

GRADE 3

EDUCATOR FRAMEWORK FOR TEACHING PHONONOLICAL AWARENESS TO GRADE THREE ENGLISH SECOND LANGUAGE LEARNERS

Phonological awareness activity	Support material
14. Blend and segment	
- Refer to familiar words and say one word at a time in turtle talk. In other words very slowly so that learners hear the correct pronunciation. - Remember to colour code the vowels in yellow, beginning blends in red and final blends in blue. - Learners try to blend and segment their own words with three or four sounds. - Give each learner the phoneme analysis worksheet and ask them to write the whole word in the top big square and segment the word in the blocks below. - Word search worksheets can be used to reinforce the skill of blending and segmenting.	Phoneme analysis worksheet <i>page 300</i> Word Search <i>page 336</i>
15. Phoneme deletion: initial sounds aural activity	
- Give the learners a word. Learners need to say the remaining part of a word once the initial sound has been deleted. Example: "Say shop without /sh/." Learners reply "op." The remaining part of the word does not need to make sense. - Tongue twisters are a fun way to reinforce sounds.	Phoneme deletion: initial sounds list of words <i>page 301</i> Tongue twisters <i>page 306</i>
16. Phoneme deletion: final sounds aural activity	
- Write a word on the board or show learners a picture card with the word and remove the final sound of the word. - Ask learners to say what the remaining sounds are. Example: "say shop without /p/." Learners reply "sho". - Tongue twisters are a fun way to reinforce sounds.	Phoneme deletion: final sounds list of words <i>page 302</i> Tongue twisters <i>page 306</i>

17. Phoneme addition: initial sounds aural activity		
Give learners the rhyme and ask them to add the given initial sound to form a word. Example: “say op, but add a /sh/ in front.” Learners reply “shop.		Phoneme addition: Initial sounds list of words <i>page 302</i>
18. Phoneme addition: final sounds aural activity		
Learners are instructed to add the sound given by the educator to form a new word or plural. Example: “Say go but add a /t/ at the back.” Learners reply “goat.” As this is an aural activity, focus is on the sound of the new word and not the spelling thereof.		Phoneme addition: final sounds list of words <i>page 303</i>
19. Phoneme substitution		
- Show learners a picture card with a word and explain that substituting one sound in a word with another sound, forms a new word. Example: short can be changed to shirt by substituting the /o/ with /i/. - Give learners words from the words already learnt and ask them to form new words by substituting a sound in the beginning, middle or end.		Phoneme substitution <i>page 303</i>
20. Manipulate phonemes		
- Learners play with sounds learnt and build new words. - Write a few letters on the board. Example: a, b, c, d, t. Learners can form words such as: cat, bat, at, bad, dab etc - Learners draw pictures of the words they have formed and write short sentences. - Learners can be taught letter names at this stage. Example: a is the sound but A “ay” is the letter name. - Learners play the “crazy letters game.		Written by worksheet <i>page 307</i> Crazy letters game <i>page 293</i>
Songs to teach phonological awareness		
- The educator sings the song and does all the actions. - The song and relevant pictures are discussed. Ensure that all learners understand the vocabulary in the song. Pay special attention to pronunciation. Point out rhyming words and emphasise initial and final sounds when dealing with this skill. - Sing the song with the actions again with the learners.		Songs <i>page 330</i>

Individuals or groups of learners take turns to sing the song with the relevant actions.	
Stories to teach phonological awareness	
- Show learners the pictures and allow discussions regarding what they think the short story is about. - Read the short story to them. Ask questions afterwards and ensure all learners understand the short story. - Re-read the story on several days. Emphasise rhyme, or the sound taught during that week. - Once learners know the story well, give them the 'Written By' worksheet to draw a picture illustrating the short story. Allow them to write a short sentence. - This activity provides an opportunity to teach the concept of print and how pictures correspond with words.	Stories <i>page 309</i> Written by worksheet <i>page 307</i>
Poems to teach phonological awareness	
- Explain to the learners that rhyming words sound the same and have the same ending. - Read the poem to the learners, point to the pictures and say the rhyming words out loud. Discuss the poem and the pictures. - Make sure that all the learners understand the poem and all the vocabulary. - Learners learn the poem, point to the pictures and do the actions where applicable. Learners each get a turn to say the poem.	Poems <i>page 305</i>
Assessment	
Use the Phonological Awareness Skills Test to assess the learners' Phonological Awareness.	PAST <i>page 338</i>

Adapted from Wessels (2011)

Blend and segment:

f r o g

f

r

o

g

Phoneme deletion: initial sounds – aural

- Say chip without /ch/
- Say snail without /sn/
- Say star without /s/
- Say deck without /d/
- Say that without /th/
- Say bus without /b/
- Say when without /wh/
- Say book without /b/
- Say deep without /d/
- Say coat without /c/
- Say heat without /h/
- Say rake without /r/
- Say pine without /p/
- Say tube without /t/
- Say joy without /j/
- Say mouse without /m/
- Say drink without /dr/
- Say snail without /sn/
- Say way without /w/
- Say clock without /cl/
- Say nose without /n/
- Say king without /k/

Phoneme deletion: final sounds

This is an aural activity and the remaining sounds do not need to make sense.

- Do this with the words from the various word families. All aurally.
- Say chip without /p/
- Say that without /t/
- Say bus without /s/
- Say when without /n/
- Say book without /k/
- Say deep without /p/
- Say coat without /t/
- Say heat without /t/
- Say rake without /k/
- Say pine without /n/
- Say tube without /b/
- Say nose without /s/
- Say deck without /ck/
- Say drink without /k/

Phoneme addition: initial sounds

The educator uses words learners are familiar with. Give the learners the rhyme and ask them to add the initial sound to form a word. This is an aural activity.

Example; "say op, but add a /sh/ in front". Learners should answer "shop".

- Say ip but add /ch/ in front.
- Say at but add /th/ in front.
- Say us but add /b/ in front.
- Say en but add /w/ in front.
- Say ook but add /b/ in front.

- Say eep but add /d/ in front.
- Say oat but add /c/ in front.
- Say eat but add /h/ in front.
- Say ake but add /r/ in front.
- Say ine but add /p/ in front.
- Say ube but add /t/ in front.
- Say ose but add /n/ in front.
- Say eck but add /d/ in front.
- Say rink but add /d/ in front.

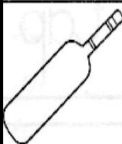
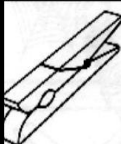
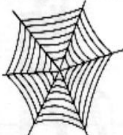
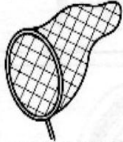
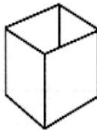
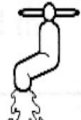
Phoneme addition: final sounds

This is an aural activity, focus is on the sound of the new word, and not the spelling there of. Example; "say go, but add a /t/ at the back." Learners should answer "goat" and not got.

- Say stand, but add /ing/ at the back.... standing
- Say book but add a /s/ at the back....books
- Say rake but add a /d/ at the back....raked
- Say chip but add a /s/ at the back.....chips
- Say camp but add /ing/ at the back.....camping

Phoneme substitution

Substitute one of the sounds to form a new word. Write your new word below the existing word. Example; dot - pot, bun - bin, pan- pat, wet - jet

	pan		wet		dot		bun
	bat		peg		pot		hug
	jam		pen		dog		run
	can		leg		rod		hut
	cat		hen		log		jug
	bag		web		mop		bus
	hat		net		box		sun
	tap		bed		hot		cup

Source: Cawood (2010). Simply Phonics. Trumpeter Workbook 3

Poems with long vowels

a (silent e)

Skates

I made a trade with my friend Kate
to get her purple roller skates
I laced them up to have a race,
but faster Kate came in first place.



Snake

Inside a little crate
I placed a little snake.
I use it in a game,
because it is a fake.



i (silent e)

Mice in a Line

A wise old cat climbed up a slide,
and five white mice lined up to ride.
The wise old cat had seemed so nice
until he dined on five white mice.



o (silent e)

The Mole

The mole went down a little hole
and didn't make a sound,
She chose to be there all alone,
at home under the ground.



u (silent e)

My paper Flute

I used some tubes of cardboard,
and lots of super glue.
I made a special little flute
and played a tune for you.



Source: www.teacherspayteachers.com/Store/Lorrie-L-Birchall

Consonant blends

Tongue twisters and alliterations

Say as fast as possible

sh She sells sea-shells on the sea -shore.

th Through thick and thin a thorn tree grew

fr I get fresh fruit from my friend Frank on Friday.

tr Trip-trap, trip trap, Trotting up the track.

pl Please pluck the plums early or late
And place them on a plain plastic plate.

pr Pretty Pronella, filled with pride, pushes a pram with her baby inside.

cl Click your fingers, clap your hands, clip-clop your feet;
Clang the hammer, clash the swords, to the clashing beat.

bl The blind boy blunders to the back.

fl The flimsy flag flips and flaps in flight.

nk In a wink the tank sank near the river bank.

br Bring the brown brick to build the broken bridge!

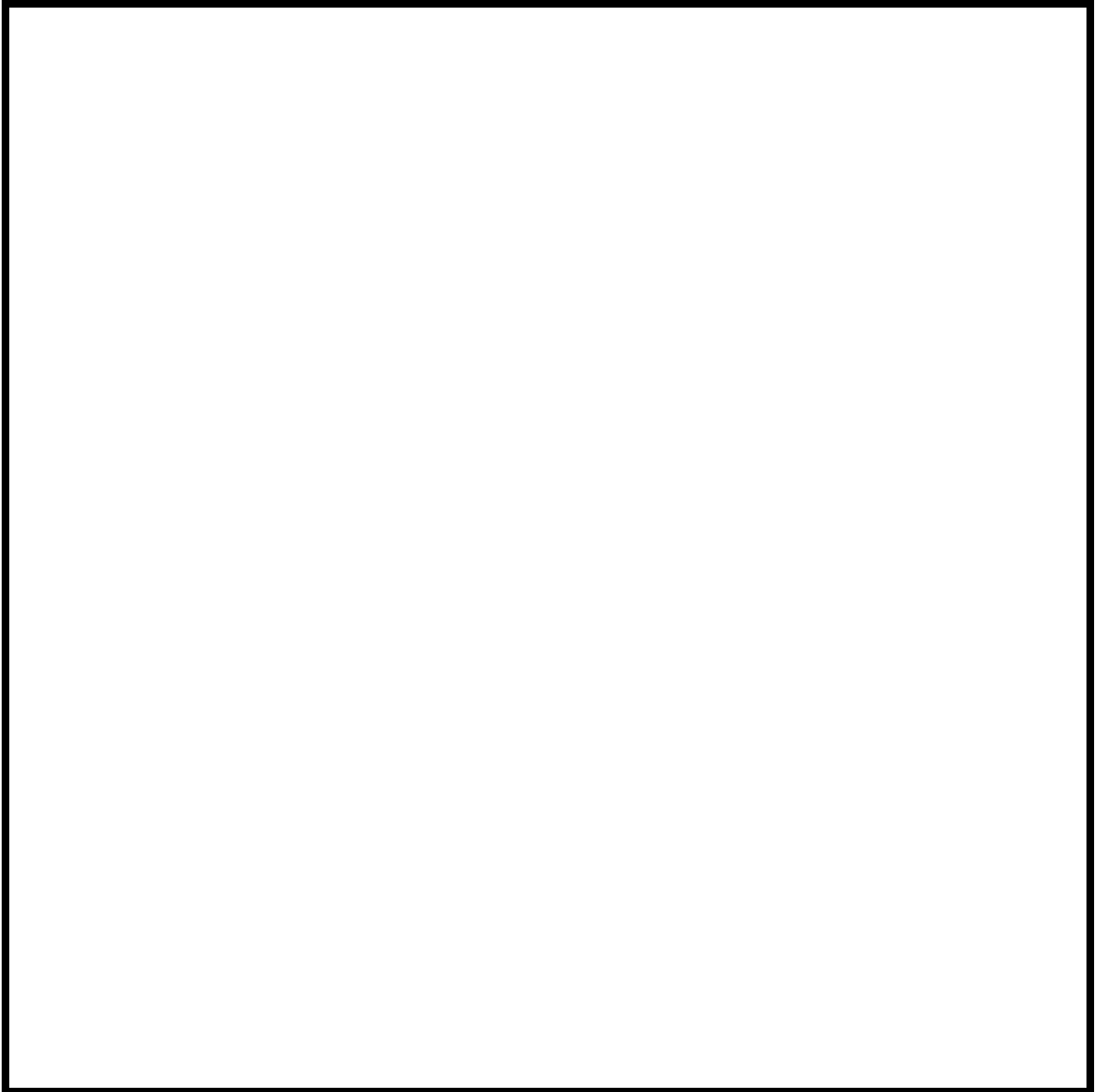
sl Slow slug slips and slides over the slimy slate.

ght How bright was the light in the middle of the night
When two bold boys got up to fight!
It was left and right with all their might
And left and right they held on tight!
Until they were tired and out of sight
Back in their beds and said: Good Night!

Source: Van Alphen (20/2)

Draw a picture of the story.

Written by:



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

Example of colour coding: Beginning blend in red, vowel in yellow, final blend in blue;

back	slam
hang	scan
sand	clap
fast	grab

Source: www.teacherspayteachers.com/Store/Dwayne-Kohn/

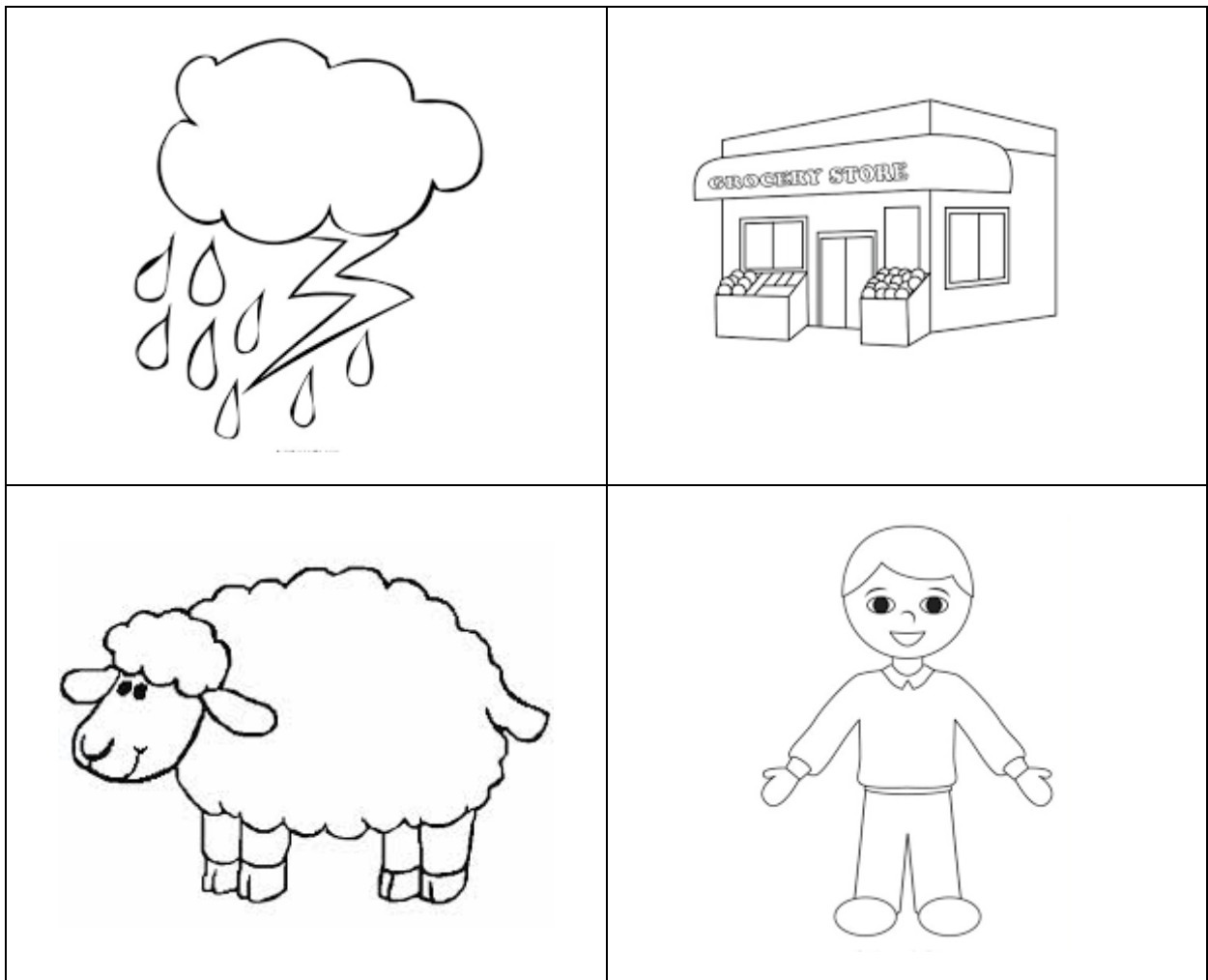
Story for sh- consonant blend

Circle all the words beginning with 'sh' in red. Circle all the words ending in 'sh' in blue.

There was a crash of thunder, a flash of lightning and down poured the rain! It poured down in a great rush on to the earth. In a short time, the road was like a rushing river and Tebogo's shoes were soaking wet. Tebogo looked for shelter. He found an empty shop and it was open.

Just then he saw something shiver in the dark corner of the shop. He looked closely and there was a sheep in the shadows.

The door shut and Tebogo shouted. Then he fell asleep. The next day, his shoes were dry and he walked along a short road to visit Tash.



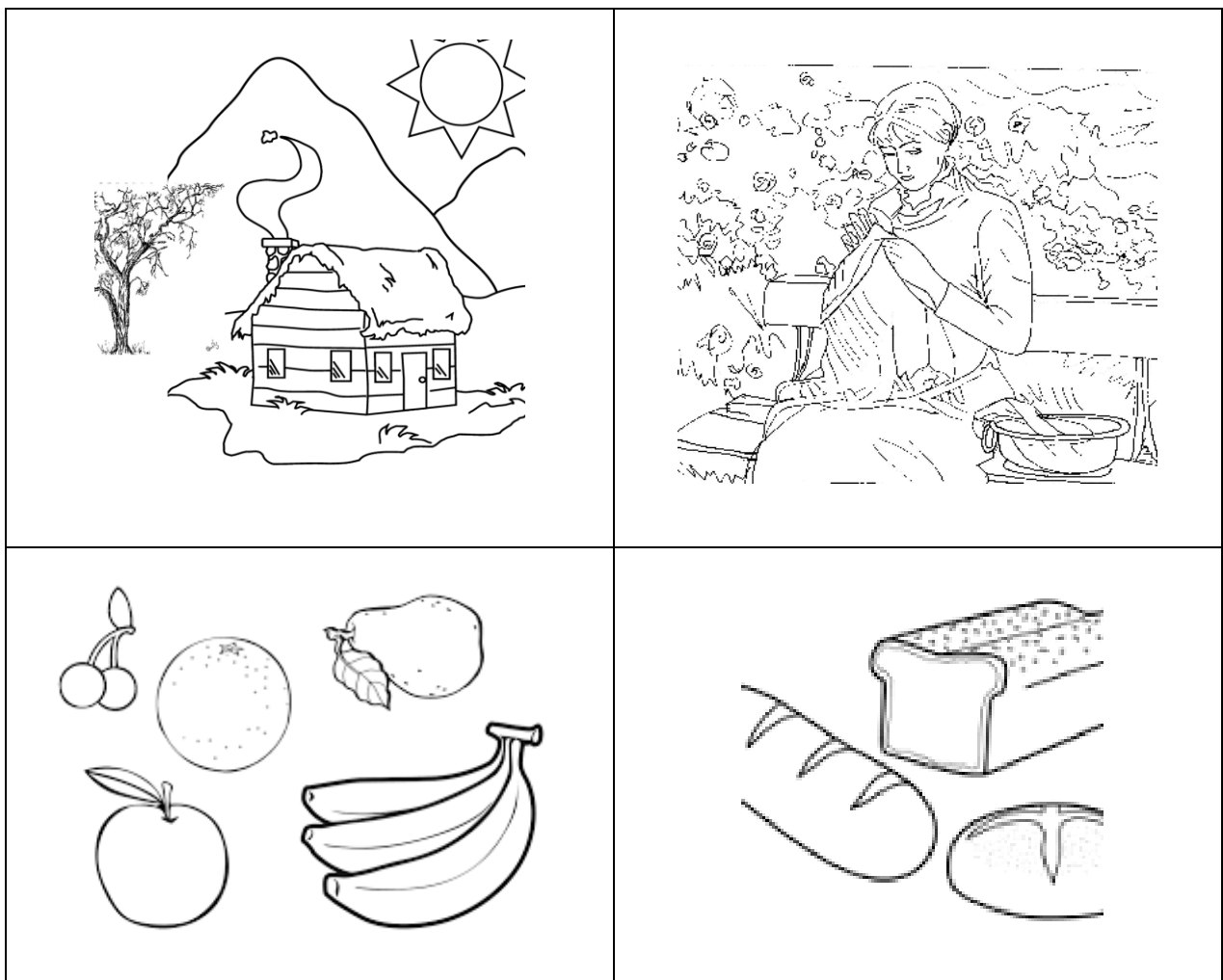
Source: Van Alphen (20/2)

Story for 'th' consonant blend

Circle all the words starting in 'th' in red. Circle all the words ending in 'th' in blue.

In the middle of the forest, there stood a little house with a thatched roof. Close to the house stood a thorn tree. A sweet and thoughtful lady lived there. She was tall and thin and had thick, dark hair. People would walk down the path to bring her their clothes to mend, or cloth to make them clothes with her needle and thread. She could thread her needle as quickly as a thought.

Afterwards they would give her some fruit from the trees in their gardens, or bread they had baked in their kitchens, or a pillow stuffed with soft feathers. Then they thanked her for her beautiful sewing and walked back home along the path.



Source: Van Alphen (20/2)

Story for 'ch' consonant blend

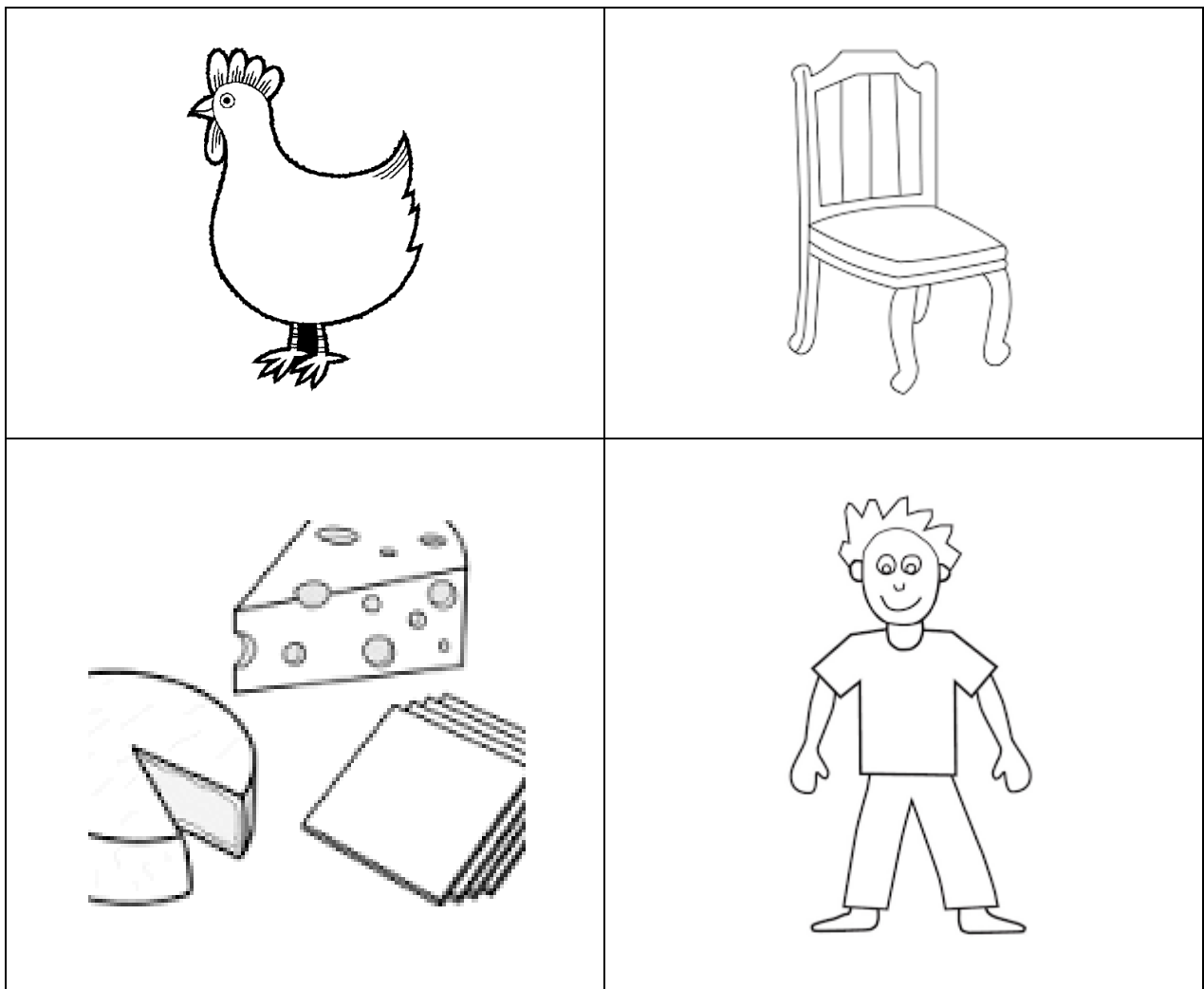
Circle the words beginning with 'ch' in red.

Cheeky Chick was the biggest of Mother Hen's chickens. "Look at me!" he chirped, "What a clever chap I am! I am Cheeky Chick!" Chirp! Chirp-chirp!

Cheeky Chick ran past a child who was sitting on a chair chewing some cheese. He then heard a chop-chop noise and ran towards it. A man named Charlie was chopping wood. There were chunks of wood chips in a pile.

Cheeky Chick got hurt. Charlie picked up Cheeky Chick and carried him back to the chicken coop.

"What a lucky chap I am!" chirped Cheeky Chick.



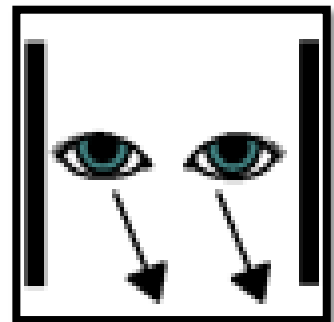
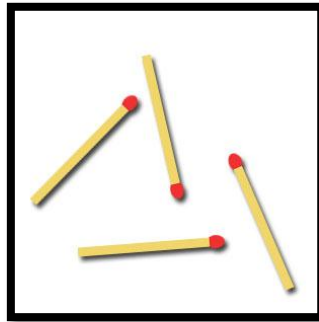
Source: Van Alphen (20/2)

Story for 'tch' words: Soccer match

Circle all the tch words.

The witch flew over the stadium on her broomstick while we were trying to watch the soccer. The witch had a patch over her left eye and lit a match.

Mitch, the dog, tried to scratch the witch.

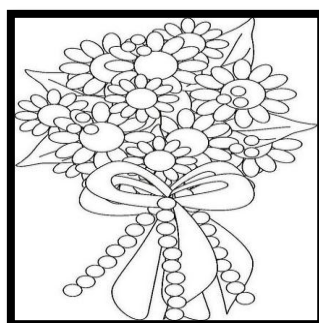


Source: www.ricgroup.com.au. Book 1 and 2)

Story for 'nch' words: The hunch

Circle all the nch words.

The police are looking for the thief who stole the bench in the park. The public no longer have a bench to sit on when they chat or eat their lunch. They have a hunch who it is but say the reward for anyone who can help them catch the criminal is a bunch of flowers.



Source: www.ricgroup.com.au. Book 1 and 2)

wh family: Questions, questions, questions

What is your name? Where do you live? When is your birthday?

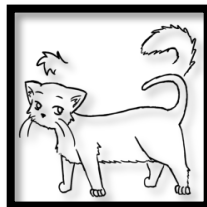
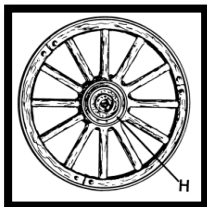
Who is your teacher? Why do you like school?

Which way is the supermarket?



wh family: Cat and dog

On the farm, the cat likes to feel the wheat with its whiskers. The dog however, was jumping on the snow white washing. Dad told me to never whip an animal even if it makes me angry. Dad likes to blow his whistle whenever he needs me to fix the wheel on the tractor.

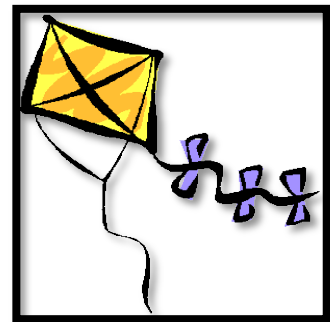
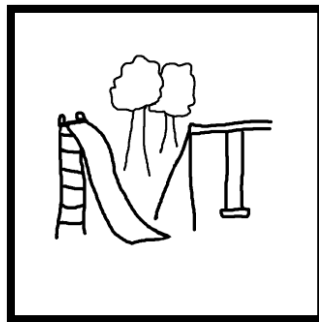


Source: www.ricgroup.com.au. Book 1 and 2)

Story of 'e' and 'ee' words: The bee hive

Circle the i-e words in brown. Circle the ee words in green.

It was time for the bees to make their hives. The bees made five hives. The hives were in a pine tree. A pipe and a green slide were near the hives. A kite was in the tree. The children could not play near the pine tree.



Source: www.ricgroup.com.au. Book 1 and 2)

Story of 'oo' words: Tooth

Circle all the oo words.

I like to eat my food when I am in a good mood, but last night my tooth hurt. I had to choose jelly which I ate with a spoon. Soon, my mom will take me to the dentist after school.

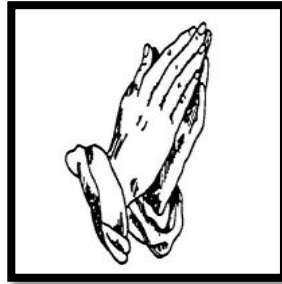


Source: www.ricgroup.com.au. Book 1 and 2)

ay words: The story of May

Circle all the ay words.

One day during the month of May, two little boys went to play with their friends. The friends lived near a bay. There were lots of fish in the bay. The boys decided to stay all day until they caught a fish. They began to pray. The boys all caught a fish.

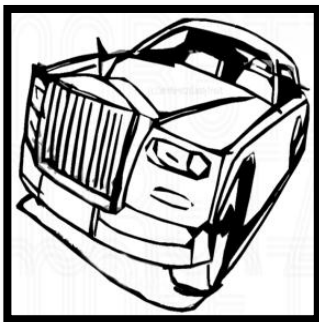


Source: www.ricgroup.com.au. Book 1 and 2)

ar words: The story of the car

Circle all the ar words.

The farm was far far away. The car would not start. Jack pushed the car in his smart new clothes but it would not start. The farmer came and started the car. Jack and the farmer drove to the farm and parked the car in the yard.



Source: www.ricgroup.com.au. Book 1 and 2)

ai words: Rain

Circle all the ai words.

The train was in the rain. It started to hail. The paint came off the train. We put some red paint in a pail and painted the train. The train is on the rails.

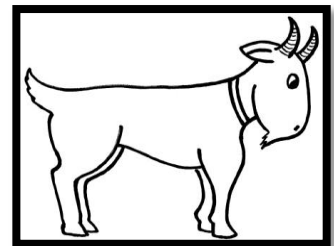
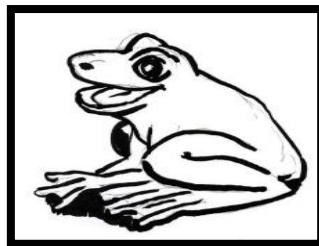


Source: www.ricgroup.com.au. Book 1 and 2)

oa words: Little Goat

Circle all the oa words.

The little goat wore a red coat. He got into a boat with a toad, some white soap and a loaf of brown bread. The toad went "croak, croak."

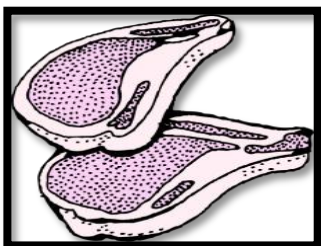


Source: www.ricgroup.com.au. Book 1 and 2)

ea words: My favourite meat

Circle all the ea words.

I love to sit on a clean heap of sand in the heat and eat a peach, some meat and a few healthy peas. When I am thirsty, I like to drink peach iced tea.

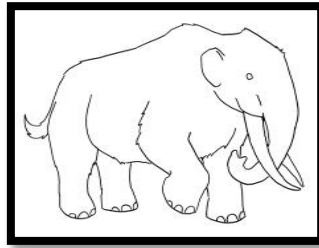
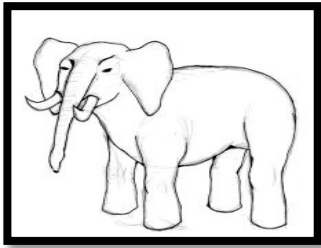


Consonant blends: tr, nk, nt, sp, st, rt, ft: Elephants

Circle all the words with the following blends: tr, nk, nt, sp, st, rt, ft.

Elephants are very big animals. They have two big ears and one long trunk. An elephant can lift food with its trunk and put the food into its mouth.

Elephants roll in the dust and like playing in the water. They splash around and squirt water with their trunk.

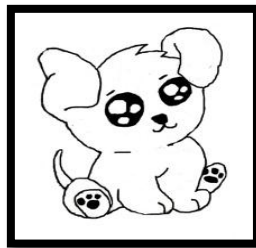


Source: www.ricgroup.com.au. Book 1 and 2)

y words like i: Granny

Circle all the y words.

A funny jolly granny, made a cherry jelly. The jelly was wobbly. Granny gave the jelly to the puppy. The puppy was very happy.



Source: www.ricgroup.com.au. Book 1 and 2)

ing words: The king

Circle all the words ending in 'ing'

The king asks them to stand in a ring and sing. He will bring them chicken wings to eat and coke to drink after they sing a song.

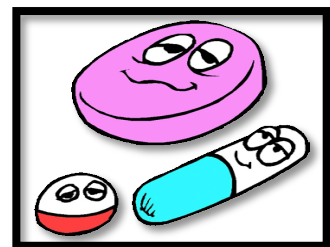
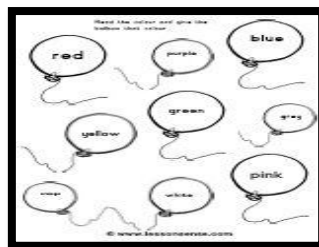
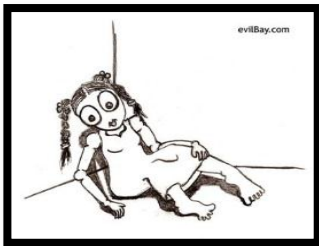


Source: www.ricgroup.com.au. Book 1 and 2)

ll words: Sally

Circle all the ll words.

The sky looked grey and dull and the rain began to fall. Sally hit a wall with her pram and her small doll fell out. A bus driver had to pull off the road to help Sally. Later that day, Sally had to help her mom fill the room with balloons for her dad's birthday. Sally had a headache. Mom gave her one pill to drink, but it was not easy to swallow.



Source: www.ricgroup.com.au. Book 1 and 2)

ff words: The tiff

Circle all the ff words.

The man and the woman had a tiff on the edge of the cliff. The woman walked off to the car in a huff because her puffy sleeve had a torn cuff. The man was sniffing as he had a cold.



Source: www.ricgroup.com.au. Book 1 and 2)

ss words: The Story of Miss Bess

Circle the ss words

Miss Bess liked to dress in a classy way. She wore pretty glass earrings and put pink lipgloss on her lips. She made a fuss if things in the house were less than perfect. Miss Bess was very bossy and got cross when a room was in a mess and if the grass was too long. Miss Bess agreed that stress in the house was not good.

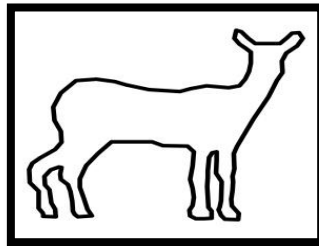
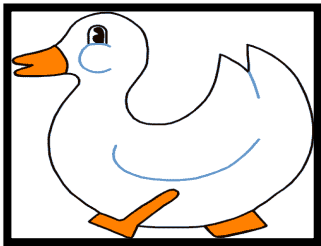


Source: www.ricgroup.com.au. Book 1 and 2)

ck words: Quick!

Circle all the ck words

The buck did not see the duck that flew over the back bushes. The duck got a fright and landed in a sticky mud hole. The duck pecked at the mud but got more stuck as the mud went over its neck. Suddenly, some hunters clicked their rifles as they aimed to shoot the stuck duck. The buck flicked its head and charged for the hunters. The shocked hunters ran away. The duck was saved by the quick action of the buck.

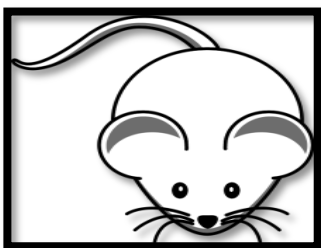


Source: www.ricgroup.com.au. Book 1 and 2)

ou and ow words: Owl and mouse

Circle all the ou words in brown and the ow words in green.

It was night. Not a cloud was in sight. A little mouse was running around the house. The big owl was after it. The mouse never made a sound. The owl did not catch the mouse. The dog started to growl at the owl.



Source: www.ricgroup.com.au. Book 1 and 2)

oy words: Roy

Circle all the oy words

Roy is a boy who enjoys playing with his toys. His best friend is Troy. Troy often destroys Roy's toys. Roy gets really annoyed when this happens.

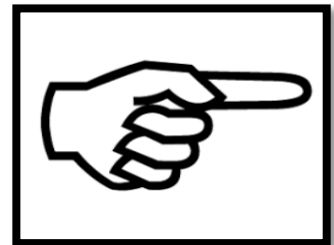


Source: www.ricgroup.com.au. Book 1 and 2)

oi words: Noise

Circle all the oi words.

"Stop all this noise and pick up the coins!" Mom said in a loud voice as she pointed to the mess in the room. Paper and bits of foil were all over the floor. Mom went to the kitchen to make dinner. Soon the pot of oil started to boil.

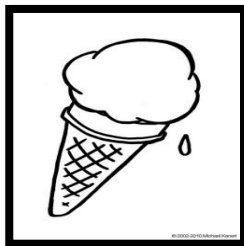
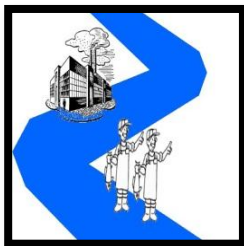


Source: www.ricgroup.com.au. Book 1 and 2)

Complex patterns: dream, cream, scream, stream, freak, clean, please

Circle all the ea words in the story.

Dean and Eve love to catch fish in the stream. Mom and Dad like to sit in the shade and dream a little. Mom asks the children if they would like some ice-cream. "Yes please!" screamed Dean and Eve with excitement. "Don't freak now children, and remember to leave the place clean." said Mom.

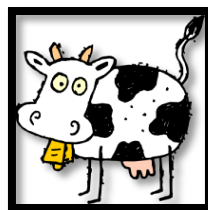


Source: www.ricgroup.com.au. Book 1 and 2)

er words: Swerve

Circle all the er words.

Thato dropped her jersey when she saw the school bus swerve out for a herd of cattle in the road. Thato and her friends planted a fern at school and wanted to see how much it would grow in one term



Source: www.ricgroup.com.au. Book 1 and 2)

ir words: Shirley

Circle all the ir words.

It is Shirley's third birthday and she is going to the circus for the first time. She will have her best skirt on. At the circus, Shirley is thirsty, so they buy cold drinks. Oops! The cold drink squirts onto her skirt, dad's shirt and the little girl beside them. Now Shirley's skirt is dirty.

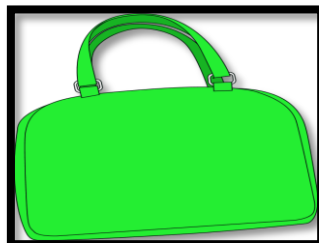


Source: www.ricgroup.com.au. Book 1 and 2)

ur words: The nurse

Circle all the ur words.

On Thursday as I was walking past the church, I saw a nurse with curly hair drop her purple purse. She turned around to pick it up and slipped. She got hurt and burst into tears. I helped her up. She thanked me and asked me for my name and surname.

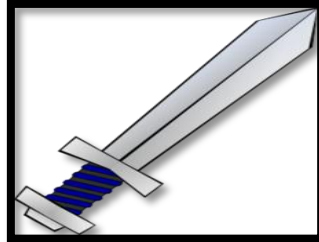
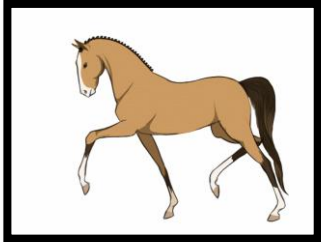


Source: www.ricgroup.com.au. Book 1 and 2)

or words: Who is this man?

Circle all the or words.

One stormy morning, a short man from the north came riding by on his black horse. He had a sword and a torch in his belt. His clothes were torn. Before he got off his black horse, he looked for shelter. He fell asleep and soon started to snore.



Source: www.ricgroup.com.au. Book 1 and 2)

Long a-e words: Abe and the cake



Abe loves to bake a cake.
He bakes until late.



Abe put the cake on a plate.
Abe gave the cake to Nate.



Nate gave the cake to Jade.
Jade does not hate cake.



Abe, Nate and Jade ate the cake.
"Take more cake." said Abe.

Source: www.freephonics.com

Long e-e words: Steve, Zeke and Eve



Steve has a dog, named Zeke.



Zeke and Steve look for Eve.



Eve is extremely happy to see Zeke.

Source: www.freephonics.com

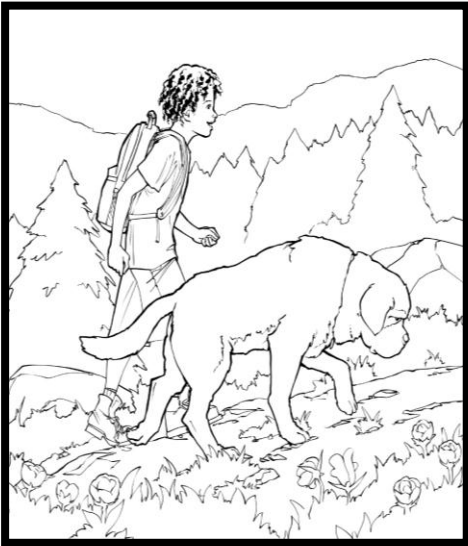
Long i-e words: Mike and Spike



Mike is nine.



His dog Spike is five.



When Mike and Spike have time
they like to hike.



They hike up the side of the mountain.

Source: www.freephonics.com

Long o-e words: The robe



Mom spoke to dad about her robe.



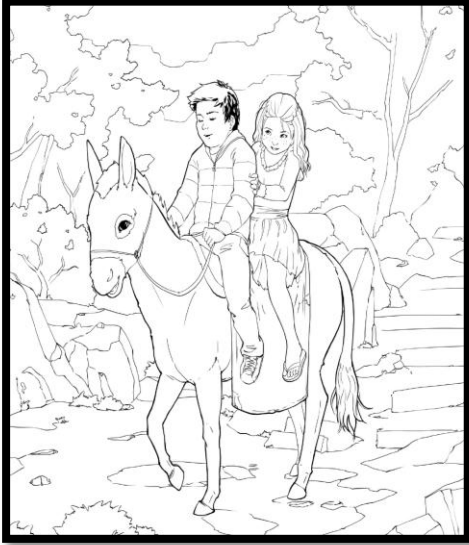
Mom put a rose on her robe.



'I wrote you a note and put it in your robe.' said dad.

Source: www.freephonics.com

Long u-e words: Jude and Luke



Jude and her friend Luke ride on a cute mule.



They listen to someone playing a tune on a flute.



Jude and Luke sit on a cube.

Source: www.freephonics.com

Songs

Old Mc Donald – Alphabet sounds

Pronounce the sound correctly!

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.)

BINGO (vowels)

There is a sound that says /a/, /a/
/a/, /a/ is its **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 other vowels: Use short words from alphabet stories)

Use consonant blends and word families and fill in your own words.

There is a sound that says /sh/, /sh/
/sh/, /sh/ is its sound OH! (learners shout OH!)
/sh/ for shop, cash and shoes
/sh/ for shop, cash and shoes
/sh/ for shop, cash and shoes
This is the sound of /sh/ OH!

There is a rime that says /at/, /at/
/at/ /at/ is the rhyme OH!
cat, bat, hat, fat, mat
cat, bat, hat, fat, mat
cat, bat, hat, fat, mat
these all end in /at/ OH!

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)

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

Silent e worksheet

Add the silent e in the rectangle in yellow. Read your new word.

mad__

bit__

can__

cut

fin__

hid__

hop__

kit__

not__

plan__

rob__

cub__

Consonant digraph ck word search

Write the words from the word bank under the picture then find the words in the grid below.

Word bank.

check	duck	neck	sick
chick	lick	rock	sock

















c	z	s	d	q	t	r	c	h	i	c	k
h	z	s	e	x	d	o	d	u	c	k	l
e	w	i	t	b	d	c	l	f	y	p	w
c	n	c	m	m	l	k	g	m	j	i	w
k	w	k	e	y	i	f	e	m	g	j	k
n	e	c	k	n	c	o	x	d	w	t	n
c	n	u	p	h	k	k	a	s	o	c	k

Source: www.bogglesworldesl.com

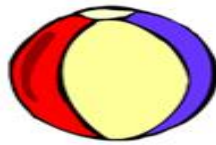
Consonant digraph ll word search

Write the words from the word bank under the picture then find the words in the grid below.

Word bank.

ball	doll	shell	well
bell	hill	tall	wall

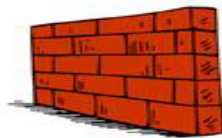
















w	d	h	j	z	i	q	m	d	c	v	c
e	d	b	d	h	i	l	l	o	w	v	x
l	j	a	u	t	i	x	p	l	a	n	h
l	w	l	c	w	f	t	s	l	l	p	h
e	l	l	s	k	z	j	k	u	l	d	n
e	b	e	l	l	k	q	x	j	t	c	r
t	a	l	l	d	n	w	s	h	e	l	l

Source: www.bogglesworldesl.com

Long vowels: group activity

Find words in readers, magazines or on posters in the classroom. Fill in the correct word under the correct block.

Long a

a_e

ai

ay

Long e

e_e

ea

ee

Long i

i_e

ie

-y

Long o

o_e

oa

ow

Long u
u_e

ue

ew

Word search - ir, or, ur, er

Hidden in the squares below are fourteen words containing the letters; or, ir, er, ur. Search across and down and circle them when you find them.

The first word has been highlighted for you to circle.

Word Bank- 14 words

fern, bird, north, storm, nurse, torn, burn, shirt, girl, her, hurt, skirt, turn, dirt

f	n	u	r	s	e	h	g	g	s
e	b	u	r	n	f	u	i	h	h
r	n	o	r	t	h	r	r	e	i
n	e	t	o	r	n	t	l	r	r
b	i	r	d	s	t	o	r	m	t
a	i	s	k	i	r	t	b	c	d
d	i	r	t	o	u	t	u	r	n

Word search- consonant blends

Hidden in the squares below are twenty two words containing the blends; ch
qu, sh, fr, cr, dr, bl, cl, st, ck, fl, gr, scr, nt, nk, sn, mp, ing, sl, str, sk, sm,

Search across and down and circle them when you find them. The first word has been highlighted for you to circle.

Word bank - 22 words

flower, grow, scream, tent, stink, bump, snail, king, slip, skip, smell, fresh, cream, drink, blow, clever, street, chop, neck, stay, ship, queen

f	l	o	w	e	r	d	c	s	s	q
g	s	b	s	s	f	r	l	t	t	u
r	c	u	n	m	r	i	e	r	a	e
o	r	m	a	e	e	n	v	e	y	e
w	e	p	i	l	s	k	e	e	d	n
t	a	k	l	l	h	b	r	t	e	c
e	m	k	i	n	g	l	c	h	o	p
n	t	e	n	t	r	o	n	e	c	k
t	s	t	i	n	k	w	s	h	i	p
s	l	i	p	c	r	e	a	m	f	p

Source: www.simplysweetteaching.com

Assessment rubric

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

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

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