



Fantastic Phonics Teaching Guide

Book 32 - 'A Pup in the Straw'

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New Words: straw, paw, saw, claw, draw, thaw, naughty, caught, bought, thought, bird, liked, lost, drink

Extra Words: jaw, law, raw, bawl, crawl, sprawl.

Sounds found in these new words:

s, p, n, c, b, l, j, r, cr

sp, dr, th, cl

Highlighted Sound: Letter combinations: 'aw', 'au'

Phonic Decoding: A Vowel Digraph consists of two consecutive letters (one or both letters are vowels). Blended they produce one sound.

Explain the Long Vowel; CVC + silent 'e' creates the long vowel sound

'a' as in 'mak-e'.

Introduce new (vowel digraph) rime sound:

'aw' for example in the word: 'p-aw.

This 'aw' is the 'base sound' for other new words found in this story.

Introduce new rime (VVCCC) letter combinations, 'aught', words which share the same rime sound are: 'n-aught-y', 'c-aught'.

Introduce new rime (VVCCC) letter combinations, 'ought', words which share the same rime sound are: 'b-ought', 'th-ought'.

Introduce new double syllable words – 'naught - y', play-ing, gent-ly

- Teacher leads student in oral practice with this new double syllable word pattern, by covering the last part of the word for example the 'y'.
- The teacher leads student in oral practice decoding the word into the onset phonic component 'n' followed by the rime 'aught'. For example: n-aught.
- Teacher leads student in oral practice by revealing the last syllable, to combine the first and last syllable for example: 'naught-y', 'naughty'.

Optional Exercise: Repeat this exercise and include one clap with each syllable as the word is repeated. For example: 'naught'-(one clap) –'y' (one clap). Then together. This exercise emphasizes the syllables in words.

Introduce new consonant blends (CCVC) in the word: 'cl-aw'.

Sight Words: the, a, was, were, where

Punctuation: Explain a 'comma'. Pause, take a breath, and continue reading.

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:

s, p, n, c, b, l, j, r,
cr, sp, dr, th, cl

STEP 2:

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

a-w, a-a-a-w

STEP 3:

Teacher leads student in oral practice, with blending two sounds: Pronounce each letter separately; blend the separate sounds into a continuous word.

a—w, a-w, a-a-a-w, aw

Practice blending the onset (consonants) and the rime (p-aw) with all the ‘New Letter combination Words’ for Book 32.

p-aw, s-aw, cl-aw, dr-aw, th-aw, straw

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:

Practice blending the Sight Words with the ‘new letter combination words’:

**A paw the paw
A claw the claw
A straw the straw**

STEP 6:

Now you are ready to start reading Fantastic Phonics Story 32 – ‘A Pup in the Straw’. Explain the highlighted sounds in this book are letter combinations: ‘aw’ ‘au’

- The letter combinations: ‘aw’, ‘au’ are reinforced in the words in Story 32.
- Letter combinations with the same sound are introduced: ‘au’, ‘aw’.
- CVC (consonant-vowel-consonant) found in words for example: p a w.
- CVC (consonant-vowel-consonant) + Silent ‘e’ found in words for example: ‘make’.
- 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 again.

- **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. 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 again.

‘p’ continue to sound out the rime ‘-aw’, then blend the word together ‘paw’.

- If the word is a ‘Sight Word’ reinforce the word is to be recognized as a ‘whole’.
- In words where decoding the word is divided into the onset of the word (the initial sound), followed by the rime.
- Ask the student to continue oral practice by sounding out the onset of the word (the initial sound) for example:

STEP 7:

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

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

Punctuation: Explain a “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.

Explain a ‘comma’. Pause, take a breath, and continue reading.

STEP 8:

At the end of the story read the ‘extra words’. These words reinforce the letter combinations ‘aw’ and introduce another consonant (cvcc, cccvcc) at the end of the words: haw-k, baw-l, craw-l, spraw-l.

Rhyming

The rhyming further supports 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 (letter combinations ‘aw’, ‘au’).

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 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 10:

Complete the sentences with these words. This exercise strengthens the student's critical reading skills. The sounds and blends found in this story are also 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).

paw_____ straw_____ thaw_____ draw_____ claw_____

saw_____ caught_____ naughty_____

bought_____ thought_____

STEP 12:

Add 'vc' (vowel, consonant) 'aw' to make words:

This highlights the letter combination 'aw'.

p_____ s_____ cl_____ str_____ dr_____

th_____ j_____ r_____ l_____ gn_____

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.

REVISION -

Revise Book 32 'A Pup in the Straw'.