



Fantastic Phonics Teaching Guide

Book 19 - 'Joe had to Mow'

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New Words: Joe, mow, oh, bee, tree, by, high, said

Extra Words: row, sow, bow, grow, tow.

Sounds found in these new words:

j, m, b, tr, b, h, t, gr, s, r

long o, long i, long e

Introduce the Vowel Digraphs

- 'ee' producing the long e sound: 'ee' in 'bee'.
- 'ow' producing the long o sound: 'ow' in 'mow'.
- 'igh' producing the long i sound: 'igh' in 'high'.

A Vowel Digraph has two consecutive letters (one or both of these letters are vowels) and together they produce one sound.

Highlighted Sound: Long Vowel: 'o' in 'Joe', long 'i' in 'high', long 'e' in 'bee'.

Sight Words: the, said, a.

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.
- Explain that a capital letter is found at the beginning of a name as in: ‘Joe’.

This is called a Proper Noun. A **Proper Noun** is the name of a place or person. Ask the student if they can think of another example of a Proper Noun.

STEP 1:

Teacher leads student in oral practice with these consonant sounds:

c, t, r, f, b, m, p, h

STEP 2:

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

O-W, O-O-OW

- Explain how ‘mow’, ‘low’, share a common sound of ‘...ow’.
- Explain the variation ‘Joe’ where the silent ‘e’ makes the ‘o’ into a long vowel sound ‘o’.
- Explain the variation ‘high’, where the sound ‘igh’ makes the long vowel sound ‘i’.

Pronounce each letter separately, and then blend the separate sounds into a continuous word.

(m—o—w, m-o-w, m-ooo-w, mow)

Practice blending the onset (consonants) and the rime (ow), (ee), (igh) with all the ‘New Vowel Words’ for Book 19.

m-ow, l-ow, r-ow, s-ow, b-ow, gr-ow, t-ow

STEP 3: ‘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.

STEP 4:

Practice blending the Sight Words with the **'New Vowel Digraph Words':**

A bee	the bee
A tree	the tree
A row	the row
A bow	the bow

Step 5:

Now you are ready to start reading **Fantastic Phonics Story 19 – Joe had to Mow.**

Explain the highlighted sound in this book is long vowel 'o' long vowel 'e', long vowel 'i'. The Vowel Digraph 'ow' Vowel Digraph 'ee', Vowel Digraph 'igh' are reinforced in the words in Story 19.

- 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:

Ask the student how many capital 'T' were in the story and where is the capital 'T' found in the story.

Capital Letters: Reinforce that a capital letter is found at the beginning of the word in a new sentence. Ask the student how many "full stops" were in the story and where are they found.

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

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 sounds in the text (Vowel Digraphs ‘ow’, ‘ee’, ‘igh’).

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).

mow _____ low _____ blow _____ flow _____ grow _____
 high _____ tree _____ said _____ by _____ had _____

STEP 11:

Add 'vc' (vowel consonant) 'ow' to make words:

This reinforces the 'long vowel' sound and cvc combination.

m _____ l _____ gr _____ s _____ t _____

- 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.

Teachers Notes: