p/	GREW							
		4. sea /t/	SEA							
		5. ba /k/ e	BAY							
		6. in /ch/	IN							
		TOTAL CORRECT:								
13.	2 nd	Phoneme Deletion of First Sound in Blend	Date:							
		1. say CLAP without /k/	LAP							
		2. say STOP without /s/	TOP							
		3. say TRUST without /t/	RUST							
		4. say BLACK without /l/	LACK							
		5. say DRIP without /d/	RIP							
		6. say SMILE without /s/	MILE							
		TOTAL CORRECT:								
14.	2 nd	Phoneme Substitution – Initial and Final Sounds	Date:							
		1. change the first sound in MAN with /k/	CAN							
		2. change the first sound in PIG with /d/	DIG							
		3. change the first sound in SACK with /t/	TACK							
		4. change the first in sound WELL with /f/	FELL							
		5. change the first sound in BED with /r/	RED							
		6. change the first sound in SHOP with /ch/	CHOP							
		TOTAL CORRECT:								

COMMENTS: _____

Source: Wright (2005)