



Fantastic Phonics Teaching Guide

Book 33 - 'I Saw a Witch'

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New Words: bright, light, flight, sight, tight, awful, broom, flew, witch, zoom, broom, gave, close

Extra Words: fight, right, slight, frighten, delight, daylight, sunlight, overnight

Sounds found in these new words:

l, s, t, w, z, g, r, f, d, o

br, fl, cl, sl, fr, long vowel 'i'

Highlighted Sound: Vowel Digraph Letter combinations: 'igh' with the long 'i' sound. A

Vowel Digraph consists of two consecutive letters (one or both letters are vowels) blended they produce one sound.

CVC (consonant-vowel-consonant) + **Silent 'e'** found in word for example: 'gave'.

- Explain the Long Vowel: 'a' as in 'gave'.
- Explain how the **silent 'e'** creates the long vowel 'a' for example: 'gave'

Explain CVC (consonant-vowel-consonant) + **Silent 'e'** creates the long vowel 'o' for example: 'close'

Introduce new prefix (in extra word list). Add the prefix to the beginning of a base word for example: '**de**-light'.

Introduce new suffix (in extra word list). Add the suffix to the end of a base word for example: 'fright-en'. The suffix 'en' (adjective/verb) to become/made or to make.

Introduce new compound words (in extra word list). Add two words together to create a new word for example: 'day-light', daylight.

Introduce new VVC (vowel, vowel, consonant) rime sound: 'oom' for example in the word: 'zoom'.

Introduce new rime (VCCC) letter combinations, 'ight'; words which share the same sound are: 'l-ight', 's-ight'. This 'ight' is the rime sound for other new words found in this story.

Revise the Vowel Digraph letter combinations, 'aw', found in 'paw' Book 32. This shows the 'aw' letter combination, placed in front of the word for example: 'aw-ful'. Show how they share the same 'aw'sound.

Introduce new double syllable words – 'aw - ful'.

- Teacher leads student in oral practice with this **new double syllable word** pattern, by covering the last part of the word for example the 'ful'.
- Teacher then, leads student in oral practice decoding word into the **onset** phonic component 'aw' followed by the **rime, 'ful'**. For example: aw-ful.
- Teacher leads student in oral practice by revealing the last syllable, to combine the first and last syllable for example: 'aw-ful', 'awful'.

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

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:

l, s, t, w, z, g, r, f, d,
br, fl, cl, sl, fr

STEP 2:

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

i-gh, i-i-i-gh

STEP 3:

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

i—gh, i-gh, i-i-i-gh, igh

Practice blending the onset (consonants) and the rime (l-igh-t) with all the 'New Letter combination Words for Book 33.

l-ight, s-ight, t-ight, br-ight, fl-ight

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 light	the light
A bright	the bright
A flight	the flight
A sight	the sight

STEP 6:

Now you are ready to start reading: **Fantastic Phonics Story 33 – ‘I Saw a Witch’**

- Explain the Highlighted sound in this book is found in the Vowel Digraph letter combination: ‘igh’ with the long vowel ‘i’ sound.
- The Vowel Digraph letter combinations: **‘igh’ with the long vowel ‘i’ sound** are reinforced in the words in Story 33.
- Vowel Digraph Letter combination : **‘oo’** is introduced: **as in ‘z-oo-m’**.
CVC(consonant-vowel-consonant) + Silent ‘e’ found in words for example: ‘gave’.

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. 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: ‘l’ continue to sound out the rime ‘-igh-t’, then blend the word together ‘light’.

If each student 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. 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: ‘l’ continue to sound out the rime ‘-igh-t’, then blend the word together ‘light’.

If the word is a ‘Sight Word’ reinforce the word is to be recognized as a ‘whole’.

STEP 7:

Ask the student how many times capital ‘T’ appears 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 ‘ight’ and introduce a prefix, suffix and new compound words.

Introduce new prefix (in extra word list). Add the prefix to the beginning of a base word for example: ‘**de**-light’.

Introduce new suffix (in extra word list). Add the suffix to the end of a base word for example: ‘fright-**en**’.

Introduce new compound words (in extra word list). Add two words together for example: ‘day-light’, daylight.

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 (letter combinations ‘igh’, ‘oo’).

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.

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).

bright _____ **light** _____ **flight** _____ **sight** _____ **tight** _____

broom _____ **zoom** _____ **close** _____ **green** _____ **face** _____

STEP 12:

Add 'vccc' (vowel, consonant, consonant, consonant) 'ight' to make words:

This highlights the letter combination 'ight' and the long vowel 'i' sound.

br _____ **l** _____ **fl** _____ **s** _____ **t** _____

f _____ **r** _____ **sl** _____ **fr** _____ **del** _____

- 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'** for a second day and **Book 33 'I Saw a Witch'**.