

Phonological Awareness

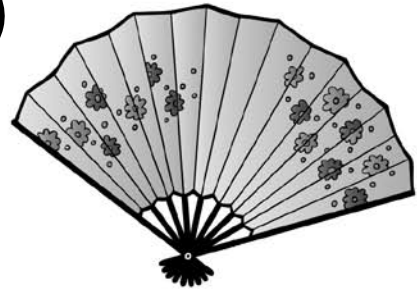
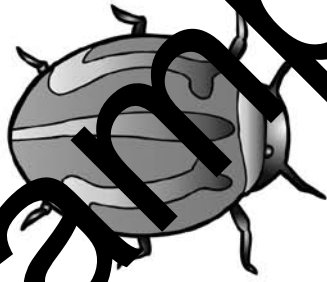
# Alphabet Knowledge

## Book 3

Foundation



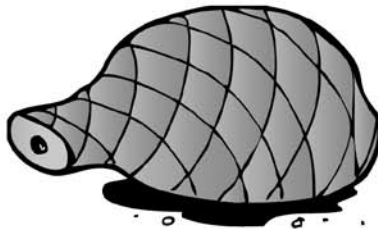
p a t b u g



f a n



m a t



h a m



f o x



By Leanne Bidzinski

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# Teachers' Notes

Learning the letters of the alphabet and their most common sounds is an important step in your students' phonological awareness reading and spelling journeys. Skilled readers have a strong understanding of the relationship between letters and the sounds they make.

In this book, children are taught to identify the sound of each letter, blend the sounds together to read whole words and segment words into individual sounds to spell whole words. This is called 'synthetic phonics' and has proven to be more effective than other approaches regardless of whether children do or do not experience reading difficulties. Instruction should be explicit and systematic; and skills constantly reviewed, practised and applied to real reading.

Discussion about whether letter sounds or names should be taught first, whether uppercase or lowercase (or both) should be the initial focus and what order the letters should be introduced, is common.

This book introduces the letters in a particular order, concentrating on the letter sounds and focussing on lowercase formation. However, the letter names and uppercase formations should always be mentioned and used when teaching. e.g. 'This is our new letter. Its name is 'bee' and it says 'b'. This is the capital 'bee' and this is the lowercase 'bee'. They both say 'b'".

The letters in this book are introduced in four distinct groups that differ from the traditional alphabet sequence that we know:

Group 1 – s a t p i n

Group 2 – h r m d c e

Group 3 – g o u l f b

Group 4 – w z j y v k qu

This order:

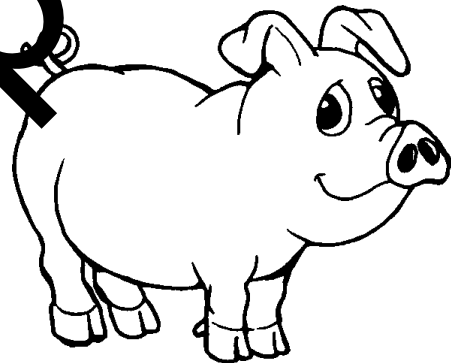
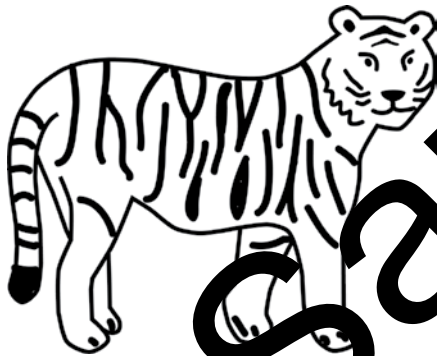
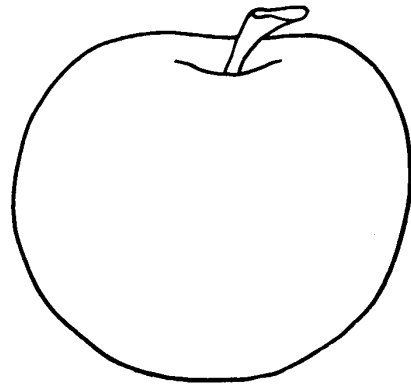
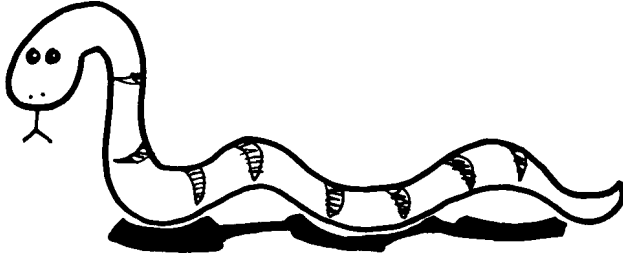
- 1) separates the teaching of letters that are visually confusing (b,d,p,g);
- 2) separates the letters with similar sounds (a,e) (t,d) (f,v);
- 3) teaches frequently occurring letters first to enable children to begin blending and segmenting as soon as possible (sat, tap, pin, at).

This book is the third book in a four part series entitled *Phonological Awareness*. The other books are: *Syllables and Rhyming* (Book 1); *Phonemic Awareness* (Book 2) and *Alphabet Letter Formations* (Book 4). The books have been designed to be used sequentially. It is strongly recommended that you use this book in particular together with *Alphabet Letter Formations*.

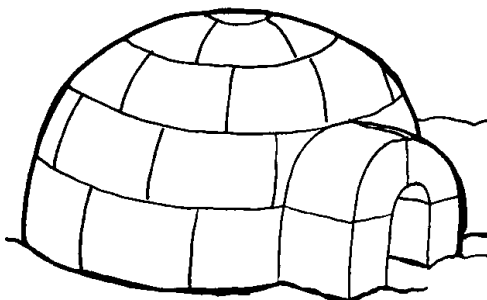
Please note: Students will need scissors, glue and coloured pencils to complete most of the activities in this book.

# Flashcards: Pictures

Photocopy and cut out the cards below. Back them onto their corresponding letters (page 8) and laminate.

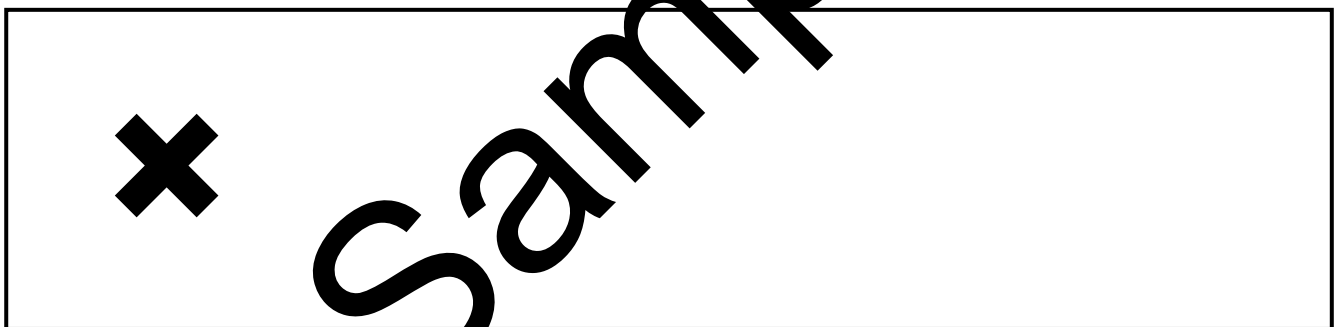
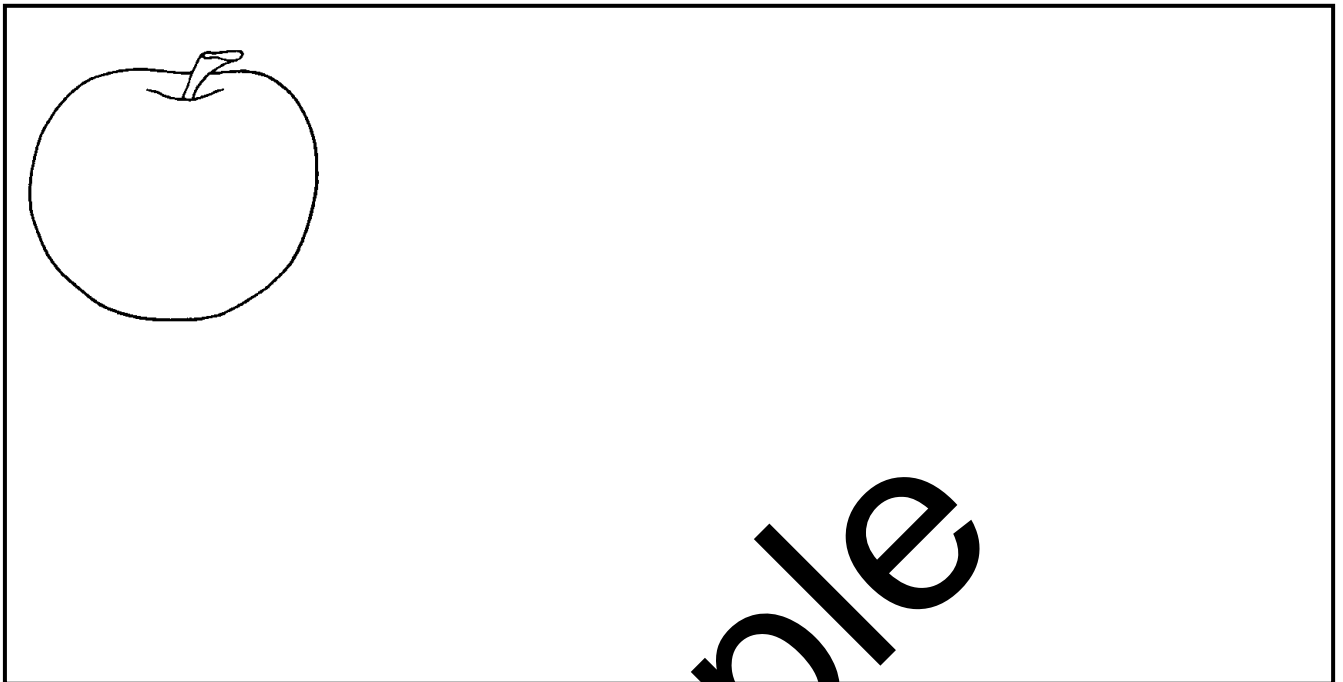


Sample

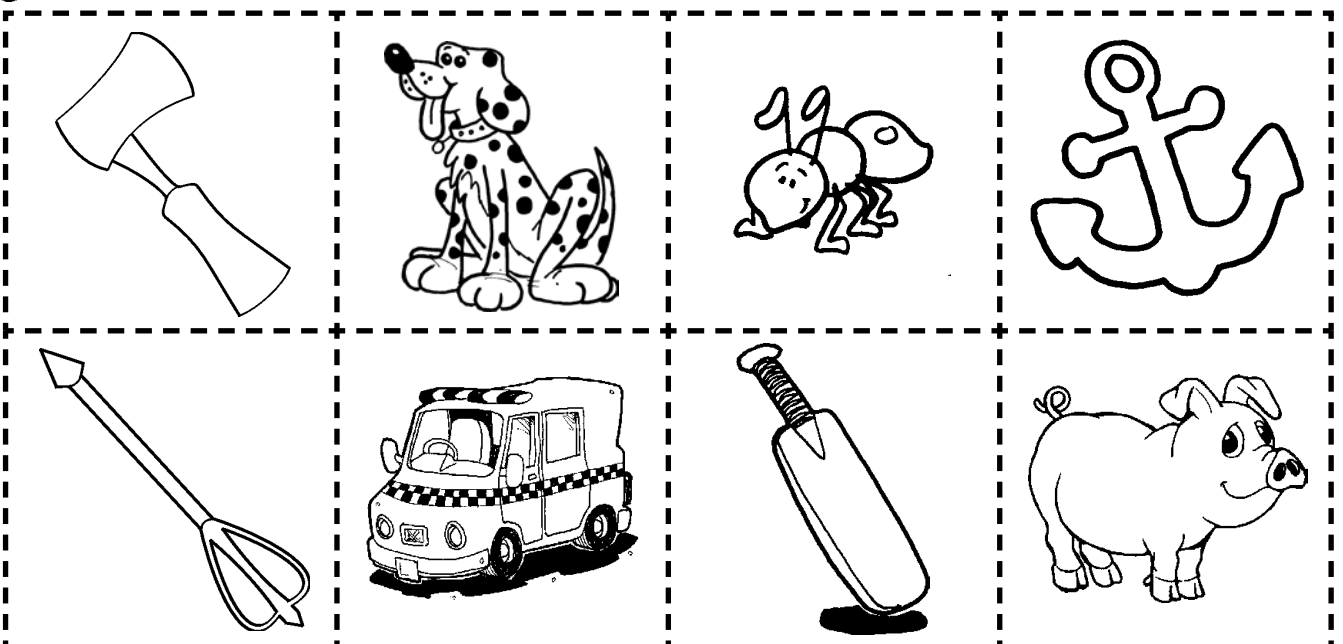
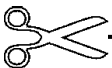


# Activity 2: a

Cut out the small pictures. Glue the pictures that begin with 'a' in the apple box and the pictures that do not begin with 'a' in the cross box.

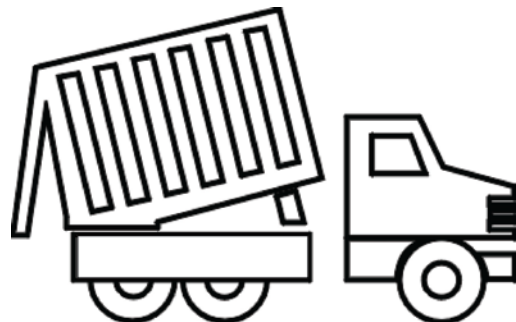
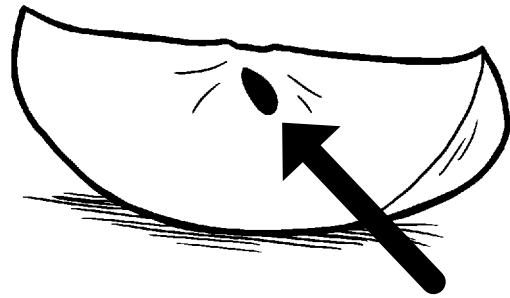
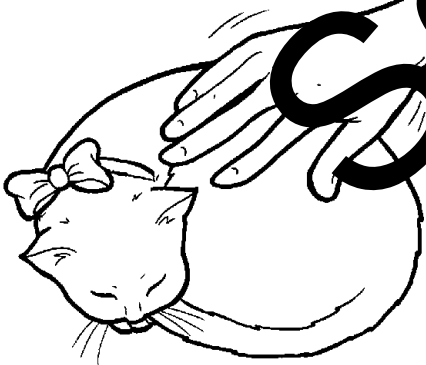
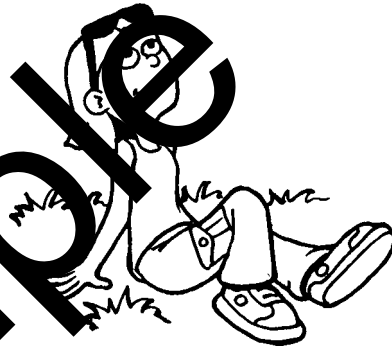
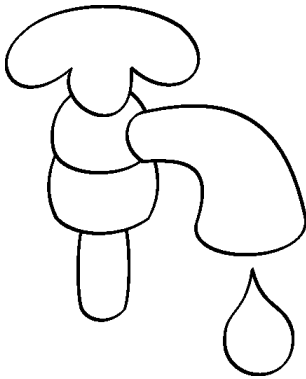
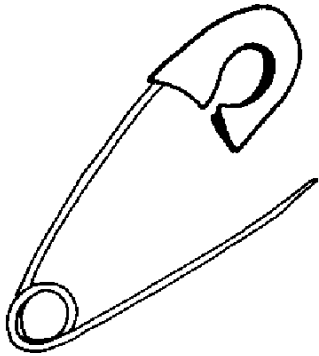
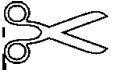


Sample



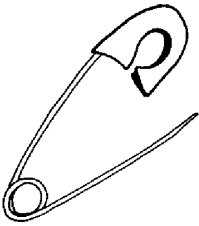
# Flashcards: Pictures

Photocopy and cut out the pictures below. Back them onto their corresponding words (page 17) and laminate. Use words for blending activities and use pictures for segmenting activities.



# Activity 8: Cut, Stick And Write

Sound out the word for each picture. Cut out the letters at the bottom of the page and glue them in the correct boxes under the pictures. Then write the word.



t

s

p

a

i

t

i

n

i

p

s

p

**Flashcards: Letters**

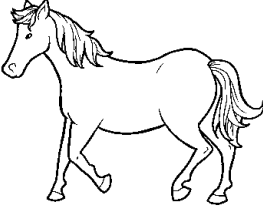
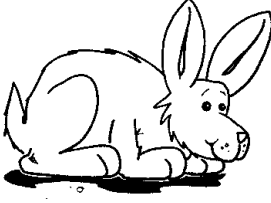


Photocopy and cut out the cards below. Back them onto their corresponding pictures (page 24) and laminate.

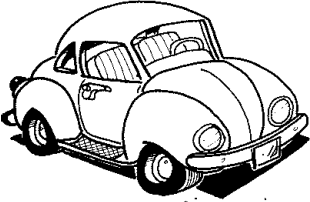
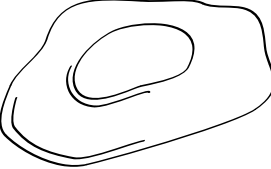

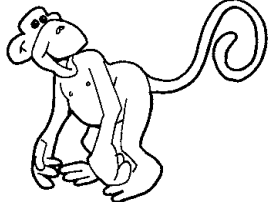
**H h****R r****M****m****D****d****C c****E e**

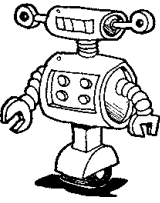

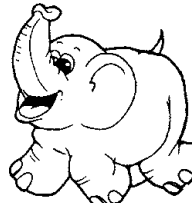
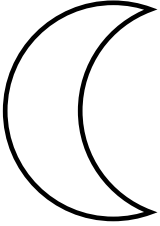


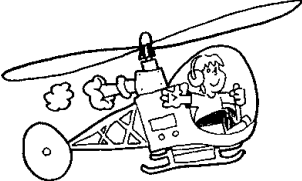
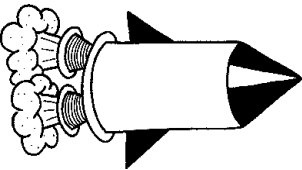

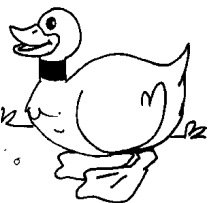
# Activity 17: Initial Sounds

Say each picture and listen for the first sound. Write the letter that makes the first sound on the line. Colour the pictures.

 .....	 .....	 .....	 .....
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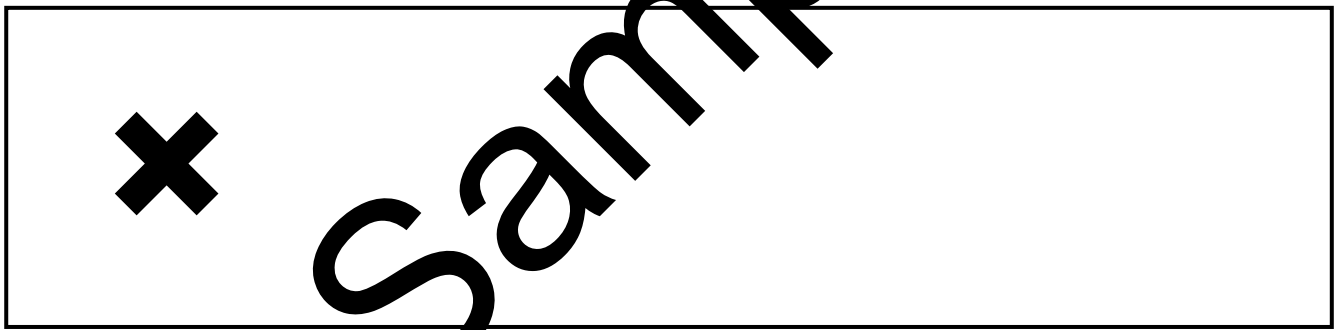
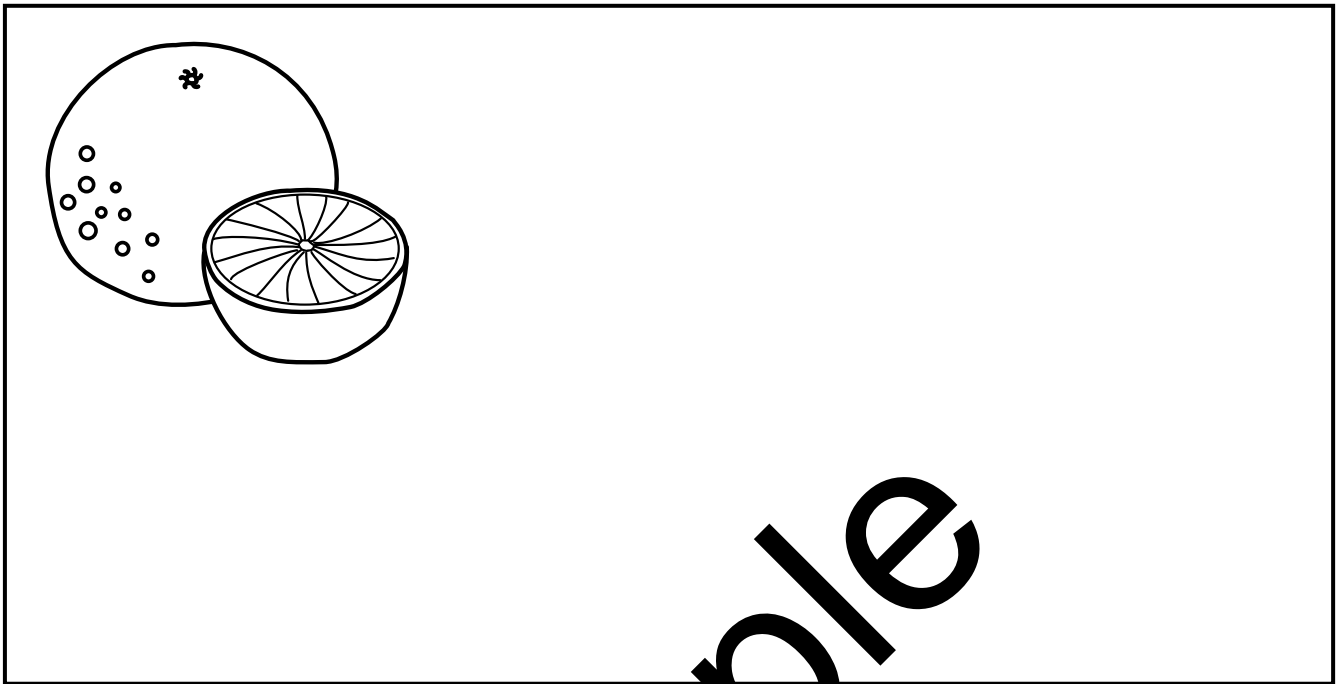
 .....	 .....	 .....	 .....
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 .....	 .....	 .....	 .....
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 .....	 .....	 .....	 .....
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# Activity 22: o

Cut out the small pictures. Glue the pictures that begin with 'o' in the orange box and the pictures that do not begin with 'o' in the cross box.



Sample

