



Fantastic Phonics Teaching Guide

Book 15 - 'Pets are Fun'

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New Words: pets, dogs, cats, rats, bats, hens, pigs, are, fun

Extra Words: bells, lids, mops, hops

Sounds found in these new words:

p, d, c, r, b, h, p, f, e, t, s, g.

short e, short o, short a, short i, short u.

Highlighted Sound: Short Vowel: 'a' in 'cat', 'e' in 'hen', 'i' in 'pig', 'o' in 'dog' and 'u' in 'fun'.

This story revises the 'short vowels' found in books 1-14.

- **New** - This story has added the plural form of word.
- **Plural** - a word which indicates there is more than one: dogs, cats, pets

Phonic Decoding – Teacher leads student in oral practice with this vowel pattern, decoding words into their phonic components. For example: p-i-g. Explain the sound 's' and the purpose of adding an 's' is to make a word plural. For example: p-i-g-s.

Sight Words: the, The, a, are

Punctuation: Explain "full stop". Stop, take a breath, then start the next sentence.

Capital Letters: Explain that a capital letter is found at the beginning of the word in a new sentence.

STEP 1:

Teacher leads student in oral practice with these consonant sounds:

p, d, c, r, b, h, p, f, t, s, g

STEP 2:

Teacher leads student in oral practice with this vowel pattern, or rime:

e-t, e-e-e-t

STEP 3:

Sound out the words:Teacher leads student in oral practice with blending two sounds. Pronounce each letter separately, and then blend the separate sounds into a continuous word. Add 's' to the blended two sounds and continue oral practice.

(e—t, e-t, e-e-e-t, et).

(e-t-s, eee-t-s, ets)

- Practice, blending the onset (consonants) and the rime (at),(en),(up) with all the 'Short Vowel Words' for Book 15.
- r-at, b-at, k-id, p-ig, h-en, p-en, p-up, c-up

STEP 4: 'Sight' Words:

Explain that these must be memorized/recognized as a whole; they are not broken down into sounds.

- Practice the word: 'the' and 'The' with a capital letter and 'are'.
- Practice the word: 'a' and 'A' with a capital letter.

STEP 5:

Practice blending the Sight Words with the 'New Short Vowel Words':

A dog	....	the dog
A cat	....	the cat
A pig	....	the pig
A kid	....	the kid
A pup	....	the pup

STEP 6:

Now you are ready to start reading **Fantastic Phonics Story 15 – Pets are Fun.**

Explain the highlighted sounds are short vowels: ‘a’, ‘e’, ‘i’, ‘o’, ‘u’.

Explain the highlighted sound ‘s’ is added to make words plural. The short vowels ‘a’, ‘e’, ‘i’, ‘o’, ‘u’ are reinforced in **Story 15.**

CVC (consonant-vowel-consonant) for example: p-e-t.

- **If you have a large screen with the images projected onto it, scroll slowly through each page ‘reading out loud’ the text as described in Step 2.**
- The student will read the text as the teacher points to each word.
- If the student has difficulty with a word – keep pointing to the word. This gives the student time to self-correct or try again. If the student is still having difficulty encourage the student to sound out the individual phonemes, blend the sounds, then read the word.
- **If each child has a printed book then slowly progress through the pages ‘reading out loud’ as described in Step 2. The student will read the text as the teacher points to each word. The student will read the text as the teacher points to each word.**
- If the student has difficulty with a word – keep pointing to the word. This gives the student time to self-correct or try again. If the student is still having difficulty encourage the student to sound out the individual phonemes, blend the sounds, then read the word.
- If the word is a ‘Sight Word’ reinforce the word is to be recognized as a ‘whole’.

STEP 7:

Capital Letters: Reinforce that a capital letter is found at the beginning of the word in a new sentence. Ask the student how many capital “T” were in the story and where is the capital ‘T’ found in the story.

Punctuation: Explain “full stop”. Stop, take a breath, then start the next sentence. Ask the student how many “full stops” were in the story and where are they found.

STEP 8:

At the end of the story read the ‘extra words’.

Rhyming:The rhyming further reinforces the sounds, by showing the auditory and visual similarities and also discriminating between the different sounds.

- Ask the student if they can pick out the rhyming words in the text.
- Ask the student to identify the highlighted sound in the text (short vowel ‘a’ short vowel ‘e’ short vowel ‘o’ short vowel ‘i’ short vowel ‘u’).

STEP 9:

Now start the Comprehension Questions, slowly reading each question, then give the student time to answer verbally or in a written form.

- If you have a large screen with the images projected onto it, scroll slowly to each question.
- If each student has a printed book then slowly progress through the questions.

Comprehension Questions

The comprehension component for each story tests the student’s critical reading skills. If the student does not remember the answers, they are encouraged to re-read the story and then continue the comprehension questions.

STEP 10:

Complete the sentences with these words. This exercise reinforces the student’s critical reading skills. The sounds and blends found in this story are practiced in this exercise.

STEP 11:

Say, Cover, Spell, Write and Check. This exercise asks the student to say the word (identifying word sounds), then cover the word (to commit word to memory by visualization), spell it out loud (to highlight sounds and blends of letter combinations), then write it (to practice spelling).

pets _____ dogs _____ rats _____ pigs _____ pens _____
are _____ fun _____ pups _____ bugs _____ dads _____

STEP 12:

Add 's' to make words plural:

This reinforces the 'short vowel' sounds and the 's' sound.

cat _____ bat _____ kid _____ hen _____ pup _____

- Teachers can print this story for the student to use for independent oral reading practice.
- The student may also enjoy adding their own colors to the book by coloring in the pictures.

Teachers Notes: