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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.
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 focusing 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.
Unit 3: pr, cr, dr

Say the words.

1. prize
2. crab
3. drum

Trace the letters.

Name the pictures.

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

The __ __ab played the __ __um.
Unit 3  pr, cr, dr

Write the letters in the empty boxes.

pr, cr, dr

Name the pictures.

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

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<tr>
<td>cr</td>
<td>ck</td>
<td>p</td>
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<tr>
<td></td>
<td></td>
<td>di</td>
</tr>
</tbody>
</table>
Name the pictures.

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

Write the missing letters.

Trace the sentence.

The __ince won a __ize for fighting the __agon.
Unit 3  gr, fr, br

Say the words.  🎵 Trace the letters.  📝

Name the pictures.  🎖️ Color a circle for each of the sounds you hear in the word.  🎨

grass  frog  brush

Circle the sounds:

Circle the sounds:

Circle the sounds:

Circle the sounds:
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.

My ___ ___ ___ ___ father ___ ___ows ___ ___eat big ___ ___uit trees.

grows      fruit      grand      great
Write the letters in the empty boxes.

ub  ead  ass
og  ick

Name the pictures.

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

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<td>b</td>
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</table>

gr, fr, br
gr, fr, br

Name the pictures.

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

__ apes

__ uit

__ idge

Write the missing letters.

__ __ apes

__ __ uit

__ __ idge

Trace the sentence.

The __ __ogs like to hide in the __ __ass under the __ __idge.

__ __ y

__ __ icks

__ __ ass
Say the words.  Trace the letters.

tr, tw

tree  twig

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

triangle triangles
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.
Write the letters in the empty boxes.

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<td>i</td>
<td>c</td>
<td>k</td>
<td>a</td>
<td>i</td>
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</table>

Name the pictures.

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

<table>
<thead>
<tr>
<th>pr</th>
<th>tr</th>
<th>tw</th>
<th>tr</th>
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</tbody>
</table>
Name the pictures.

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

Write the missing letters.

Trace the sentence.

The __ __ins saw the __ __easure on the __ __ain.

triangle

uck

ins

ampoline

eezers

umpet
Say the words. \[\text{thr, shr}\]

Trace the letters.

Say the words. \[\text{thr, shr}\]

Three \[\text{3}\]

Shrink

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

Write the letters at the start of each word.
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
Change a sound in the first word to make the second word.

**three**

to

**shrink**

to

**throw**

to
Find 6 words that start with ‘thr’. Write the words.

thr, thr, thr, thr, thr, thr

thr, thr, thr, thr, thr, thr

Find 4 words that start with ‘shr’. Write the words.

shr, shr, shr, shr

shr, shr, shr, shr

Write the missing letters.

rub, ee, ow, ed
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.

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

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<tbody>
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<td>🐐</td>
<td>🍔</td>
<td>🌿</td>
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<tr>
<td>to</td>
<td>to</td>
<td>to</td>
<td>to</td>
</tr>
<tr>
<td>pram</td>
<td>three</td>
<td>fog</td>
<td></td>
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</tbody>
</table>
Review - pr, cr, dr, gr, fr, br, tr, tw, thr, shr

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

umdr    ___________  drum

cabr    ________

ckibr    ________

teer    ________

reeoth    ________

grssa    ________

mrpa    ________
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**.