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## Introduction

*Nelson Phonics 2* extends on the four essential skills introduced in Workbook 1:

- phonological awareness
- visual (graphological) processing
- letter–sound (phonics) relationships
- spelling.

In this book, beginner readers are building on their skills in these essential areas of literacy attainment. They are proficient ‘listeners’ in early phonological awareness tasks such as syllable segmentation, rhyme identification and production; can detect the first, middle and last sounds in a simple spoken word; and can recognize and name the letters of the alphabet and use these letters to write simple words. At this level, children are beginning to write familiar words that they have committed to memory and can sound out unfamiliar words in the reading and writing process.

Beginner readers are also ready to learn more complex phonological awareness skills, such as detecting consonant blends in words (e.g. ‘tr’ in ‘trip’ and ‘sk’ in ‘skip’). Furthermore, they are also ready to learn more about the complex vowel system of written English (e.g. the ‘ee’ in ‘cheese’ sounds like ‘ea’ in ‘beat’, ‘e’ in ‘me’ and ‘y’ in ‘dolly’).

Finally, children are also ready to learn about special letter combinations that have silent letters like ‘lamb’, ‘know’ and ‘phone’, as well as words that have double consonants at the end, like ‘class’ and ‘ball’. Children’s developing visual processing skills help them remember the written letter sequence of sound combinations and whole words.

*Nelson Phonics 2* should be used as part of the classroom literacy program for children at an emergent stage of literacy development. Parents also can support their children’s literacy development by using this Workbook at home. Regularly reading to children, listening to them read, asking questions and discussing experiences are all important activities that will compliment the learning objects of the *Nelson Phonics* Workbooks.

## Using *Nelson Phonics 2*

*Nelson Phonics 2* begins with the phonological awareness skills of **syllabification** and **rhyme**. The beginner reader is then introduced to **individual sounds**.

# Introduction

The activities require children to:

- listen for the target sound in spoken words
- visually recognize the letter that represents that sound
- write the letter that represents the target sound.

To encourage children to continue focussing on their listening skills, some activities have pictures that are not labelled. Children will benefit from naming the pictures with an adult before completing the activities, to ensure that they understand the pictured vocabulary.

This Workbook adopts a multi-sensory approach to teaching children about sounds and letters. This approach includes *seeing*, *listening*, *feeling* and *writing* sounds, letters and words. Multi-sensory learning has been shown to cater for the learning styles of a greater range of children.

Icons are used in the activity instructions to help children understand what is required in each task. The key for these icons is as follows:



**Say the sound or name the picture.**



**Read the word.**



**Color the picture.**



**Circle the picture.**



**Draw a line.**



**Cross out the picture.**



**Trace the letter with your pencil.**



**Write the letter or word.**



**Change the words.**



**Unjumble the letters.**

## Scope and Sequence of *Nelson Phonics 2*

*Nelson Phonics 2* begins by reviewing the skills focused on in *Nelson Phonics 1*; segmenting syllables, sound and letter recognition, first sound identification and rhyme, and simple word manipulation. It then progresses to teaching consonant blends in words, silent letters, special letter combinations and long vowel sounds. Children learn to *hear* and *see* these letter and sound combinations.

Each unit concludes with a Unit Review, in which children apply their knowledge of sounds, letters and rules to complete more complex activities addressed in current and previous units. A child's ability to complete the review activities will provide feedback on the progress of individual children and inform future teaching strategies. Children who have difficulty with the review tasks in Unit 1 will benefit from further learning with *Nelson Phonics 1*, as well as the beginner-level activities found on the *Nelson Phonics* CD-ROM.

The *Nelson Phonics* CD-ROM contains a Teacher's Guide with key teaching points and activity ideas, as well as a range of interactive activities for use across the three year levels. The interactive activities on the CD-ROM are presented in three sections:

- Teaching Objects (for whole-class learning)
- Learning Objects (for independent or group learning)
- Task Review (for teacher–student evaluation).

These activities have been specially designed to consolidate and extend on the topics covered in the Workbooks.

pr, cr, dr



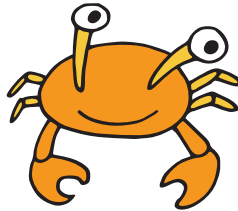
Say the words.



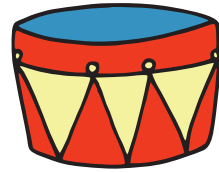
Trace the letters.



prize



crab



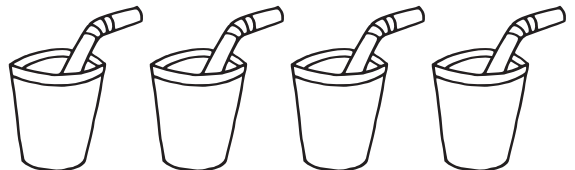
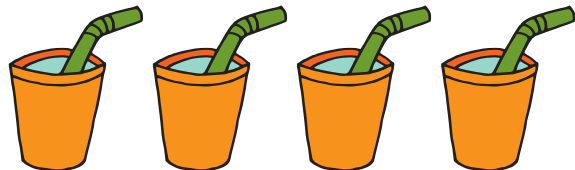
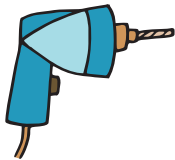
drum



Name the pictures.



Color a drink for each of the sounds you hear in the word.



pr, cr, dr



Draw a line to join the pictures that start with the same sounds.



Write the letters at the start of each word.

	pr
	__
	__

	__
	pr
	__



Write the missing letters.



Trace the sentence.

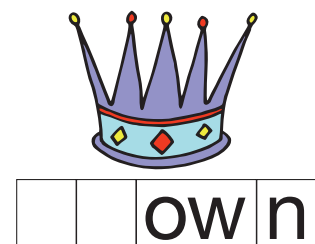
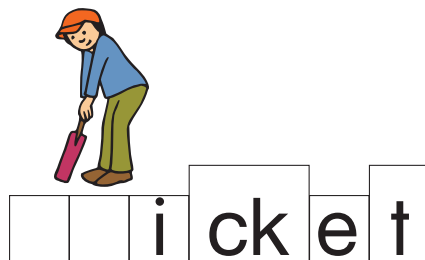
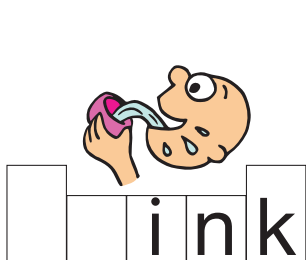
The \_\_\_ab played  
the \_\_\_um.



pr, cr, dr



Write the letters in the empty boxes.



Name the pictures.



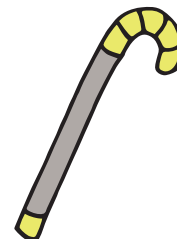
Circle the sound or sounds you hear at the start of each word.



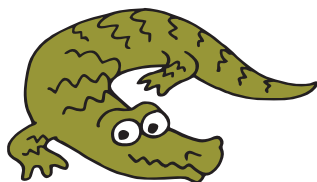
dr da



pr dr



cr c



cr ck



p pr



di dr



## pr, cr, dr




Name the pictures.



Write the sounds you hear at the start of each word.

\_\_ \_\_ane 

\_\_ \_\_aw 

\_\_ \_\_agon 

\_\_ \_\_esent 

\_\_ \_\_ayon 

\_\_ \_\_own 



Write the missing letters.



Trace the sentence.

The \_\_ \_\_ince won a \_\_ \_\_ize  
for fighting the \_\_ \_\_agon.



gr, fr, br



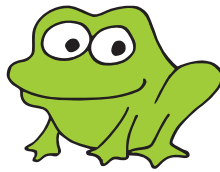
Say the words.



Trace the letters.



grass



frog



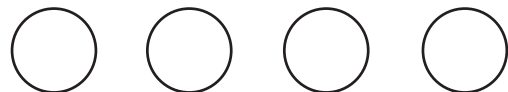
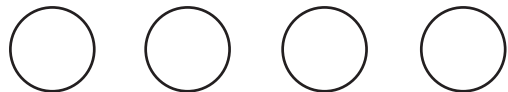
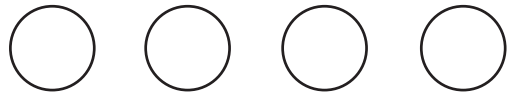
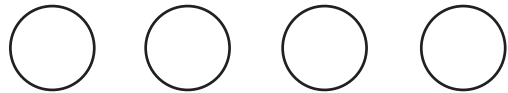
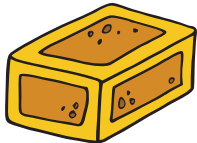
brush



Name the pictures.



Color a circle for each of the sounds you hear in the word.



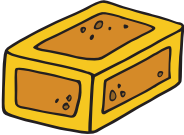
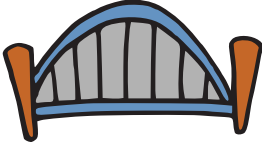

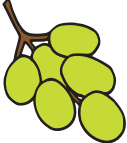
gr, fr, br


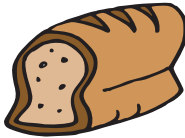
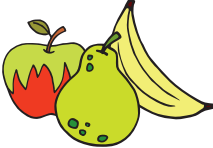



Draw a line to join the pictures that start with the same sounds.



Write the letters at the start of each word.

	<u>b</u> <u>r</u>
	__ __
	__ __
	__ __

	__ __
	<u>b</u> <u>r</u>
	__ __
	__ __



Write the missing letters.



Trace the sentence.

My \_\_\_\_\_ father \_\_\_\_\_ ows  
 \_\_\_\_\_ eat big \_\_\_\_\_ uit trees.



grows      fruit      grand      great

## gr, fr, br



Write the letters in the empty boxes.



u b



e a d



a s s



o g



i c k



Name the pictures.



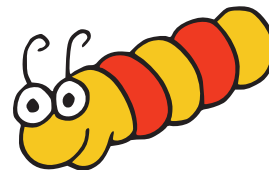
Circle the sound or sounds you hear at the start of each word.



f fr



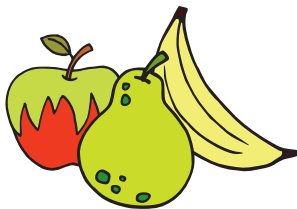
br b



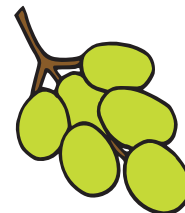
g gr



b br



r fr



g gr

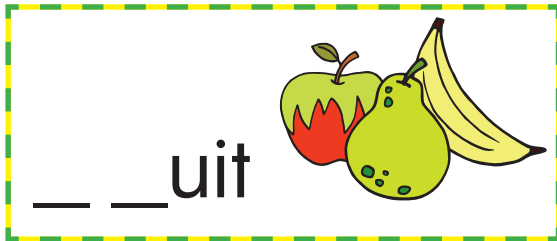
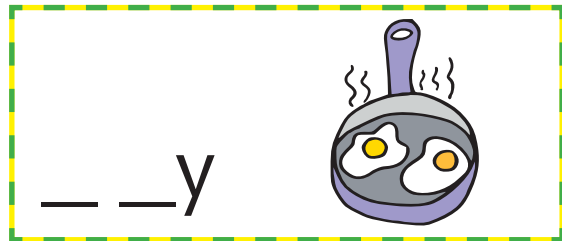
## gr, fr, br



Name the pictures.



Write the sounds you hear at the start of each word.

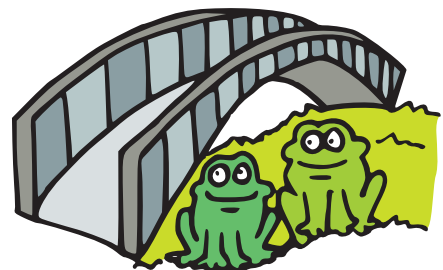


Write the missing letters.



Trace the sentence.

The \_\_\_ogs like to hide  
in the \_\_\_ass under the  
\_\_\_idge.



tr, tw



Say the words.



Trace the letters.

tree



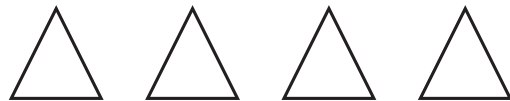
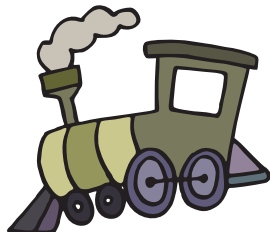
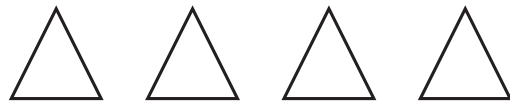
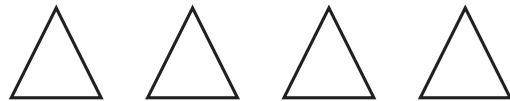
twig



Name the pictures.



Color a triangle for each of the sounds you hear in the word.



tr, tw



Draw a line to join the pictures that start with the same sounds.



Write the letters at the start of each word.

	___
	___
	___
	___
	___

	___
	___
	___
	___
	___



Write the missing letters.



Trace the sentence.

There are \_\_\_ elve \_\_\_ iangles on the \_\_\_ uck.



tr, tw



Write the letters in the empty boxes.



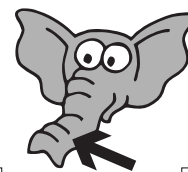
		i	ck
--	--	---	----



		ai	n
--	--	----	---



		i	ne
--	--	---	----




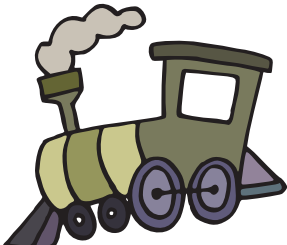
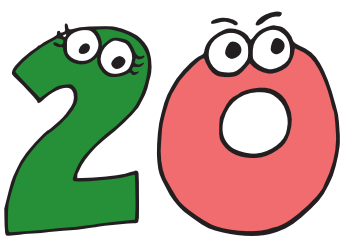



		un	k
--	--	----	---



Name the pictures.



Circle the sound or sounds you hear at the start of each word.

		
pr tr	tw tr	tr tw
		
tw tr	tw tr	tw t



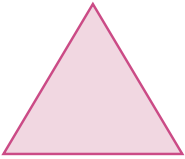
tr, tw



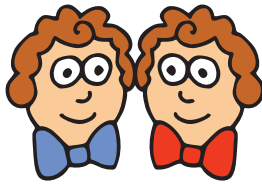
Name the pictures.



Write the sounds you hear at the start of each word.

\_\_ \_\_ iangle 

\_\_ \_\_ uck 

\_\_ \_\_ ins 

\_\_ \_\_ ampoline 

\_\_ \_\_ eezers 

\_\_ \_\_ umpet 



Write the missing letters.



Trace the sentence.

The \_\_ \_\_ ins saw the \_\_ \_\_ easure on the \_\_ \_\_ ain.



thr, shr



Say the words.



Trace the letters.

three 3




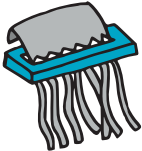
shrink 







Draw a line to join the pictures that start with the same sounds.



Write the letters at the start of each word.

	th _ r
	___ _
	___ _
	___ _

	___ _
	th _ r
	___ _
	___ _


thr, shr




Name the pictures.



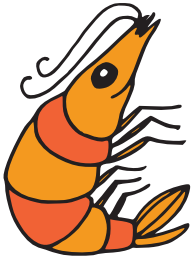
Write the sounds you hear at the start of each word.




\_\_\_ \_one



\_\_\_ \_ead



\_\_\_ \_imp



\_\_\_ \_ub



Write the missing letters.



Trace the sentence.

I \_\_\_ \_ew \_\_\_ \_ee \_\_\_ \_imps  
into the \_\_\_ \_ub.



threw    shrimps    three    shrub

## thr, shr



Change a sound in the first word to make the second word.



Write the word.



three

to



\_\_\_\_\_



shrink

to



\_\_\_\_\_



throw

to



\_\_\_\_\_

## thr, shr



Find 6 words that start with 'thr'. Write the words.

threethronethreadthroatthrowthrew

---



---



Find 4 words that start with 'shr'. Write the words.

shredshrinkshrineshrub

---



---



Write the missing letters.



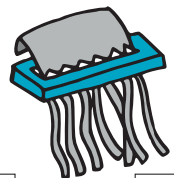
		u	b
--	--	---	---



		ee
--	--	----



		ow
--	--	----



		ed
--	--	----

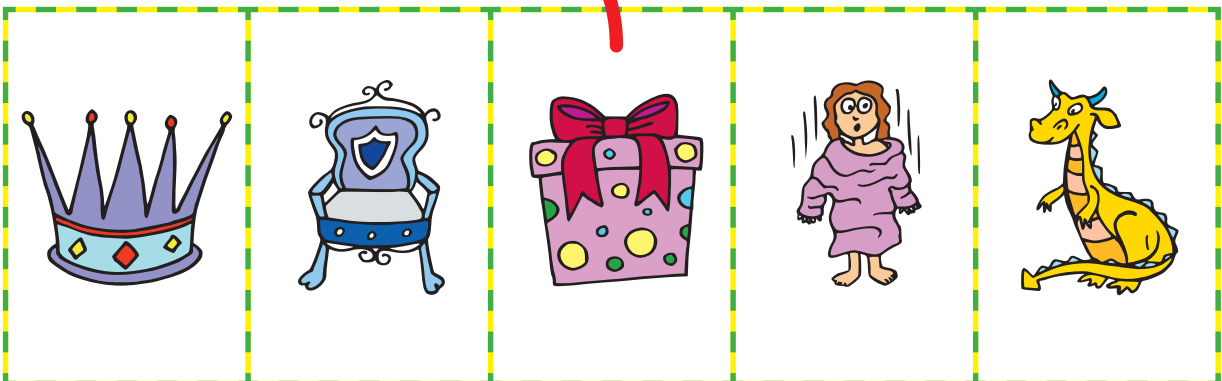
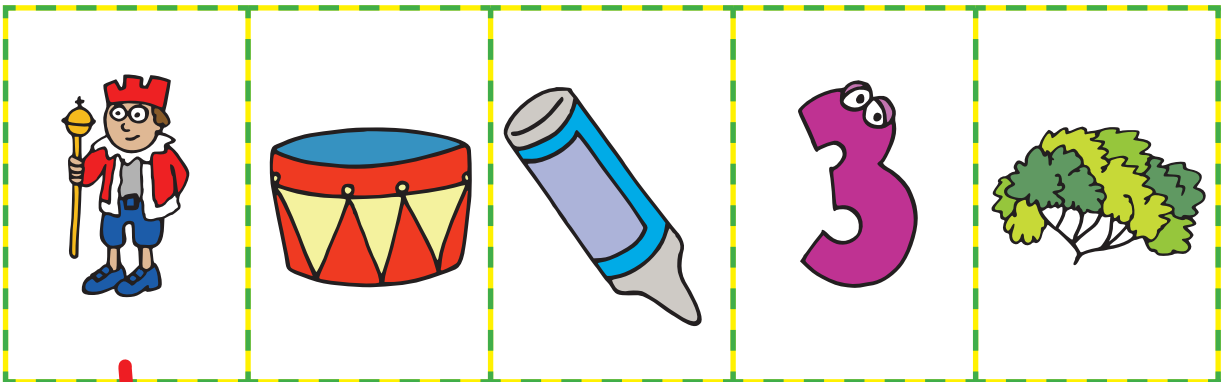
## Review

pr cr dr gr fr br

tr tw thr shr



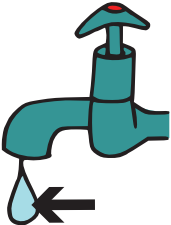


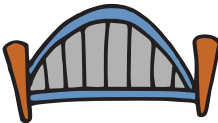
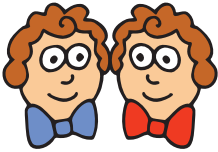
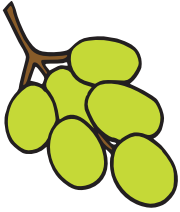
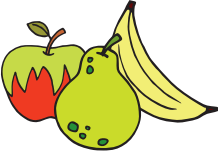
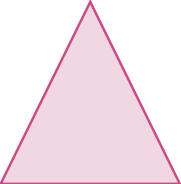
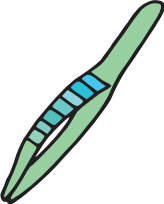
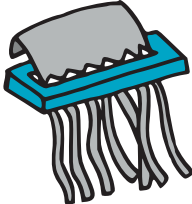
Draw a line to join the pictures that start with the same sounds.



# Review



Write the beginning letters under each picture.

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____



Change a sound in the first word to make the second word.



Write the word.



to



pram \_\_\_\_\_



to



three \_\_\_\_\_



to



fog \_\_\_\_\_

## Review

Unjumble the letters  
and write the word.Draw a line to the  
matching picture.

u m d r

drum

c a b r

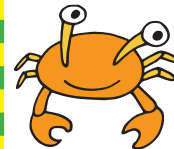
ck i r b

t e e r

r ee th

g ss r a

m r p a





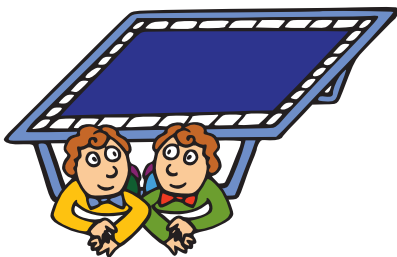
## Review



Trace the correct word to complete each sentence.



The prince/pince  
broke/roke his  
cown/crown when  
it fell off the  
throne/thone.



The tins/twins  
cawl/crawl under  
the trampoline/  
tampoline.