



Fantastic Phonics Teaching Guide

Book 16 - 'Jay can Play'

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New Words: Jay, May, day, say, way, play, stay

Extra Words: bay, gay, pay, way

Sounds found in these new words:

j, m, d, s, w, p, l, t, b, g

long a in 'ay'

Introduce **Vowel Digraph (letter combinations) "...ay"**

- **A Vowel Digraph** has two consecutive letters (one or both of these letters are vowels) and together they produce one sound.
- In later books we will look at the **Vowel Digraph (letter combinations) 'ai'**. This different letter combination produces the same sound as **'ay'**.

Phonic Decoding— Teacher leads student in oral practice with this vowel pattern, decoding words into their phonic components. Explain how **'Jay'**, **'way'** share a common rime of **'...ay'**.

New Introducing Long Vowel sound: 'a' as in 'way'.

Onset Variation CCVC (consonant, consonant, vowel, consonant): 'pl' as in 'play'

Highlighted Sound: Long Vowel: 'ay' as in 'way'.

Sight Words: the, on

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:

m, d, s, w, p, l, t, b, g

STEP 2:

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

a-y, a-a-y, aay

STEP 3:

Teacher leads student in oral practice with blending two sounds. Pronounce each letter separately, and then blend with the 'ay' sound into a continuous word.

(d—ay, d-ay, d-aaay, day)

- Practice blending the onset (consonants) and the rime (at) with all the 'New Long Vowel Words' for Book 16.

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

STEP 5:

Now you are ready to start reading **Fantastic Phonics Story 16 – Jay can Play.**

Explain the Highlighted sound in this book is the long vowel ‘ay’.

The long vowel sound ‘ay’ is reinforced in the words in Story 16.

CVC (consonant-vowel-consonant) found in words for example: day.

Letter combinations produce a ‘long vowel’ sound for example: hay.

- 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/students 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 6:

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 7:

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 (vowel digraph ‘ay’).

STEP 8:

Now start the Comprehension Questions, slowly reading each one, 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 child 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 9:

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 10:

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).

day_____ way_____ Jay_____ May_____ stay_____

bay_____ pay_____ gay_____ met_____ went_____

STEP 11:

Add (vowel digraph) ‘ay’ to make words:

This reinforces the new ‘long vowel’ sound ‘a’ in these words.

w_____ d_____ s_____ pl_____ st_____

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

STEP 12:

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** _____

Teachers Notes: