



SABRINA ROSSI

Sensory Phonics Project Book

illustrated by
Laura Rosendo

Sensory Phonics Project Book

© from the texts: Sabrina Rossi, 2021

© from the illustrations: Laura Rosendo

© from this edition: Publishing House Tequisté, 2021

Editorial coordination: M. Fernanda Karageorgiu

Graphic design and editing: Alejandro Arrojo

1st edition: October of 2021

Publishing production: Tequisté

hola@tequiste.com

www.tequiste.com

ISBN: 978-987-4935-84-7

The deposit established by Legislative Law 11.723 has been made.

It is not allowed the total or partial copying of this work, its digitalization, distribution or transmission of any kind, either electronically, mechanically, digitally, by photocopy or any other means, without the prior permission in writing of its author or holder of copyrights.

BOOK OF ARGENTINE EDITION

Rossi, Sabrina

Sensory Phonics Project Book / Sabrina Rossi ; ilustrado por Laura Rosendo. - 1a ed. - Pilar : Tequisté. TXT, 2021.

116 p. : il. ; 20 x 25 cm.

ISBN 978-987-4935-84-7

1. Inglés. 2. Inglés para Niños. 3. Fonética. I. Rosendo, Laura, ilus. II. Título.

CDD 421.58



Sensory Phonics
Project Book

Aknowledgements		7
Introduction		9
Methodology		11
Suggested materials for set 1		13
SET 1	s, a, t, p, i, n	19
SET 2	c, k, e, h, r, m, d	33
SET 3	g, o, u, l, f, b	49
SET 4	ai, j, oa, ie, ee, or	63
SET 5	z, w, ng, v, oo, OO	77
SET 6	y, x, ch, sh, th, TH	91
SET 7	qu, ou, oi, ue, er, ar	105

Aknowledgements

I dedicate this book to my daughters, Irene and Sofia, and to all the beautiful souls that have been and will be my students, for they are my infinite source of inspiration.

I am eternally grateful to Grace Vilar, who generously guided me throughout the entire process; to my friends Ceci Zunino and Marcela Pagano, who believed in me long before I did; to my mother and my sister, Nora Rossi for their unconditional love and support.

Introduction

This project book is meant to be used as supporting material in the process of teaching young learners the 42 letter sounds of the English language.

It follows a Synthetic Phonics approach to learning how to read and write in the English language. It is based on the concepts of learning the letter/s sounds correspondences and the skills of blending for reading, segmenting and handwriting for writing.

Its aim is to bring teachers and/or tutors significant resources to guide children through an innovative approach to an existing educational system. This new approach will allow them to become fast and fluent readers, while engaging all their senses. They will participate actively in the selection of colour and creation of the texture they will later experience in their written and oral productions.

This project book is divided into seven sets of six sounds. It can be used to introduce and explore each sound individually and/or to revise the whole set after all the sounds have been dealt with.

By using this innovative system, learners are encouraged to colour and apply different materials to create textures on blank

illustrations. This will allow them to incorporate each concept through the involvement of their senses as a whole.

After each sound has been introduced or revised the child will then begin to explore the shapes of the letters. They will be encouraged, for instance, to notice the difference between the upper and lower cases. Once the child recognises the shapes of the letters, they will begin the process of introducing a new sensory dimension to the learning process. This is achieved by applying an innumerable amount of guided or freely chosen colours and textures.

Each set presents a story line which also provides the opportunity to explore other areas of language such as reading comprehension, grammar and vocabulary.

Methodology

The aim of this project book is to introduce and explore each sound separately and/or in sets of six, together with the skills of blending for reading and segmenting for writing and letter formation.

Learners may either work on the project book or use the cut-out lines provided to allow them the freedom to display their abilities and to later build their very own project book or portfolio.

After each sound has been introduced or revised, begin to explore the shapes of the letters. Encourage learners to notice the difference between the upper and lower cases. Once they have done so, allow them to apply the chosen texture. If you decide to use any type of paper it will be highly beneficial to cut the letter forms in advance and provide them for the learners so they can relate size and shape and stick each model where it corresponds.

Next, start working with the story line. Work with the sounds in isolation first, and then encourage students to start blending the sounds. Allow them time to read the words first and the whole phrase or sentence afterwards.

Explore the characters and all the elements in the illustration.

Decide which materials you are going to use for the creation of the textures and provide them for the children. Remember you can use some of the illustrations for colouring only and it is advisable to point out the textures we can create when we use different colouring materials, such as crayons or pencils.

Suggested materials for set 1

S s

Sand paper and construction paper for the letters. Make sure you cut letter forms in advance for students to match size and shape and to stick each model where it corresponds.

Cotton for the dog's ears and tail.

Lentils for the chair.

A a

Glitter and polenta for the letters.

Glazed paper for the tin.

Pipe cleaners for the ant's antennae.

T t

Beans and lentils for the letters.

Glazed paper for the tin.

Wool for the cat's whiskers.

Cotton for the cat's tail and ears.

P p

Glazed paper and crepe paper for the letters.

Aluminum foil for the pan.

Polenta for the food inside the pan.

A googly eye for the pig's eye.

A pipe cleaner for the pig's tail.

I i

Aluminum foil and sequels for the letters.

Repeat the materials chosen for the dog and the cat.

Wool for the rug.

N n

Silk paper and cellophane paper for the letters.

Wool for Nan's hair.

Glazed paper or fabric for Nan's clothes.

Crepe paper for Nan's shoes.

Acrylic sheets for Nan's camera.

Feel free to try any material or artistic technique that you consider appropriate.

Once you reach the end of the set, it is advisable to go back to it as much as possible. Make sure learners not only read, but play and experience all the textures they created. And most of all: make it a fun and engaging experience.

For more ideas for sets 2 to 7 follow me on Instagram:
me_myself_andmyhigherself

Sensory Phonics Project Book

Sabrina Rossi

Illustrated by Laura Rosendo
Phonics advisor Grace Vilar



SET 1

Sounds

s, a, t, p, i, n

| 19

Nan Snaps!

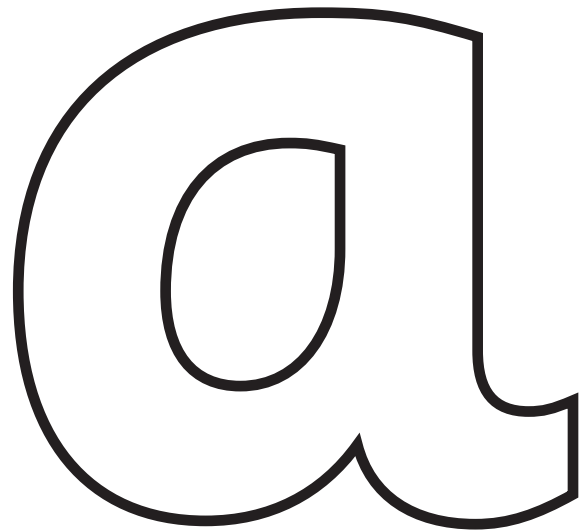
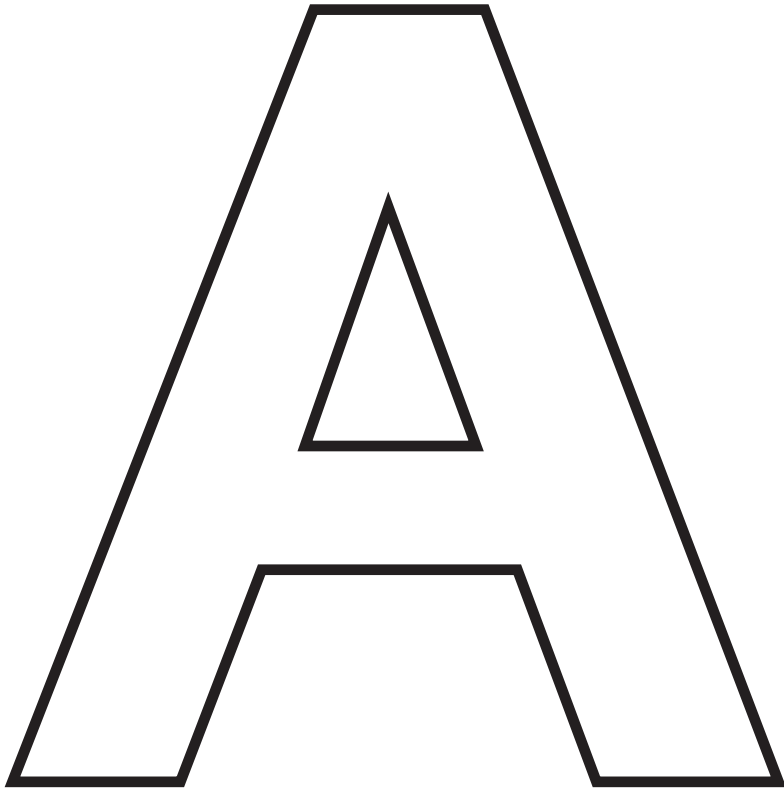
S

s

Snip.



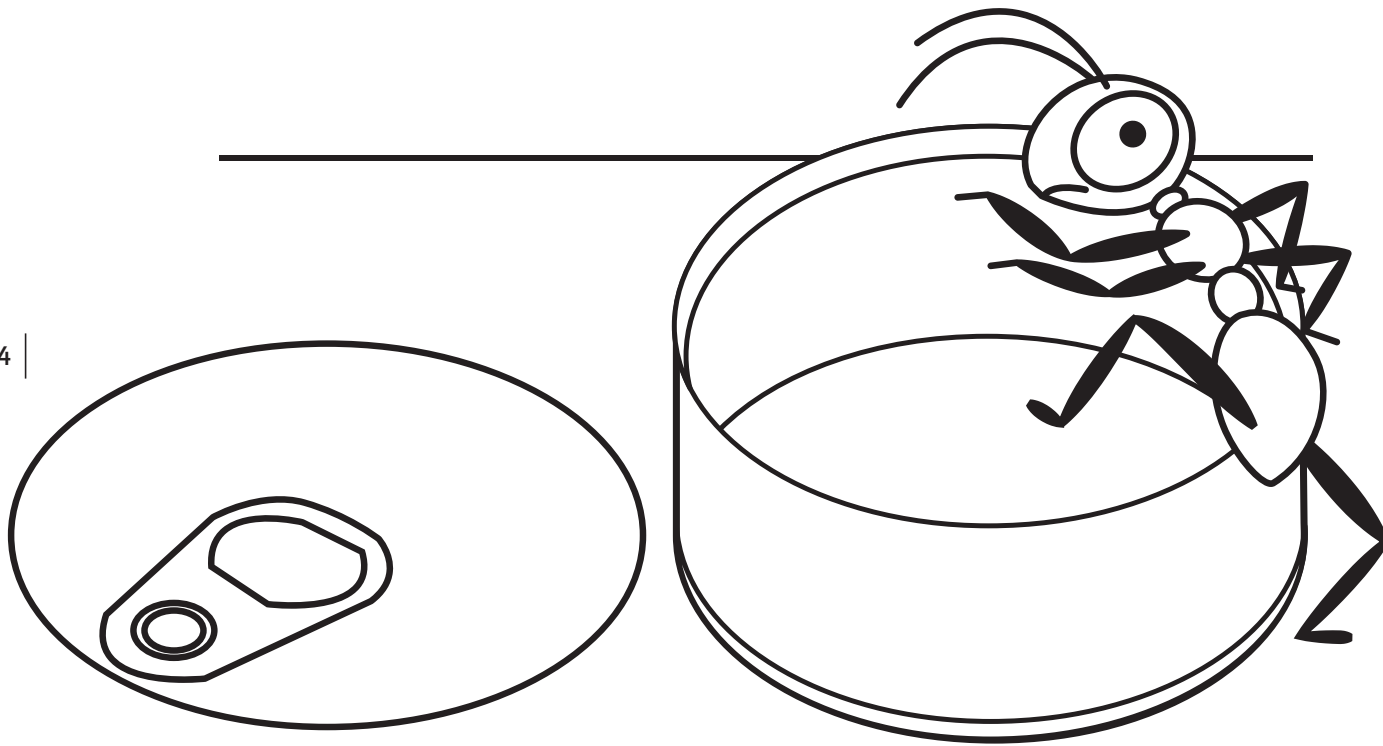
Snip sits.



An ant.

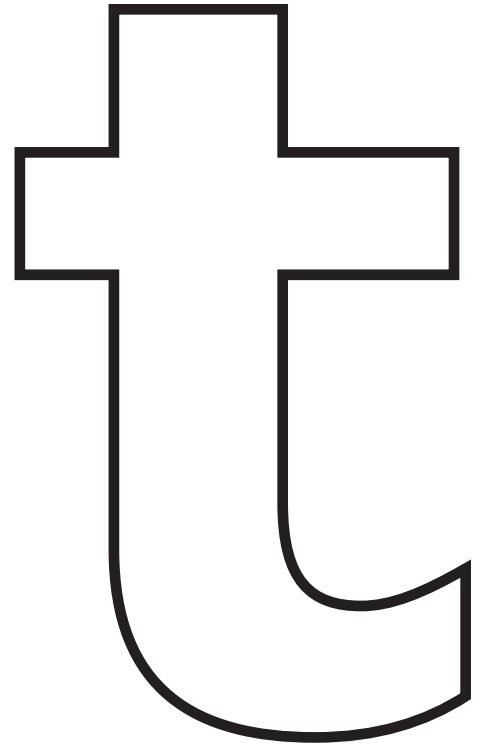
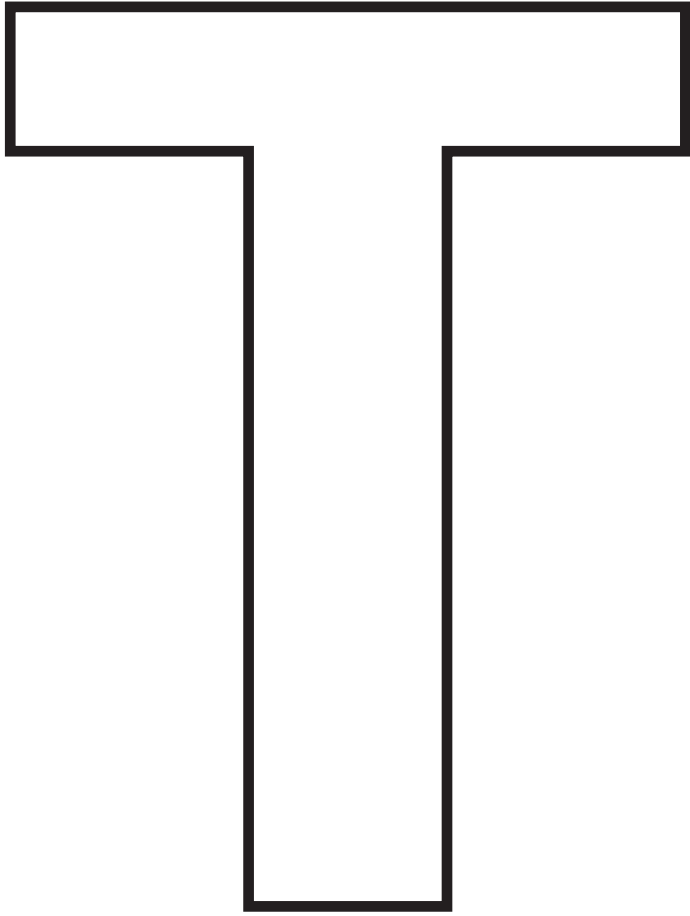
A tin.

24 |



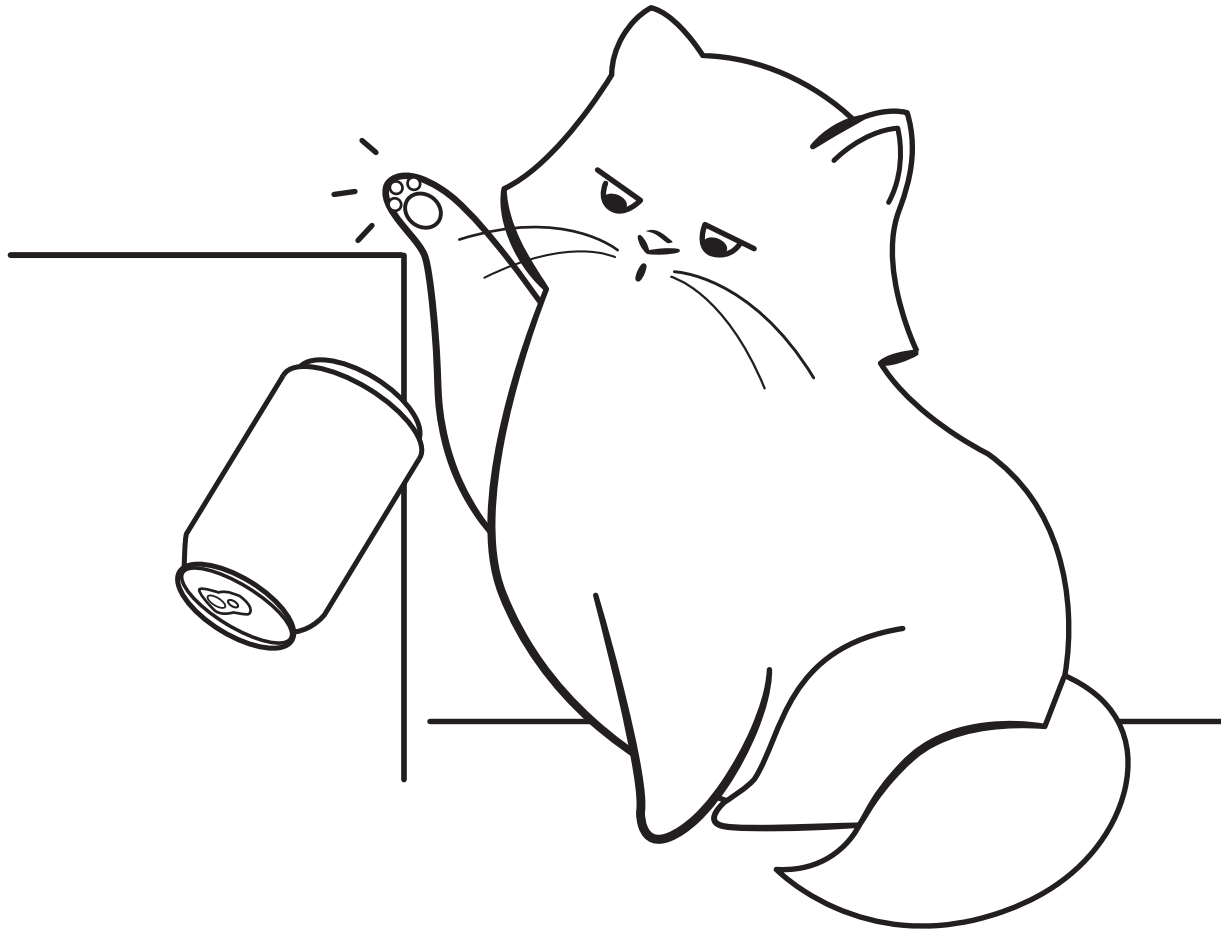
An ant in a tin.

✂



Tim.

A tin.

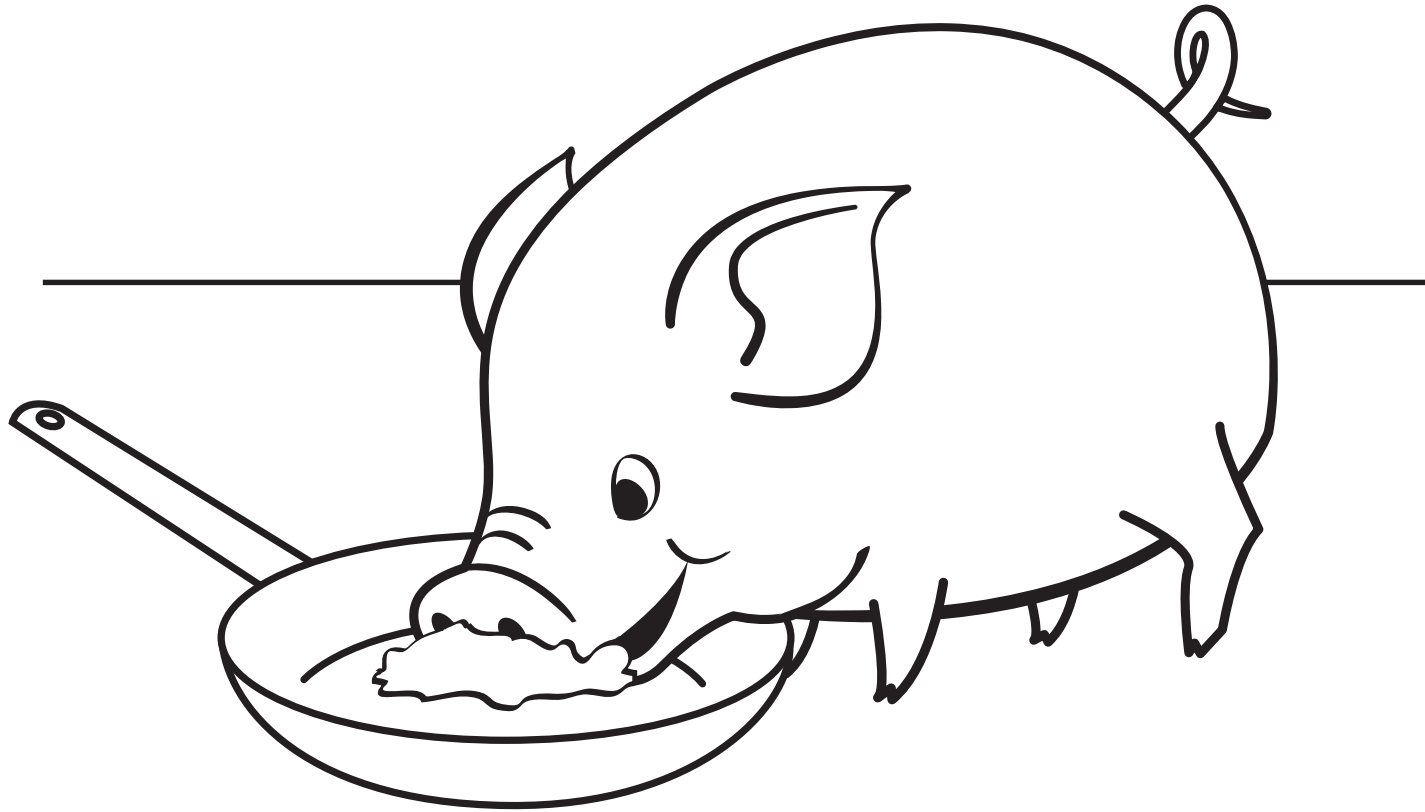


Tim tips a tin.

Pp

Pip.

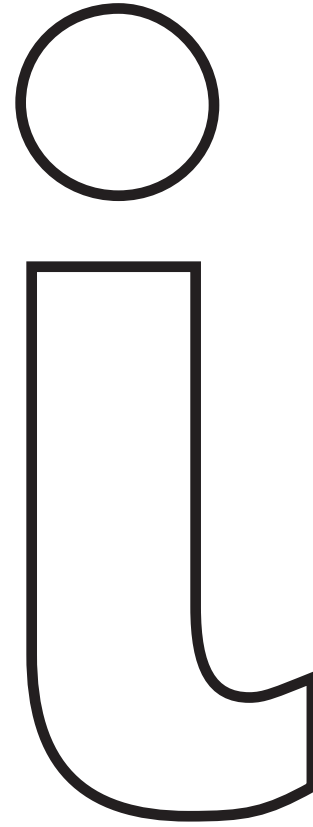
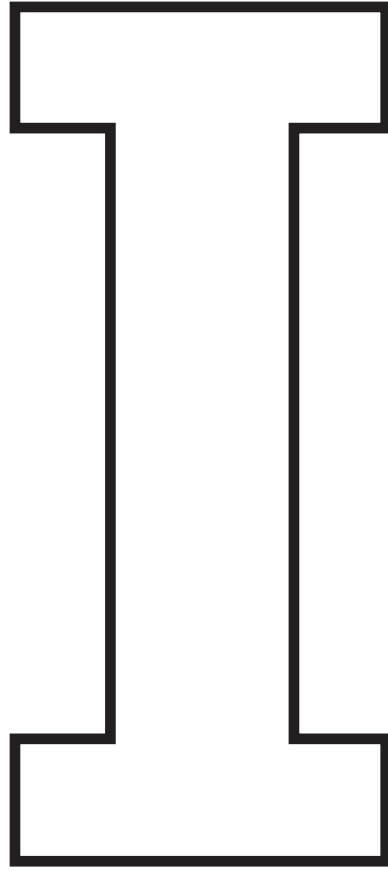
A pan.



28 |

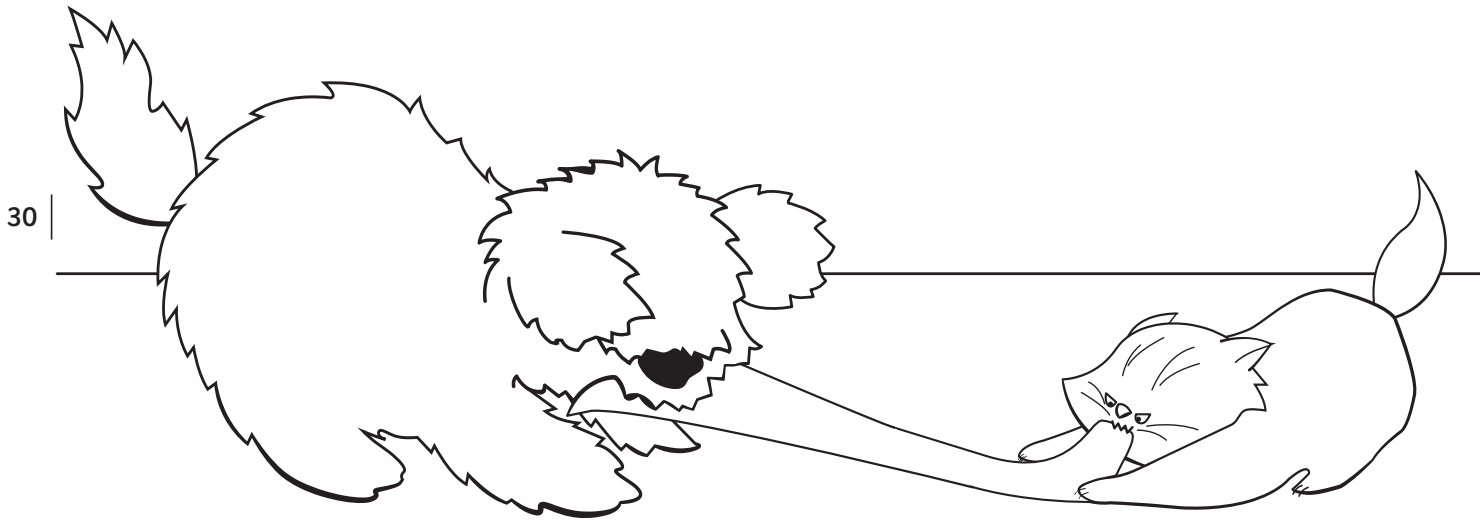
Pip sips.

✂



Snip.

Tim.



Snip and Tim nip.

N n

Nan.

Nan snaps.



Nan snaps Pip, Tim, Snip and a tin.

SET 2

Sounds

c, k, e, h, r, m, d

| 33

A Rest!

¡Me gusta, quiero seguir leyendo!

Para terminar de leer este libro puedes adquirirlo en alguna de las siguientes tiendas online del mundo, tanto en papel* como en eBook.

*Para la versión en papel busca la mejor opción según tu lugar de residencia, teniendo en cuenta el envío.

amazon

Google Play
Books

Apple Books

Book
Depository

mercado
libre

BajaLibros.com

El Corte Inglés

Casa
del
Libro

Podi books

SCRIBD

librerías
gandhi.

libreriadelaU

BARNES & NOBLE
BOOKSELLERS

fnac

cúspide

BUSCALIBRE.COM

compra directa con descuento solo para Argentina:

www.tequistelibros.com

tequisté