

GRADE 2

OVERVIEW OF PHONOLOGICAL AWARENESS STAGES

Phonological awareness activity	Support material
9. Final sounds	
- Learners say their own name and say the sound it ends with. Example: “My name is Vusi, and it ends with an /i/. - Learners listen to words given to them orally that end with the same sound. Point out that the examples given also indicate rhyme. - Read the short story from Grade 1 “What will I do?” to indicate different word endings around the short vowels. - Learners listen to a variety of words ending with different sounds. - Learners complete the worksheet by filling in the final sound.	Short story: What will I do? <i>page 237</i> Final sounds worksheet <i>page 237</i>
10. Onset and rime (Segment initial sounds)	
- Onset is the initial sound while rime is the rest of the word. - Show the learners three letter words. Consonant-vowel-consonant. Ask the learners to say the word without the initial sound. Example: pan without /p/ is an. The /p/ is the onset and /an/ is the rime. This section should focus on the onset (initial sound) first. - Draw learners’ attention to words that start with the same sound. Example: /c/ at, /c/ ap, /c/ an.	
- Now draw learners’ attention to words with the same ending (word families). Example: /an/ in pan, /an/ in ran, /an/ in man. - Learners complete the worksheets by filling in the correct initial sound to complete the word. - Learners complete the word family house relating to a specific word family. - Learners cut out the correct initial sound and paste it next to the correct rime „ending“.	Onset- rime worksheets <i>page 240</i> Word family house <i>page 241</i> Cut and paste worksheets <i>page 243</i>

Learners are given the „written by“ worksheet and draw pictures relating to the word family. The educator can write a sentence on the board (using the word family words) for learners to copy.	Written by: worksheet page 196
11. Segment final sounds	
- Once again, every learner should have a turn to say his/her name without the final sound. - Say words with three sounds and draw attention to the final sound. Example: map with emphasis on /p/. Draw attention to words with the same ending first. - Say words with a different ending and point out the difference in sound. - The difference between stage 10 and stage 8 is that stage 8 is aural. During stage 10, learners start to segment sounds. - Learners complete the worksheet by filling in the correct final sound to complete the word.	Final sound worksheet page 267
12. Phoneme isolation	
- Use words with pictures and introduce one word at a time with the corresponding picture. - Start with words with three sounds: Consonant-Vowel-Consonant. - Learners need to recognize each individual sound in the word. Initial, medial and final sound. Example: /p/ /i/ /g/ - Learners complete the worksheet by filling in the correct initial and final sound. - Thereafter, they complete the worksheet with a picture and three blocks. Learners need to fill in all three sounds pertaining to the picture.	Beginning and final sound worksheet page 270 Beginning, medial and final sound worksheet page 270
13. Phoneme identity	
Learners recognize the same sound found in different words. Explain to the learners that they should listen to the word and indicate where they hear the sound given. Select words where the same sound is found in the beginning of one word, the middle of another word, and the end of another word. Example: I can hear /m/ in map, /m/ in camp and /m/ in mom.	Phoneme identity page 272

14. Phoneme categorization	
• Give the learners a group of words starting with the same initial sound but with one odd word starting with a different initial sound. Example: ant, apple, axe, dog. • Do the same with final sounds. Do not mix the two activities. Do the initial sounds with an odd word first. • Learners need to pronounce each word correctly and identify the odd word.	
15. Blend and segment sounds	
• Refer to words with three sounds used in previous activities. Say one word at a time very slowly so the learners can hear every sound clearly. Pay special attention to correct pronunciation. Example: /r/ /e/ /d/ = red, red = /r/ /e/ /d/. • Learners receive the worksheet with the phoneme analysis blocks. Give them one word and ask them to write the whole word in the big top square and segment the word in the smaller blocks below. • Learners can try to write their own words with three sounds and segment it.	Phoneme analysis worksheet <i>page 274</i>
16. Phoneme deletion: initial sounds	
• This is an aural activity only. First write a familiar word on the board with three sounds. Show learners a picture relating to the written word. Point to the word and tell them to say the word without the initial sound. Example: “say mat without /m/.” Learners must reply “at”. • Do this with words from the various word families. • Once learners have mastered this skill, do the same activity with word blends. Example: “say shop without /sh/.” Learners answer /op/.	Worksheet with examples of words for initial sound deletion <i>page 275</i>
17. Phoneme deletion: final sounds	
• This is an aural activity only. First write a familiar word on the board with three sounds. Show learners a picture relating to the written word. Point to the word and tell them to say the word without the final sound. Example: “say mat without /t/.” Learners must reply “ma”. • Remember that the remaining sounds do not need to make sense	Worksheet with examples of words for final sound deletion <i>page 276</i>

• Do this with words from the various word families. • Once learners have mastered this skill, do the same activity with word blends. Example: “say shop without /p/.” Learners answer /sho/.	
18. Phoneme addition: initial sounds	
• This is an aural activity. Use words used above that learners are familiar with. • Give learners the rhyme and ask them to add the initial sound to complete the word. • Example: “say ap, but add a /m/ in front of it.” Learners must reply map”.	Worksheet with examples of words for phoneme addition: Initial sounds <i>page 277</i>
19. Phoneme addition: final sounds	
• This is an aural activity. Use words used above that learners are familiar with. • Give learners the first part of the word (onset), and instruct them to add the given sound to the onset to form a new word or plural. Focus on the sound. Example: “say go, but add a /t/ at the back.” Learners should answer “goat” and not “got”.	Worksheet with examples of words for phoneme addition: Final sounds <i>page 277</i>
20. Phoneme substitution	
• Show learners a picture card with the word and explain that substituting one sound in a word with another sound, forms a complete new word. Focus on pronunciation. Example: pen can be change to pin by substituting the /e/ with /a/. • Pen can be changed to peg by substituting the /n/ with /g/. • Pen can be changed to hen by substituting the /p/ with /h/. • Give learners a few words and allow them to form new words by substituting the initial, medial and final sound with another sound. • Give learners a few pictures and ask them to form a new word by changing a sound. This can be done as group work or individual.	Worksheet for phoneme substitution <i>page 278</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. • Individuals or groups of learners take turns to sing the song with the relevant actions.	Songs <i>page 287</i>
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 280</i>
Using poems to teach phonological awareness	
• Explain to the learners that rhyming words sound the same and have the same ending. • Read the rhyme to the learners, pointing to the pictures and say the rhyming words out loud. Discuss the rhyme and the pictures. • 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.	Poems <i>page 279</i>

Additional support material	
• Games. Follow the instructions for each game. • Fun short vowel revision • Colour coding	Flip over game Word search Tongue twisters Crazy letter <i>page 291</i>
Assessment	
• Use the Phonological Awareness Skills Test to assess learners' phonological awareness.	PAST <i>page 295</i>

Adapted from Wessels, (2011)

Final sounds

What will I do?



I will run.



I will cut



I will mix.



I will hop.



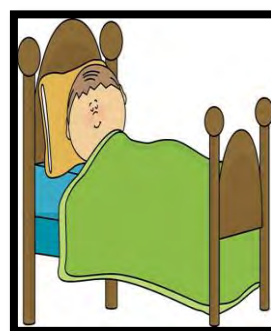
I will fix.



I will get wet.



I will jog.



I will have a nap.

Source: www.hubbardscupboard.org

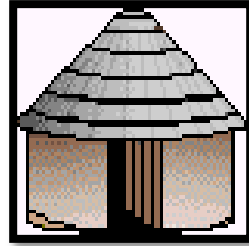
Rhyming words with same ending



bag



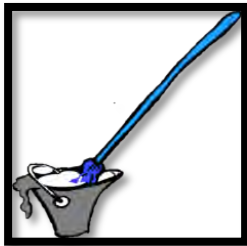
flag



hut



nut



mop



top



cat



bat



fix



mix



peg

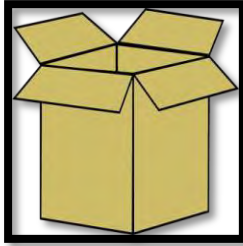


leg

Source: www.office.microsoft.com

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

Words with different ending



box



mop



hat



frog



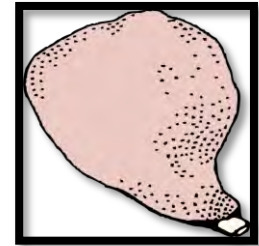
man



bib



mad



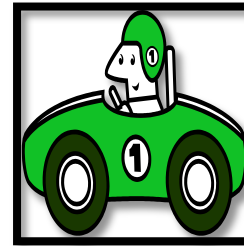
ham



taxi



chips



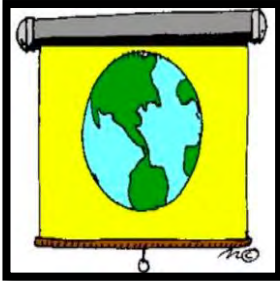
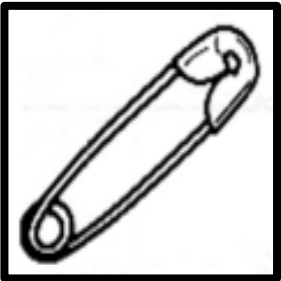
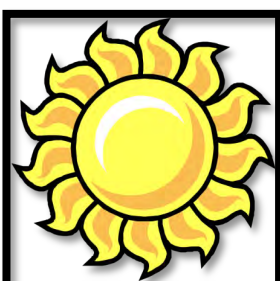
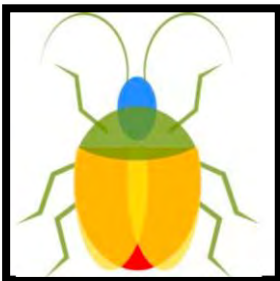
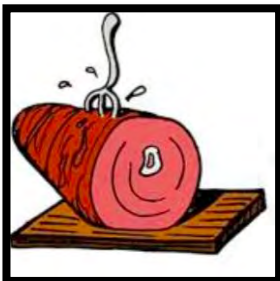
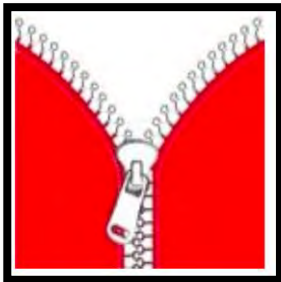
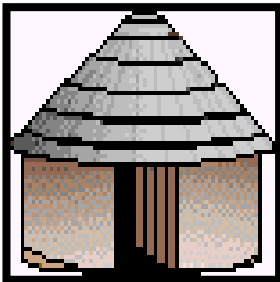
car



bell

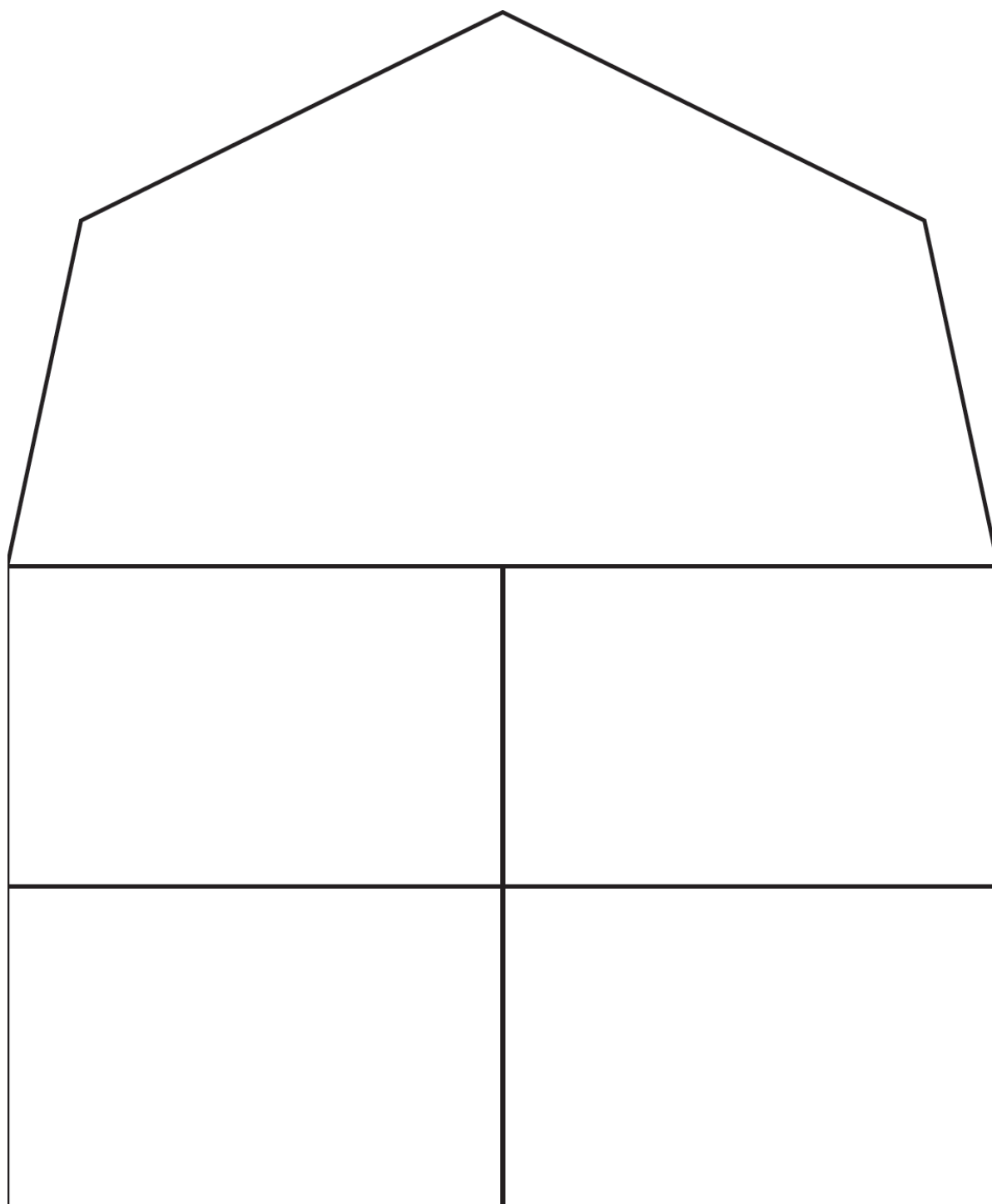
Onset and rime

Fill in the missing sound in the beginning of the word:

at 	en 	ig 	ap 
et 	og 	in 	un 
op 	ug 	ed 	am 
an 	ot 	ip 	ut 

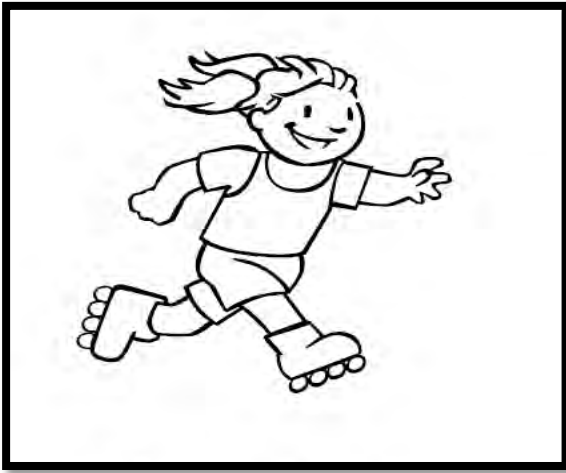
Source: www.teacherspayteachers.com/Store/AmyHoffly. Literacy-Station-Small-Group-Independent-Practice-with-worksheets. Product/CVC-WORDS

Onset and rime: Word family house

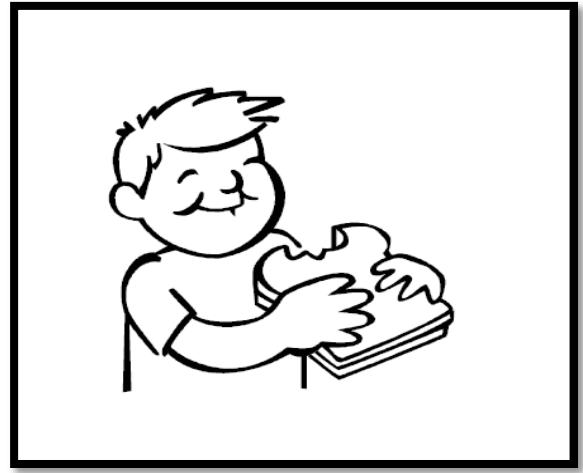


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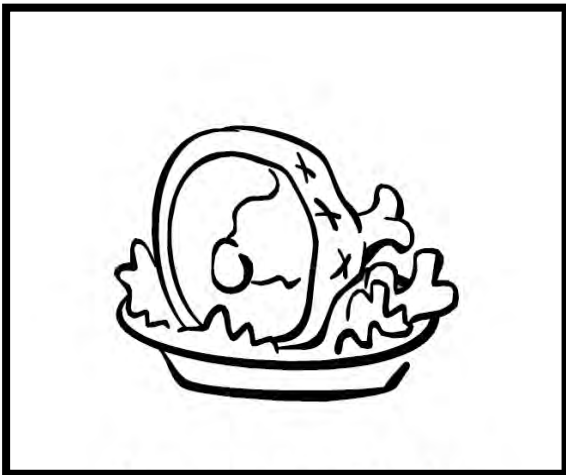
Pam and Sam: am word family



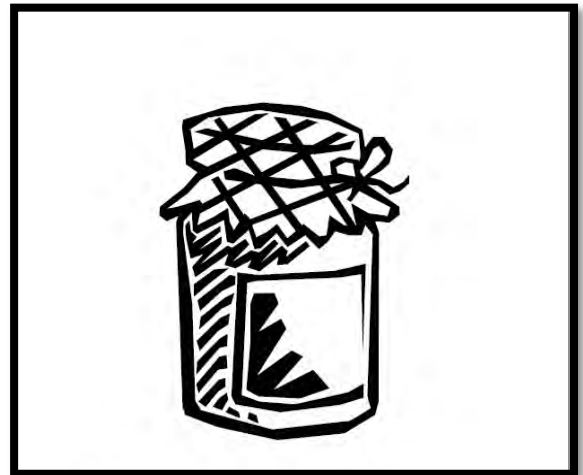
This is Pam.



This is Sam.



Pam and Sam like ham.



Pam and Sam like jam.

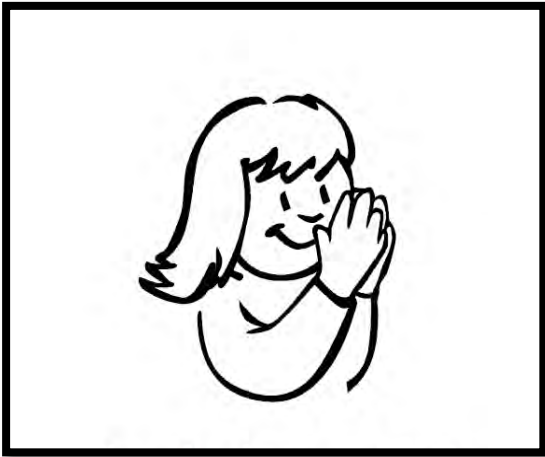
	_____am
	_____am
	_____am
	_____am

Either write the letter to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

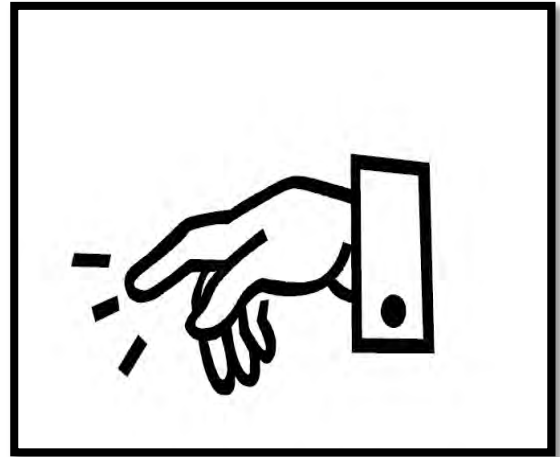
h	j	p	s
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Source: www.hubbarcupboard.com

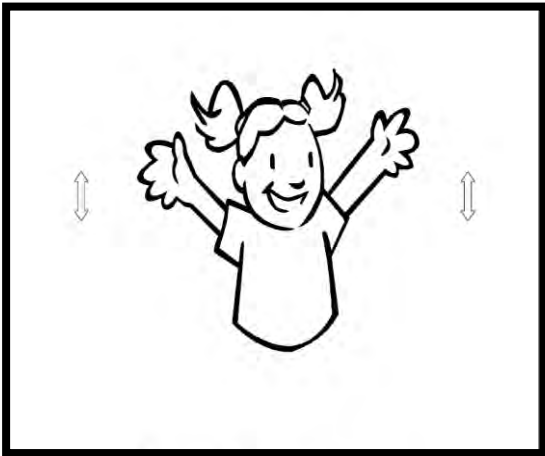
I love to dance: ap word family



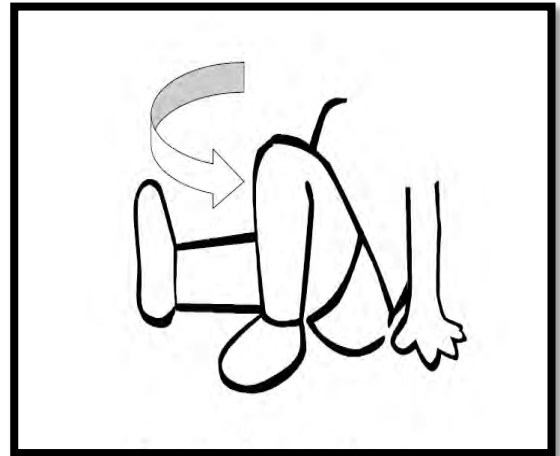
I will clap my hands.



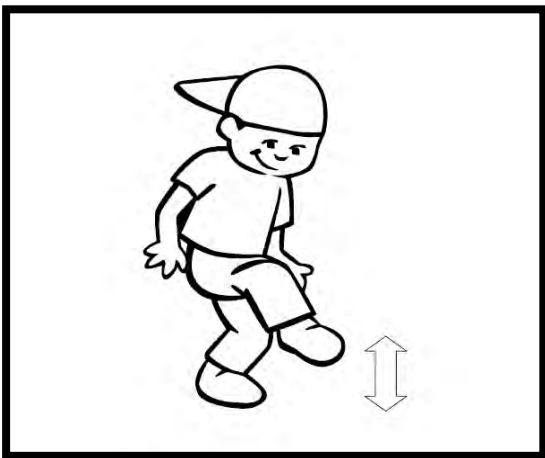
I will snap my fingers.



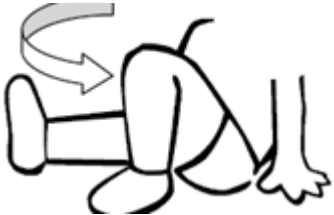
I will flap my arms.



I will snap my knees.



I will tap my toes.

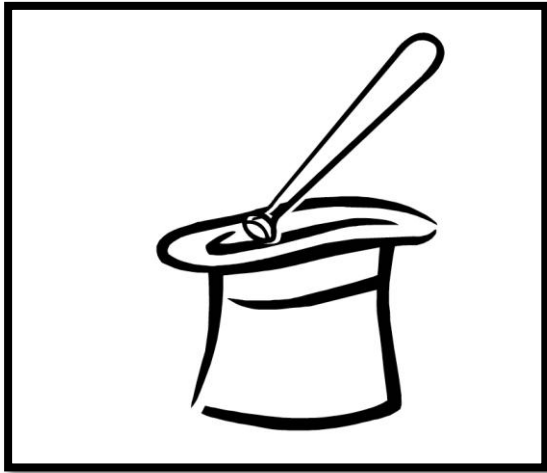
	____ap
	____ap
	____ap
	____ap
	____ap

Either write the letter to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

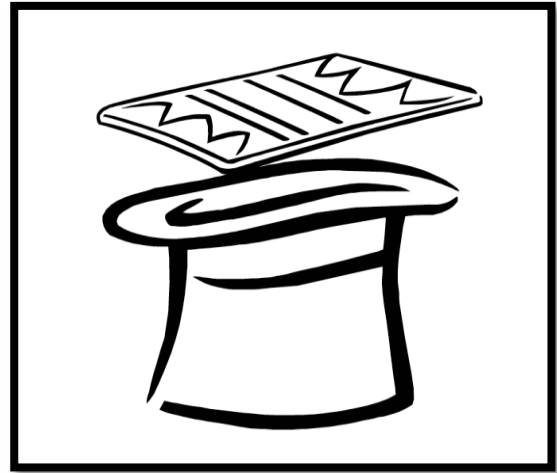
c	f	s	sn	t
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Source: www.hubbarcupboard.com

In my hat: at word family



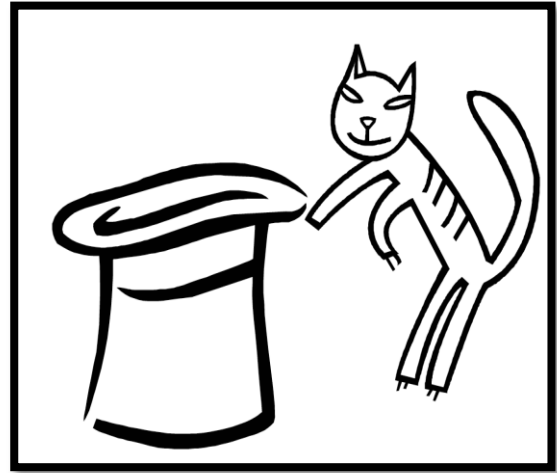
The bat sat in my hat.



The mat sat in my hat.



The rat sat in my hat.



The cat sat in my hat.

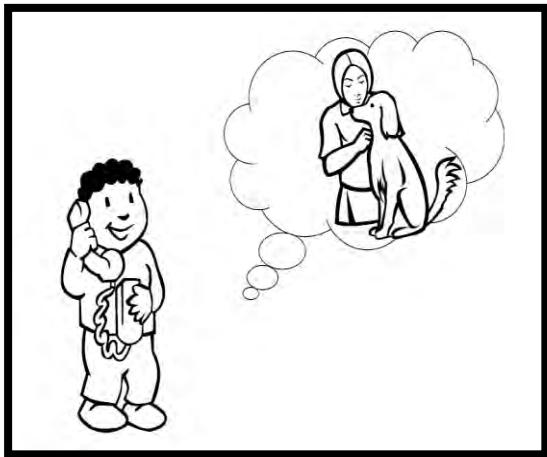
	_____at
	_____at
	_____at
	_____at
	_____at

Either write the letter to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

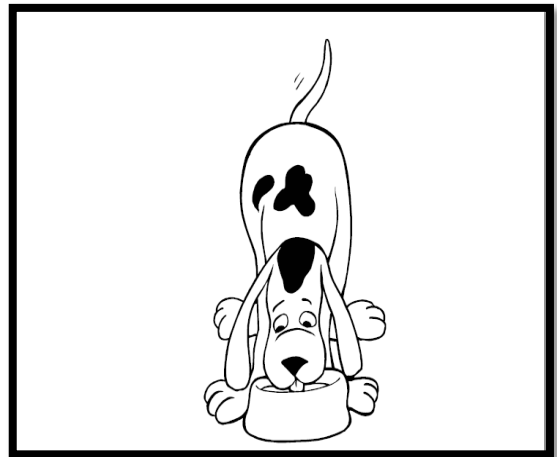
b	c	h	m	r
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Source: www.hubbarcupboard.com

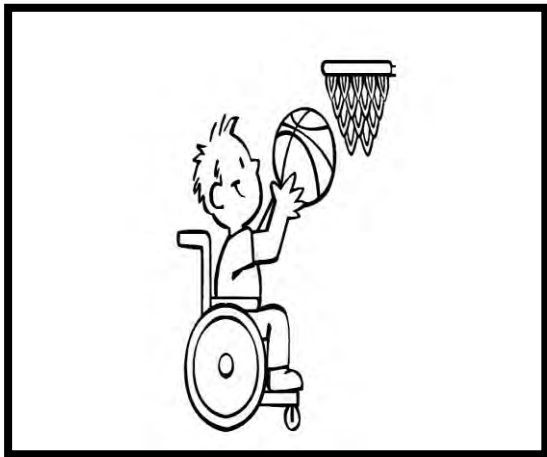
Don't forget: et word family



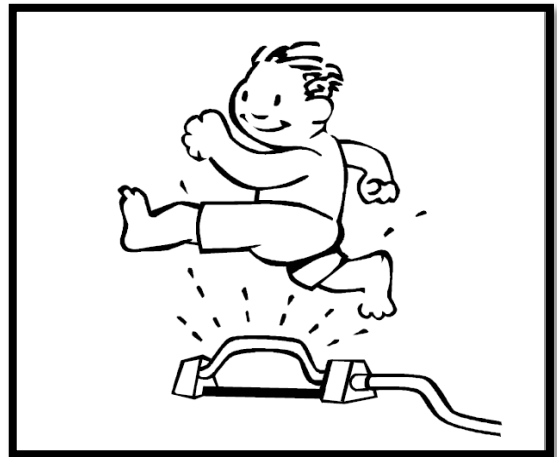
I will call the vet.



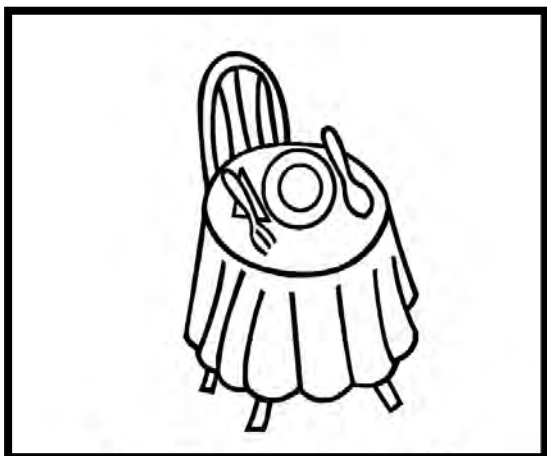
I will feed my pet.



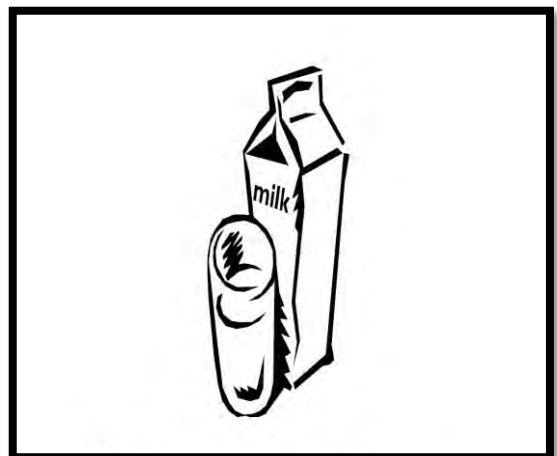
I will get the ball in the net.



I will get wet!



I will set the table.



I will get milk at the store.

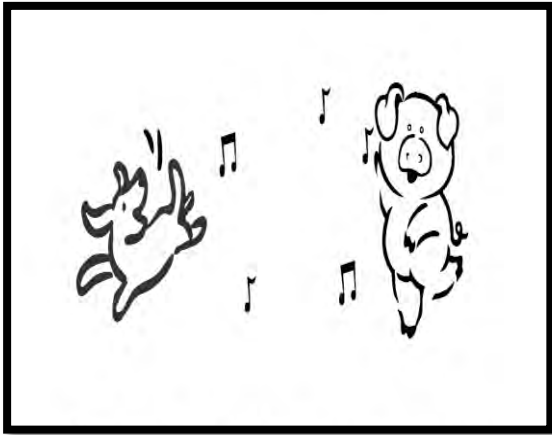
	_____et
	_____et
	_____et
	_____et
	_____et

Either write the letter to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

n	p	s	v	w
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Source: www.hubbarcupboard.com

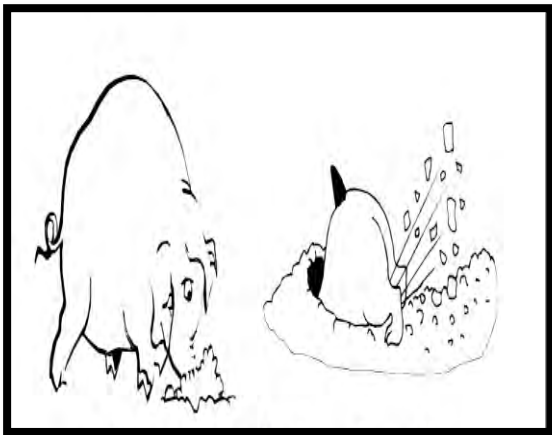
The big dig: ig word family



The dog and the pig do a jig!



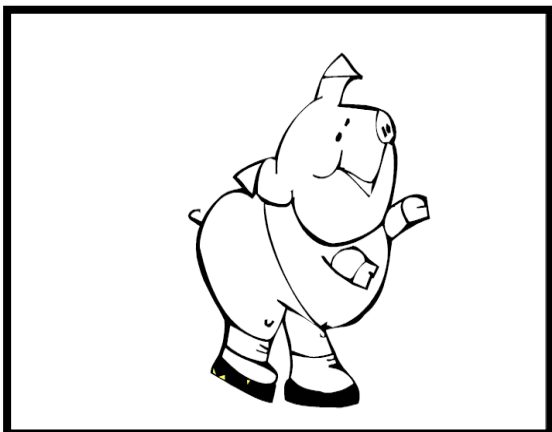
The big dog digs for a twig.



The pig and the dog dig
for the twig.



I can see the big dog.



The pig sees the dog.



The big dog can dig.

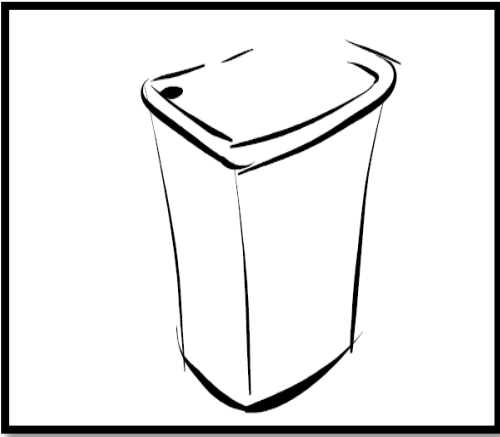
	____ig
	____ig
	____ig
	____ig
	____ig

Either write the letter to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

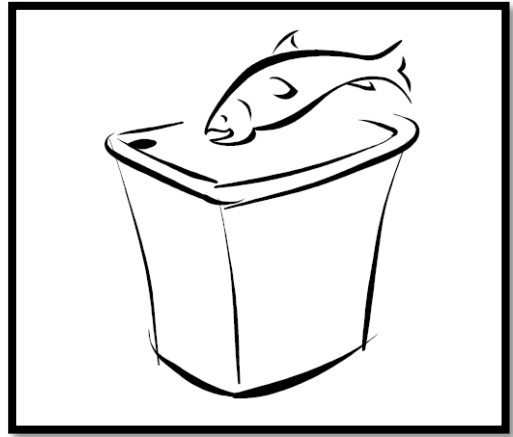
d	j	p	tw	w
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Source: www.hubbarcupboard.com

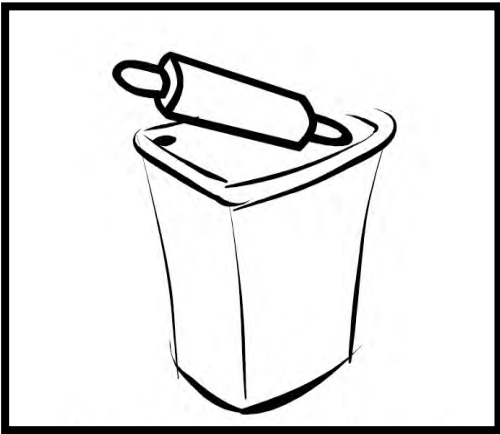
The bin: in word family



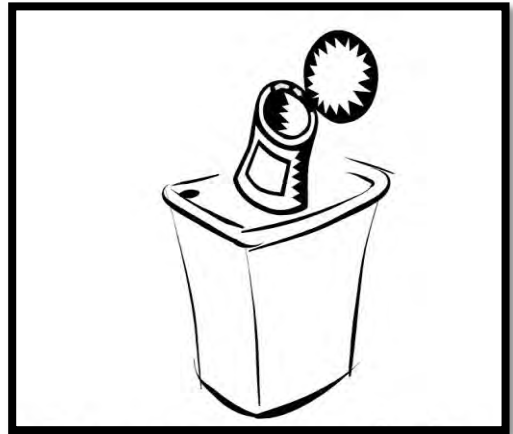
I can see a bin.



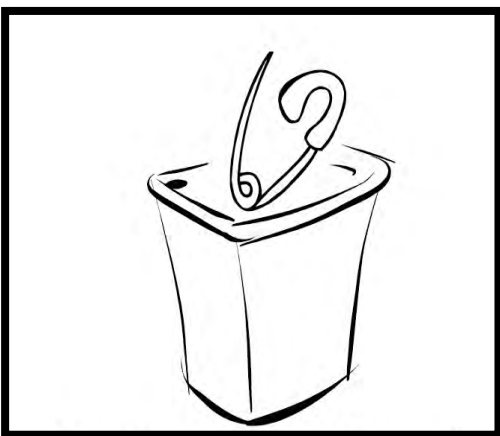
Can I see a fish fin
in the bin? Yes!



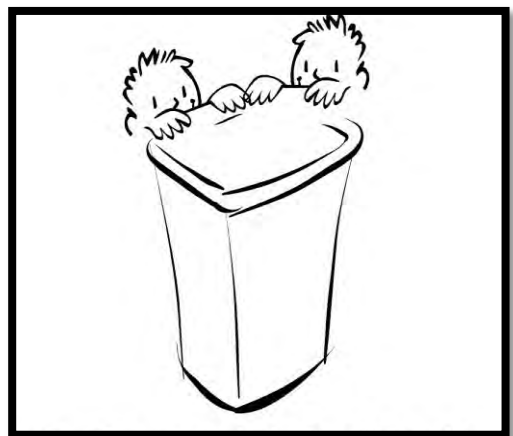
Can I see a rolling pin
in the bin? Yes!



Can I see a tin can
in the bin? Yes!



Can I see a safety pin
in the bin? Yes!



Can I see a twin
in the bin? Yes!

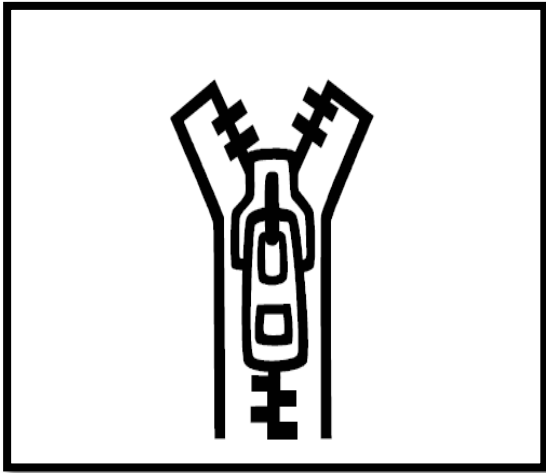
	____in
	____in
	____in
	____in
	____in

Either write the letter to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

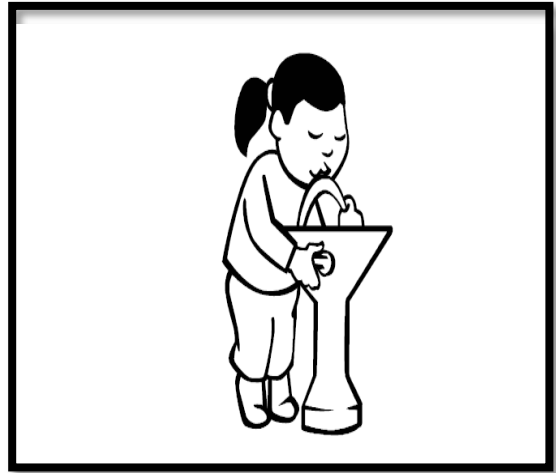
b	f	p	t	tw
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Source: www.hubbarcupboard.org

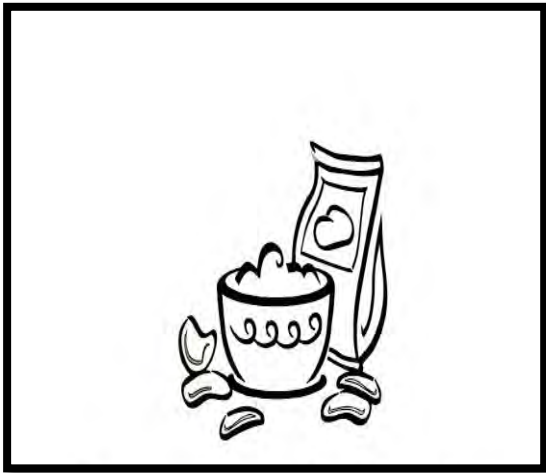
I can: ip word family



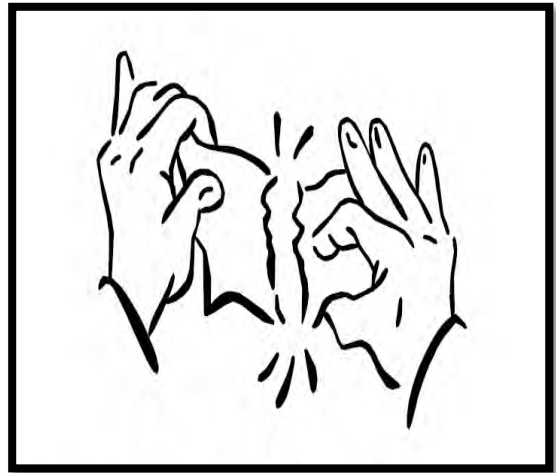
I can zip like this.



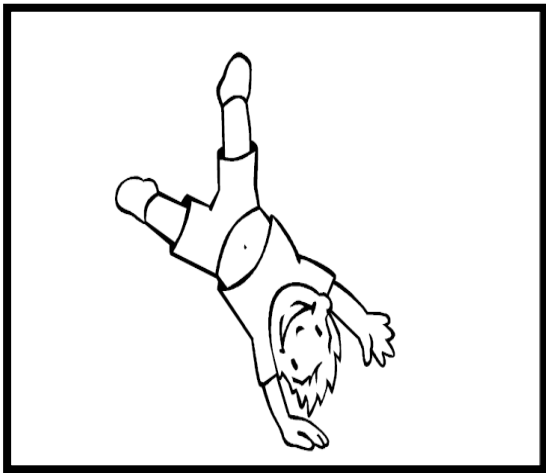
I can sip like this.



I can dip a chip like this.



I can rip like this.



I can flip like this.



I can skip like this.

	____ip
	____ip
	____ip
	____ip
	____ip

Either write the letter to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

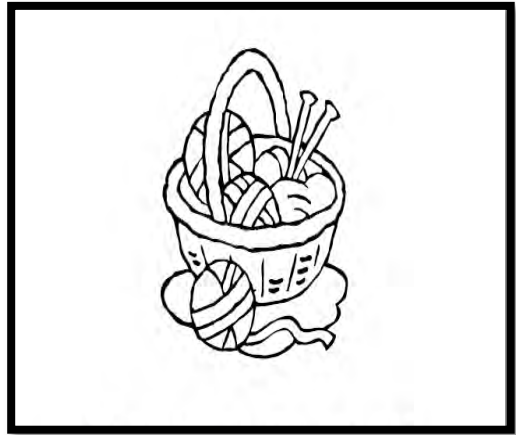
f	r	s	sn	z
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Source: www.hubbarcupboard.org

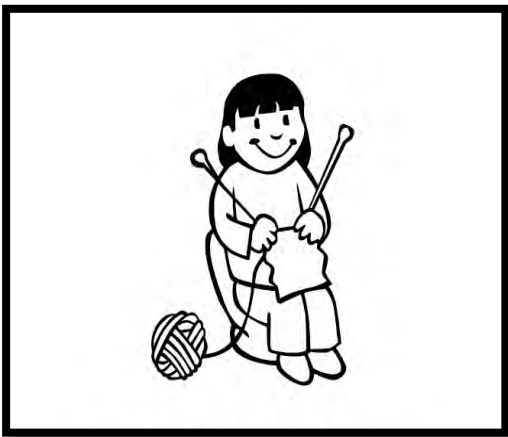
I can knit: it word family



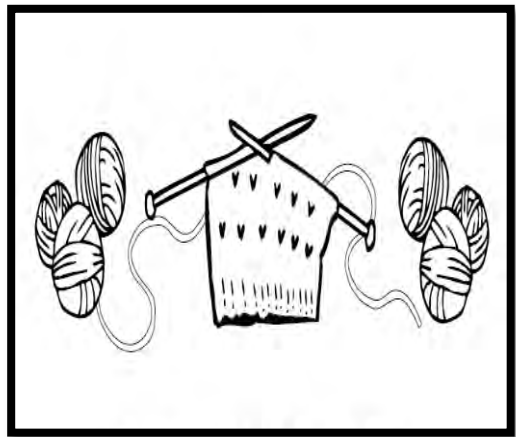
Here is my sweater.



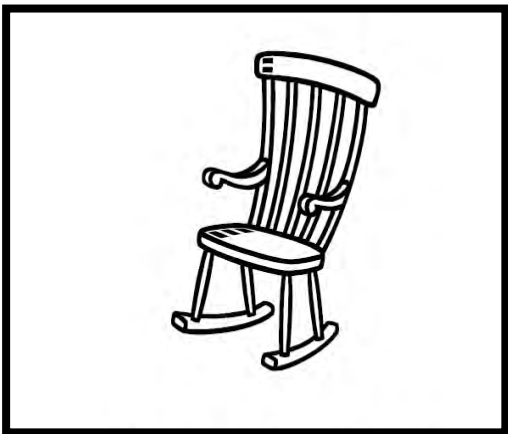
Here is my sewing kit.



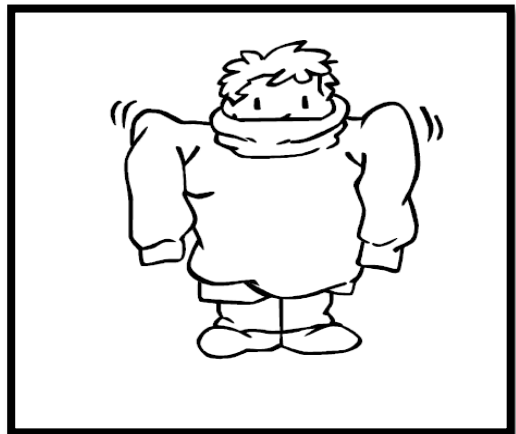
I am a girl that can knit.



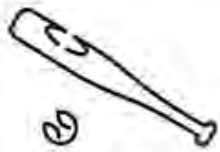
I can knit bit by bit
and not quit!



Here is where I sit.



Will it fit?

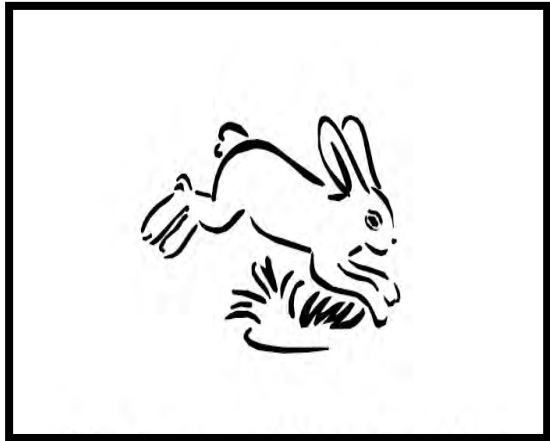
	____it
	____it
	____it
	____it
	____it

Either write the letter to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

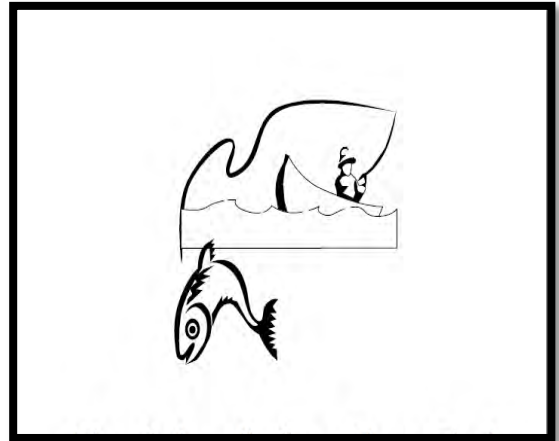
f	h	k	kn	s
---	---	---	----	---

Source: www.hubbarcupboard.org

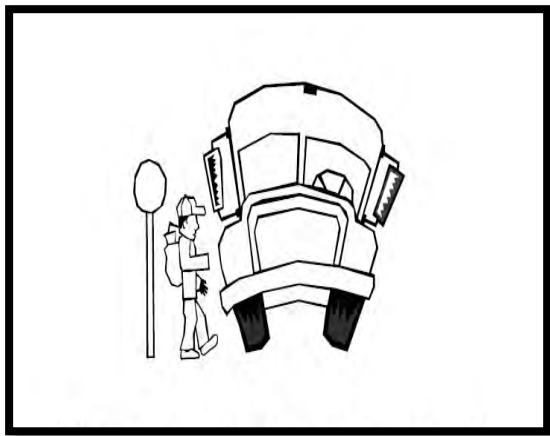
Sounds: op word family



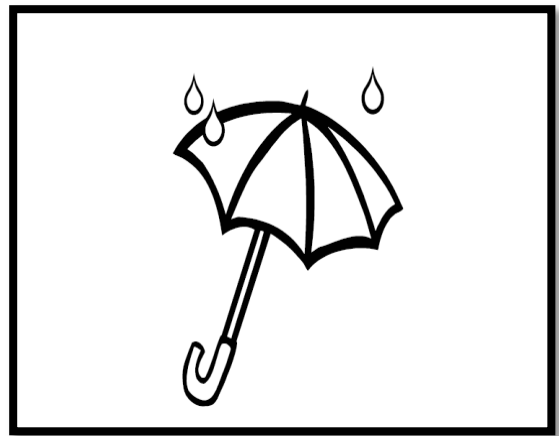
The bunny will hop. Hip-Hop!



The fish will flop. Flip - Flop!



The bus will stop. Stip - Stop!



The rain will drop. Drip-Drop!



The man will mop. Mip-Mop!

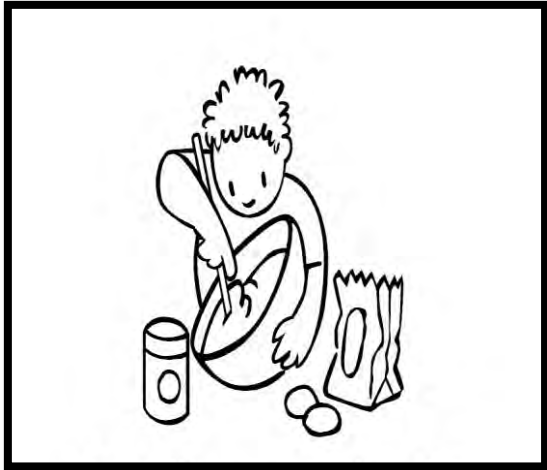
	____op
	____op
	____op
	____op
	____op

Either write the letter to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

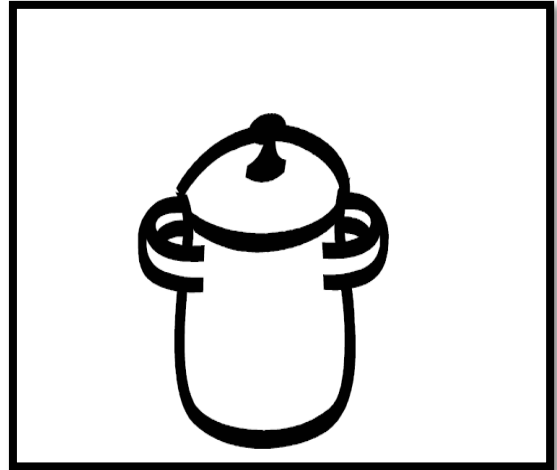
h	dr	m	sh	st
---	----	---	----	----

Source: www.hubbarscupboard.org

The hot pot: ot word family



Scot likes to cook a lot.



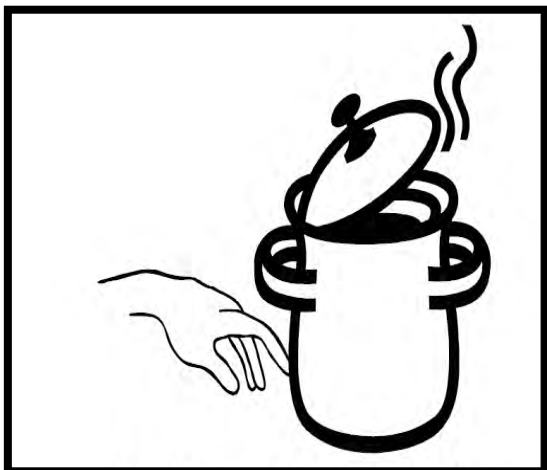
Scot cooks with a pot.



The pot got hot.



"Do not touch the pot, Scot!"



Scot touched a spot.



"It is hot", said Scot.

The hot pot: ot word family

	____ot
	____ot
	____ot
	____ot
	____ot

Either write the letter to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

c	h	n	p	Sc
---	---	---	---	----

Source: www.hubbarcupboard.org

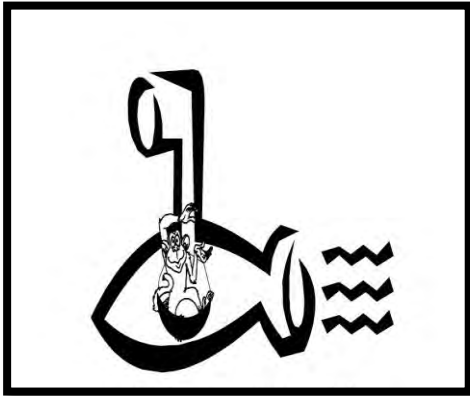
Monkey hub-bub: ub word family



Rub-a-dub-dub
a monkey in a tub - a bath tub!



Rub-a-dub-dub
a monkey and a cub - a lion cub!



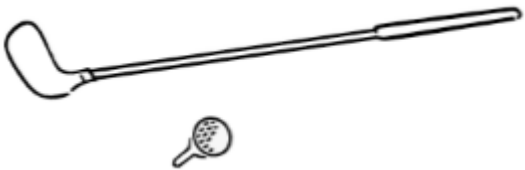
Rub-a-dub-dub
a monkey in a sub - a submarine!



Rub-a-dub-dub
a monkey in a shrub - a big shrub!



Rub-a-dub-dub
a monkey with a club - a golf club!

	____ub
	____ub
	____ub
	____ub
	____ub

Either write the letter to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

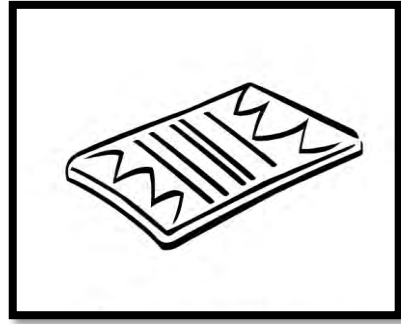
cl	s	scr	st	t
----	---	-----	----	---

Source: www.hubbarcupboard.org

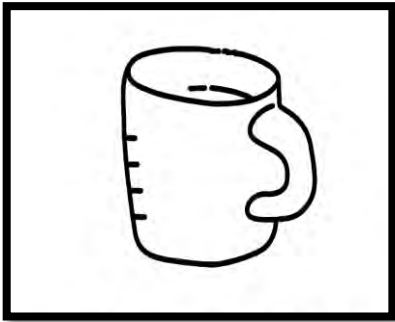
Bug in a rug: ug word family



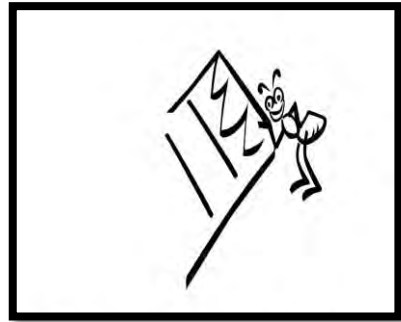
The bug does not have a bed.



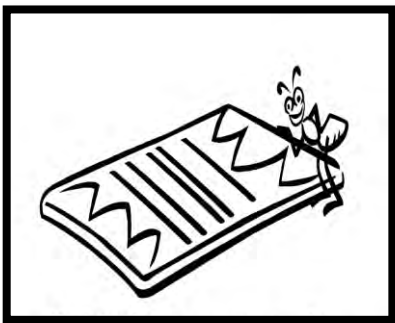
The bug sees a rug.



The bug sees a mug.



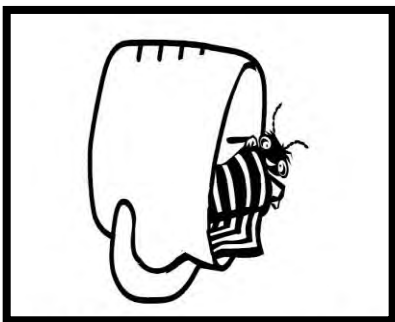
The bug will tug on the rug. Tug.



Tug! Tug! the rug is too big for the bug to tug.



The bug can get some of the rug.



"Ahh! What a snug bed!",
said the bug.

	____ug
	____ug
	____ug
	____ug
	____ug

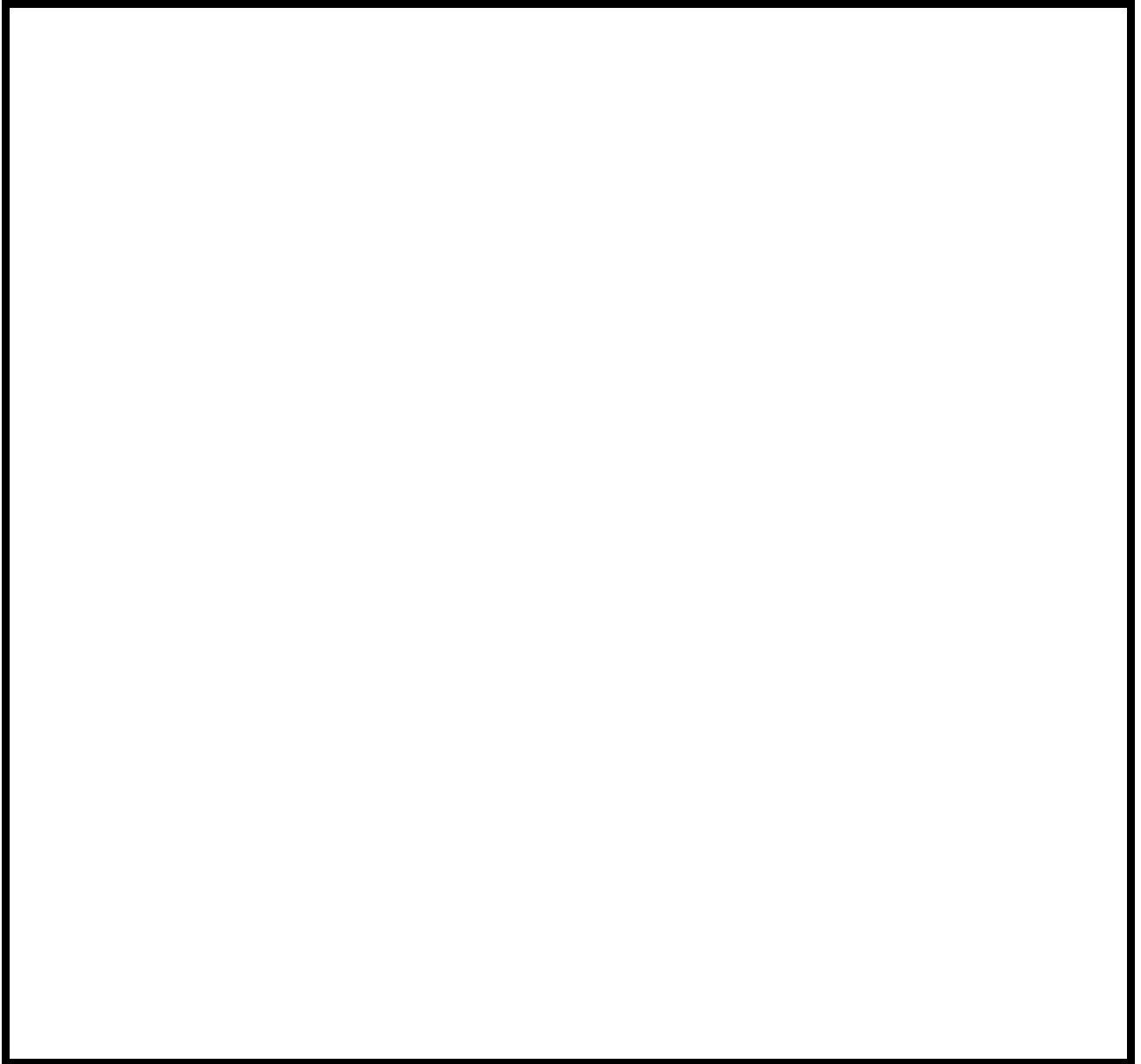
Either write the letter to make the word that matches the picture or cut the boxes below and glue the correct letter to form the word!

b	h	m	pl	r
---	---	---	----	---

Source: www.hubbarcupboard.org

Draw a picture of the story.

Written by:



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

Segment final sounds

Fill in the correct final sounds to complete the word.

at	an	et	en
	c____		b____
	v____		j____
	f____		v____
	p____	10	t____

Source: www.kizphonics.com

Segment final sounds

Fill in the correct final sounds to complete the word.

ig	in	og	op
	p__		d__
	d__		l__
	p__		b__
	m__		p__

Source: www.kizphonics.com

Segment final sounds

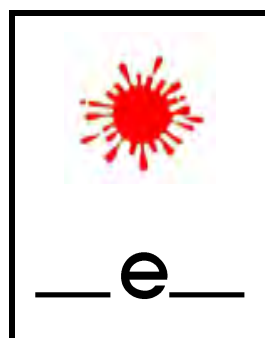
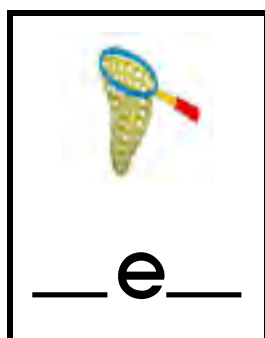
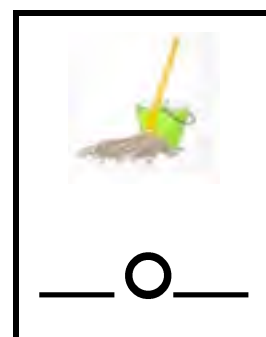
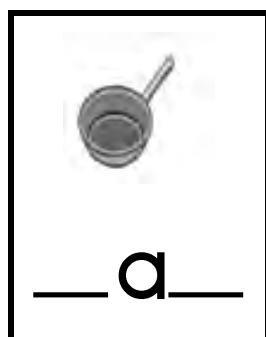
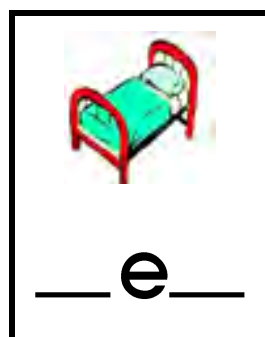
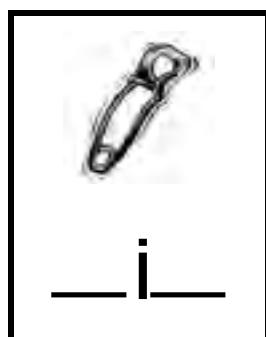
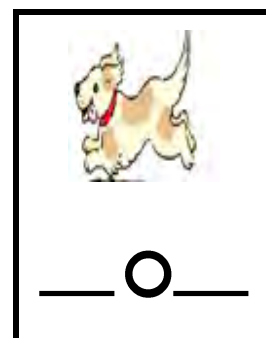
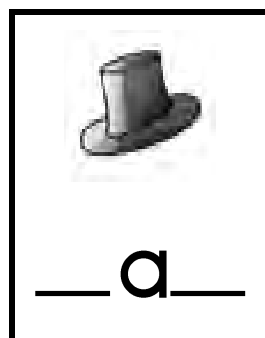
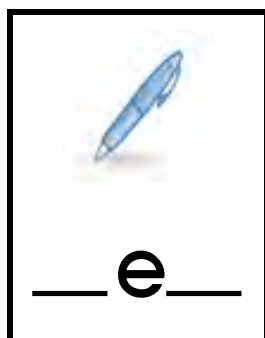
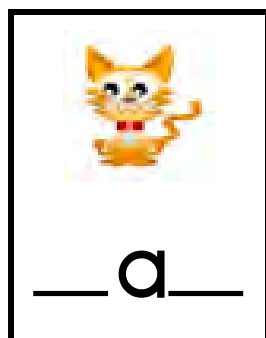
Fill in the correct final sounds to complete the word.

ug	ub	ot	ox
	s__		c__
	f__		b__
	p__		h__
	b__		r__

Source: www.kizphonics.com

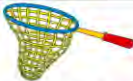
Phoneme isolation

Beginning, medial and final sound. Colour code the vowel in yellow; the beginning/initial sound in red and the final sound in blue.



Source: www.teacherspayteachers.com/Store/AmyHoffly

Phoneme isolation: blending and segmenting

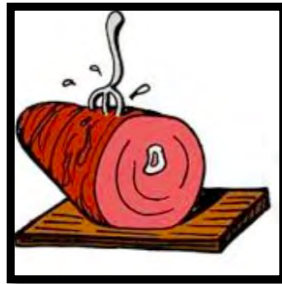
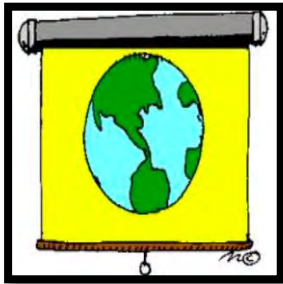
 	 	 	
 	 	 	
 	 	 	
 	 	 	
 	 	 	
 	 	 	

Source: www.teacherspayteachers.com/Store/AmyHoffly

Phoneme identity

Indicate where you hear the sound given by the educator. The sound can be in the beginning, middle or end of the word. Example:

I can hear /m/ in map and /m/ in ham and /m/ in camp, /m/ in mom.



I can hear /p/ in pen, /p/ in zip /p/ in mopping and /p/ in pot.



I can hear /t/ in ten, /t/ in cat, /t/ in hot and /t/ in tent.



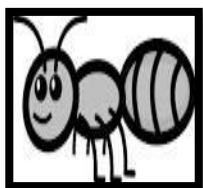
Clipart: www.office.microsoft.com

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

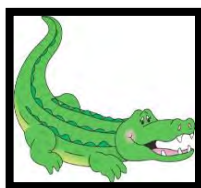
Phoneme categorization

Pronounce each word and recognize the odd initial or final sound.

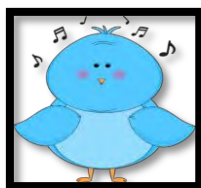
Initial sounds with odd sound



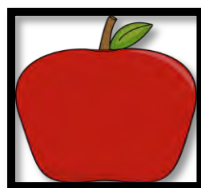
ant



alligator



bird



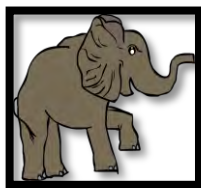
apple



axe



car



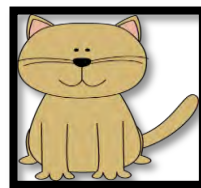
elephant



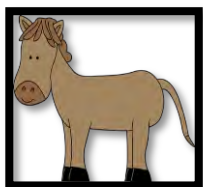
cake



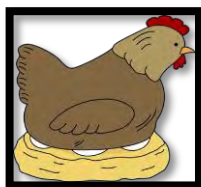
cup



cat



horse



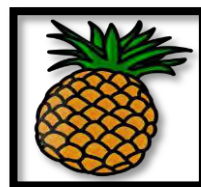
hen



hamburger

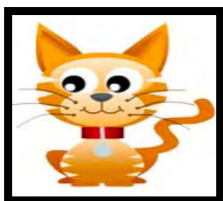


helicopter



pineapple

Final sounds with odd sound



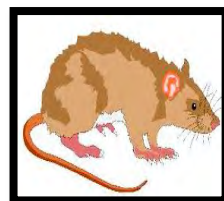
cat



mop



hat



rat



fan



pen



pan



bed



pig



dog



bug



nut

Clipart: www.office.microsoft.com

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

Blend and segment

f r o g

f

r

o

g

Source: Gillon (2008). PAT Programme: Phoneme Discrimination

Phoneme deletion: initial sounds (aural activity)

- Say map without /m/
- Say bat without /b/
- Say fan without /f/
- Say ham without /h/
- Say pen without /p/
- Say jet without /j/
- Say web without /w/
- Say ten without /t/
- Say red without /r/
- Say pig without /p/
- Say lip without /l/
- Say dig without /d/
- Say sit without /s/
- Say dog without /d/
- Say pot without /p/
- Say mop without /m/
- Say bug without /b/
- Say mud without /m/
- Say nut without /n/
- Say run without /r/

Phoneme deletion: final sounds (aural activity)

- Say bat without /t/
- Say jet without /t/
- Say fan without /n/
- Say ham without /m/
- Say pen without /n/
- Say web without /b/
- Say ten without /n/
- Say red without /d/
- Say pig without /g/
- Say lip without /p/
- Say dig without /g/
- Say sit without /t/
- Say dog without /g/
- Say pot without /t/
- Say mop without /p/
- Say bug without /g/
- Say mud without /d/
- Say nut without /t/
- Say run without /n/

Phoneme addition: initial sounds

- Say at, but add /m/ in front
- Say an, but add /f/ in front
- Say am, but add /h/ in front
- Say en, but add /h/ in front
- Say et, but add /j/ in front
- Say eb, but add /w/ in front
- Say en, but add /t/ in front
- Say ed but add /r/ in front
- Say ig, but add /p/ in front
- Say ip, but add /l/ in front
- Say ig, but add /d/ in front
- Say it, but add /s/ in front
- Say og, but add /d/ in front
- Say ot, but add /p/ in front
- Say op, but add /m/ in front
- Say ug, but add /b/ in front
- Say ud, but add /m/ in front
- Say ut, but add /n/ in front
- Say un, but add /r/ in front

Phoneme addition: final sounds

- Say stan, but add /d/ at the back.... stand
- Say boo but add /k/ at the back....book
- Say rat but add /s/ at the back....rats
- Say san but add /d/ at the back sand

Phoneme substitution

	sip		
	bin		
	wig		
	sit		
	zip		
	fin		
	pin		
	pig		

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

Rhymes 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.



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)

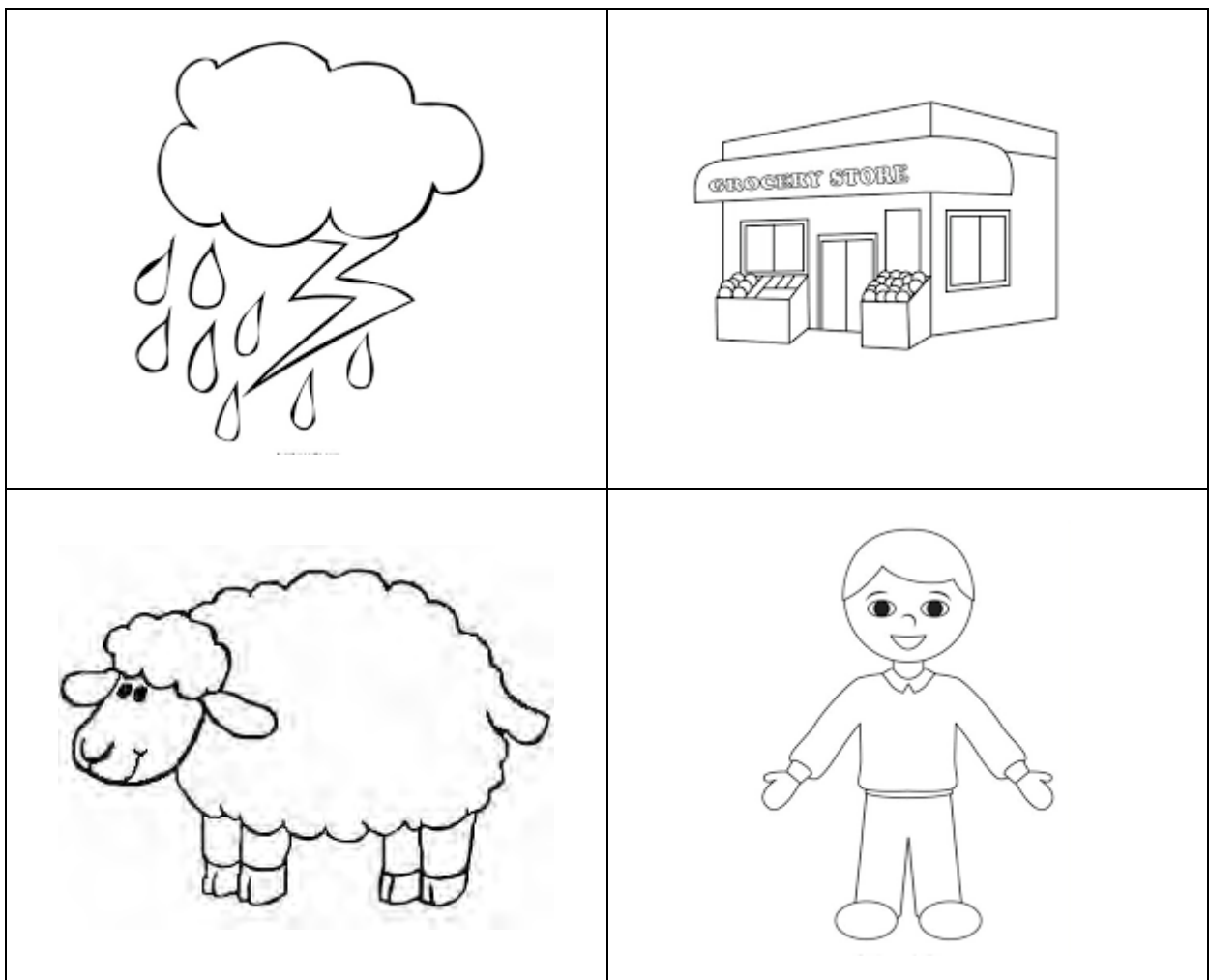
Story for sh- consonant blend

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.



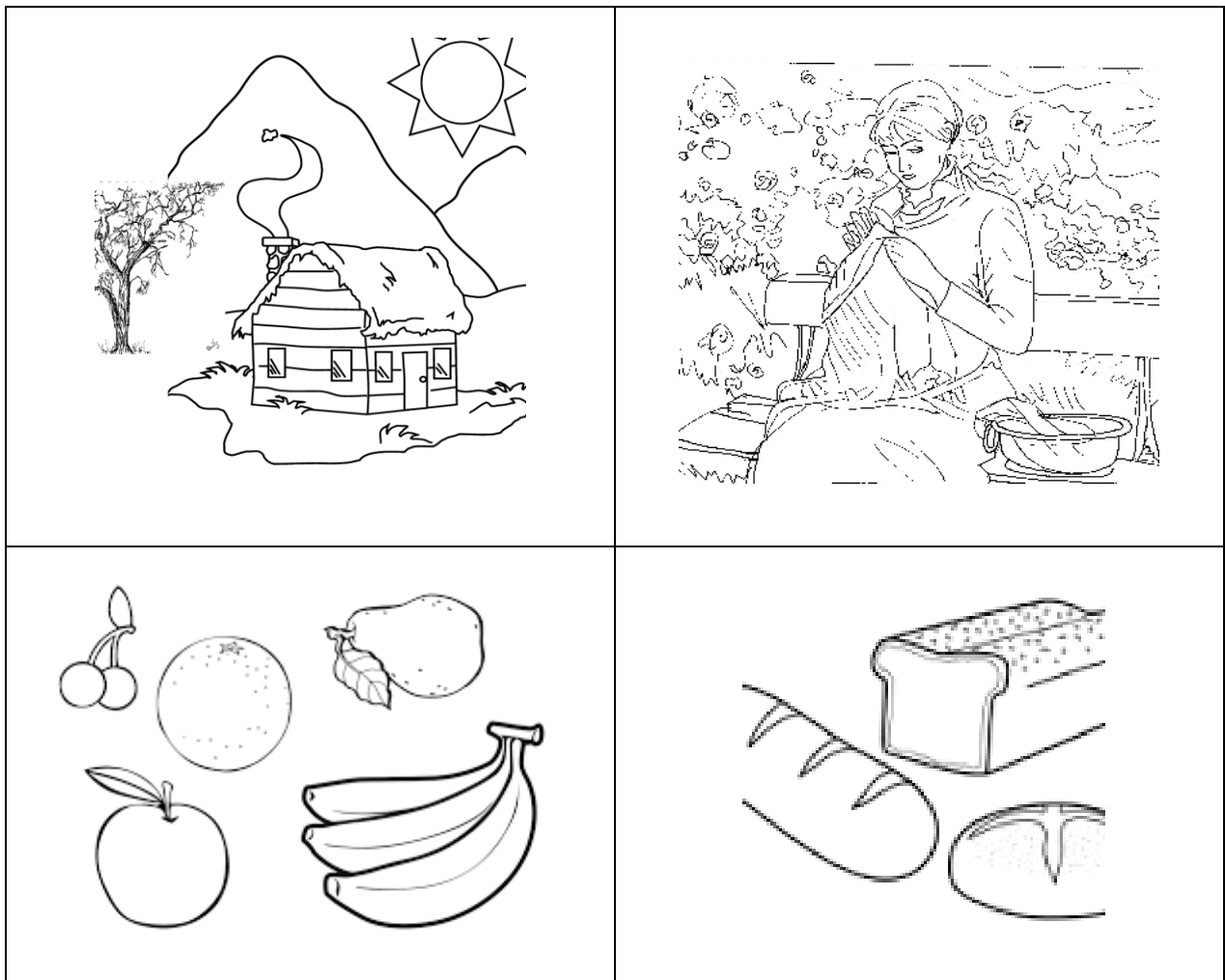
Source: Van Alphen (20/2)

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

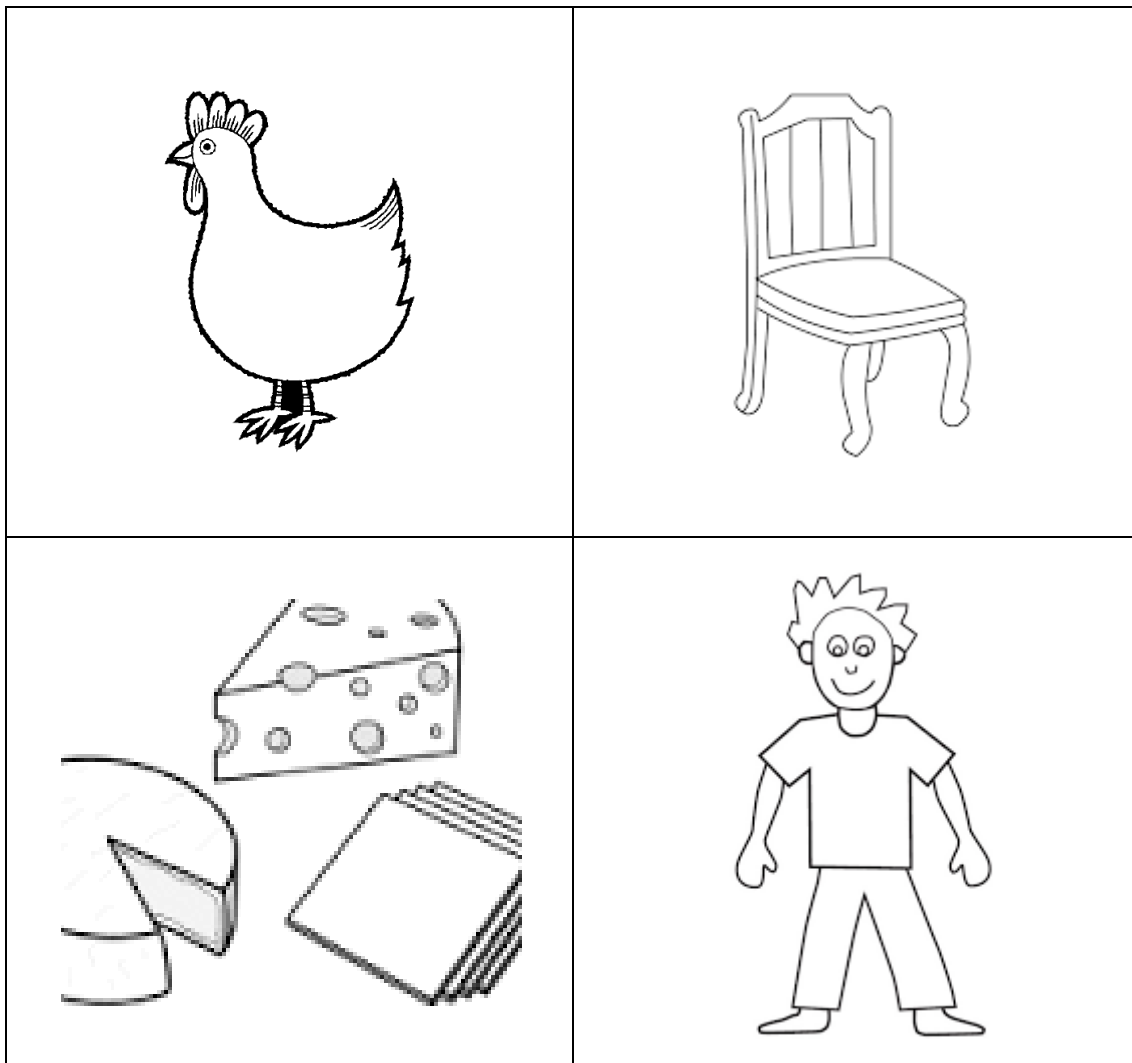
Circle the words beginning with 'ch' in red.

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.



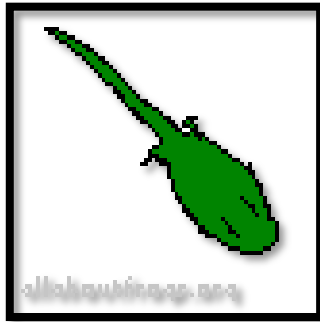
Source: Van Alphen (20/2)

Story with consonant blends; cr, fr, sw, ll, mp, nd, tr, gr, br

Circle all the words beginning with consonant blends in red. Circle all the words ending in consonant blends in blue.

The frog

Croak, croak, says the frog as it hops into water. Frogs like water. They can swim very well. They can jump too. Frogs live in swamps and ponds. Some frogs live in trees. Frogs lay eggs which hatch into tadpoles. They eat insects and worms.

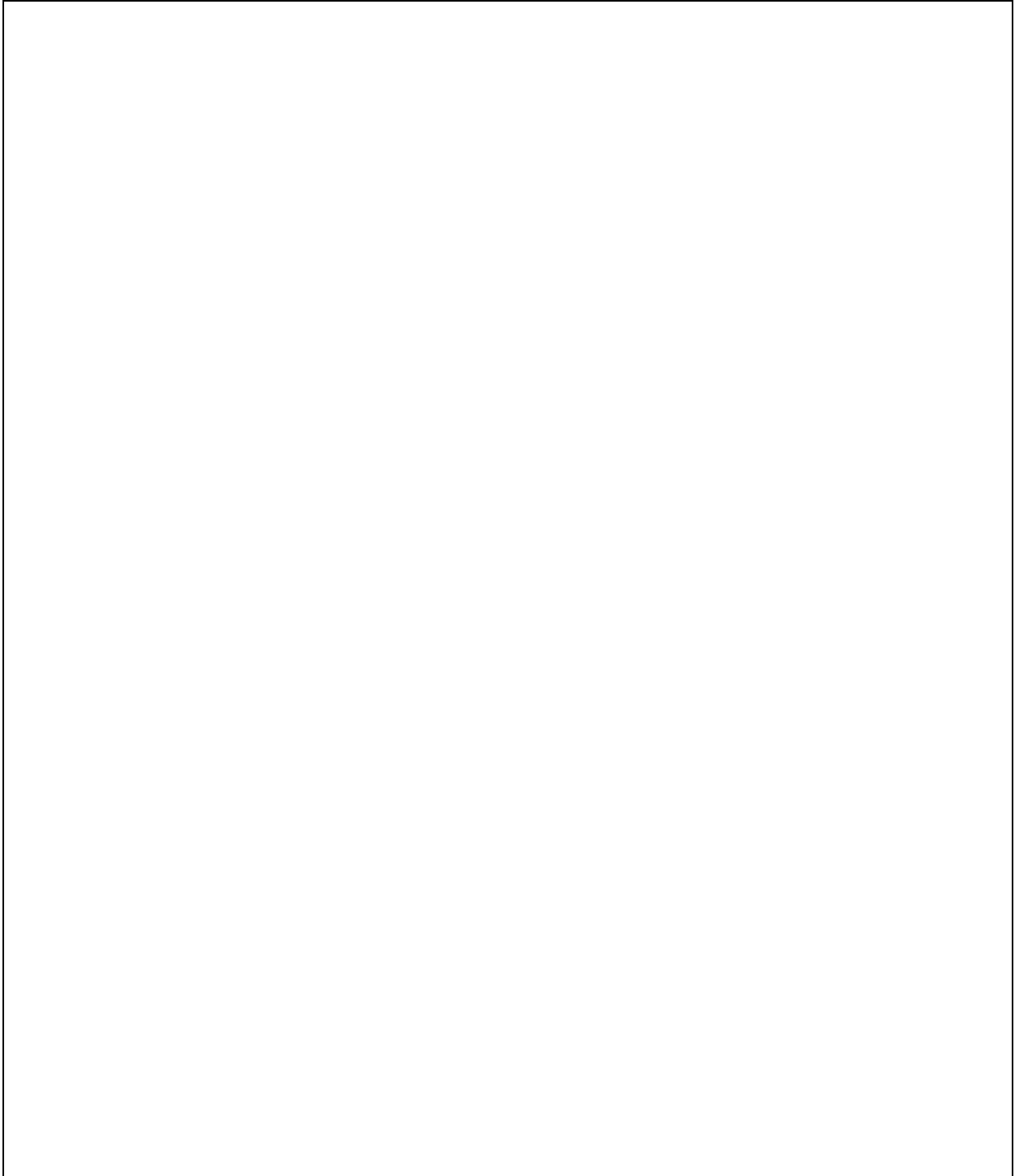


Source: R.I.C. Publications

Read and draw

Three green frogs are by the pond.

A big brown frog is swimming in the water.



R.I.C. Publications

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

Songs

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)

Grade two: 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 rime 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/

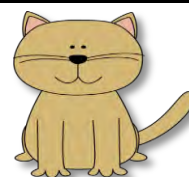
/a/ /e/ /i/
/a/ /e/ /i/
/a/ /e/ /i/ /o/ /u/

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

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

Fun short vowel revision activities

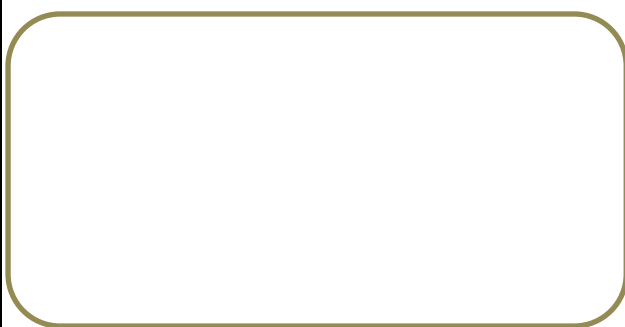
Short a word search



Directions: Circle or colour the short a words in the word search.

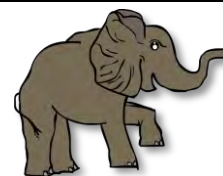
cat pan hat
map fan cap

Draw a picture of one of the words.



r	a	m	a	p	r	g
c	a	p	a	k	e	r
g	t	j	s	c	j	a
p	a	n	f	c	a	t
k	o	y	e	h	l	e
e	h	a	t	k	e	f
l	a	k	e	f	a	n

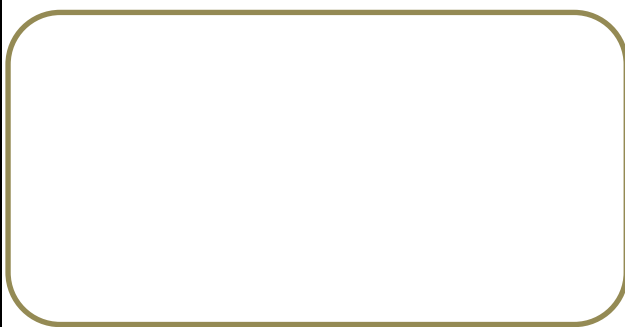
Short e word search



Directions: Circle or colour the short e words in the word search.

net pen pet
bell hen leg

Draw a picture of one of the words.



r	p	e	t	h	r	g
c	e	p	b	e	l	l
g	l	e	g	c	j	a
p	k	n	f	c	p	t
k	o	y	h	e	n	g
e	n	e	t	k	e	f
l	o	k	e	p	e	n

Short i word search



Directions: Circle or colour the short i words in the word search.

big pig hit
sit fish dish

Choose one of the words and write it in a sentence.

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

Short o word search



Directions: Circle or colour the short o words in the word search.

dog log dot
hot cop top

Choose one of the words and write it in a sentence.

u	g	n	a	h	o	k	a	p	r	g
c	h	o	t	j	a	r	o	d	u	r
g	t	e	i	s	h	a	c	d	o	t
p	i	d	o	g	u	q	l	g	t	j
k	o	p	n	g	t	o	p	a	k	t
s	i	c	o	p	g	l	o	g	s	h

Short u word search



Directions: Circle or colour the short u words in the word search.

bus cut fun
gum mug sun

Choose one of the words and write it
in a sentence.

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

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

Games

Flip over game – Use to revise sounds and words learnt

Instructions

The educator can fill in her own words in the blank blocks or use the examples below for long vowels and various word families. Cut out and laminate the cards to preserve them. Make copies of the words according to the number of groups of learners. Learners pack out the words or pictures in front of them. As the educator calls out the words, the learners flip the word cards over. When there is only one word left to pronounce, the educator checks to see if all the groups/learners have the same last word.

Consonant blends and complex patterns

eat	house	king	pink
buck	clap	clock	sky
boat	book	pain	toy

Source: www.teacherspayteachers.com/Store/JessicaLindsey

Long vowel flip over game

rake	rose	pine
Steve	tube	bake
hose	fine	use

Blank game boards for flip over game. Cut out, laminate and fill in your own words:

Source: www.teacherspayteachers.com/Store/JessicaLindsey

Crazy letters word building game

Instructions:

Two players start on a prepared card containing two vowels. If you want all learners in the class to play with, draw the table on the black board.

Place any two vowel letters to start the game. Do not place vowels next to each other.

Player one writes down one letter at a time in the empty space. Player two adds one letter and tries to make a word. A four letter word scores four points. A three letter word scores three points. At the end of the game, some spaces may be left open.

Allow only one minute per turn. If the time is up and the player has not played, the turn is lost.

		e	
	d		

Source: www.teacherspayteachers.com/Store/JessicaLindsey

Blank table for crazy letters word building game

Assessment rubric

Student _____
Grade _____ Teacher _____

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

Individual _____
Year _____

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. sec													
		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. urai /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)