



Fantastic Phonics Teaching Guide

Book 44 - 'I Knew a Boy'

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New Words: share, care, spare, stare, toy, boy, joy, would, wouldn't, until, please, gave, none

Extra Words: dare, mare, bare, fare, could, not, couldn't, should, not, shouldn't

Sounds found in these new words:

c, t, b, j, w, g, n, d,

m, f, sh, sp, st, pl

Consonant Digraph blend: sh, in the words for example: 'share'.

Highlighted Sound CVC + silent 'e' changes the 'are', to make the 'air' sound in the word 'care'.

CVC + silent 'e', long vowel 'a' word as in: 'gave'.

Explain the CVC+ silent 'e' on the end of the word 'made' changes the short vowel sound 'a' to a long vowel sound 'a'.

Introduce the Consonant Digraph: 'sh' in the word 'share'.

A Consonant Digraph consists of 2 consecutive letters that present as one sound for example 'sh' in the word 'share'.

Explain how ‘care’, ‘share’, share the same rime sound of ‘air’.

Introduce the Vowel Diphthong ‘oy’: A diphthong consists of two consecutive letter (one or two vowels) which creates it’s own phonetic sound.

Vowel Diphthong: explain how ‘boy’, ‘toy’, share the same rime sound of ‘...oy’.

Reinforce Plural: Adding an ‘s’ to the base word indicates there are more than one, for example in: toys.

Introduce a Contraction: Two words united to make a shortened word. An apostrophe replaces the missing letters. For example:

‘would not’ abbreviated to ‘wouldn’t’.

Introduce new multi-syllable words – ‘until’, ‘wouldn’t’.

- Teacher leads student in oral practice with this **new multi-syllable word** pattern, by covering the last part of the word (until) for example the **‘til’**.
- Teacher then, leads student in oral practice decoding word into the **onset** phonic component **‘un’** followed by the **rime ‘til’**. For example: **‘until’**.
- Teacher leads student in oral practice by revealing the last syllable, to combine the first and last syllable for example: **‘would-n’t’, ‘wouldn’t’**.

Optional Exercise: Repeat this exercise and include one clap with each syllable as the word is repeated. For example: ‘would’-(one clap) –‘n’t’ (one clap). Then together. This exercise emphasizes the sound components of a multi-syllable word.

Sight Words: the, a.

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

Introduce ‘speech marks’. Explain speech marks show a person is speaking. The reader can change speech tone to suit the character in the story when they see the ‘speech marks’. This adds interest to the story.

STEP 1:

Teacher leads student in oral practice with these consonant sounds:

c, t, b, j, w, g, n, d,
m, f, sh, sp, st, pl

STEP 2:

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

a-re, a-a-a-re

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—re, a-a-re, a-a-a-re, are

Practice blending the onset (consonant) and the rime (c-are) with all the 'New CCVC/CVC + silent 'e', the long vowel sound 'a' for Book 44.

b-are, c-are, st-are, sp-are, sh-are

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 CCVC/CVC+silent 'e' words':

A share the share
A spare the spare
A stare the stare

STEP 6:

Now you are ready to start reading **Fantastic Phonics Story 44 – 'I Knew A Boy'**.

Explain the highlighted sounds in this book are: 'r'

Controlled Letter Combination: the 'are', makes the sound 'air' in the word 'care' and the **Vowel Digraph:** 'oy' in the word 'toy'. The vowel digraph blend and the consonant digraph letter combinations are reinforced in the words in Story 44.

If you have a large screen with the images projected onto it, scroll slowly from 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: ‘c’ continue to sound out the rime ‘-are’, then blend the word together: ‘c-are’, care.

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. 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: ‘c’ continue to sound out the rime ‘-are’, then blend the word together: ‘c-are, ‘care’.

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 CVC+silent ‘e’ words: long vowel ‘a’ in the ‘r’ controlled letter combination sound. Plus several more contractions are introduced to practice.

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: ‘r’ **Controlled Letter Combination** ‘are’, the sound ‘air’ in the word ‘care’ and the **Vowel Digraph: ‘oy’** in the word ‘toy’.

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).

care _____ **share** _____ **stare** _____ **dare** _____ **mare** _____

none _____ **please** _____ **until** _____ **would** _____ **wouldn’t** _____

STEP 12:

Add 'are', to make words:

c _____ sh _____ sp _____ st _____ f _____
d _____ m _____ b _____ h _____

- 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 this book until these sounds and words are mastered.