



Fantastic Phonics Teaching Guide

Book 54 - 'My Chicken Pox'

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New Words: head, dead, bread, tail, wail, frail, pale, chicken pox, horrid, covered, white turned

Extra Words: said, read, dread, silk, hilt, silt, tilt, built, guilt

Sounds found in these new words:

h, d, b, t, w, f, p,
h, c, s, r, g

Introduce letter combinations

'ea' in the words for example: 'head', 'dead'.

'ai' in the words for example: 'tail', 'frail'.

Consonant Digraph

blend 'ck' in words: 'sick'.

A Consonant Digraph consists of 2 consecutive letters that present as one sound. For example 'ck', and 'ph'

Highlighted Sounds are the letter combinations

'ea' as in **'head'** - the 'ea' makes the short vowel sound 'e'

'ai' as in **'tail'**- the 'ai' makes the long vowel sound 'a'.

Explain the CVC + silent 'e' in the word: **'gave'**. Explain the silent 'e' added to this word changes the short vowel 'a' to a long vowel 'a'.

Explain how **'head'** and **'dead'** share the same rime sound of **'...ead'** with the short vowel sound for 'e'.

Explain how **'tail'** and **'wail'** share the same rime sound of **'...ail'** with the long vowel sound for 'a'.

Explain how **'fright'** and **'white'** share the same sound of **'...ite'** with the long vowel sound for 'i'.

Explain how 'qu' - as in **'queer'** - creates the 'kw' sound.

Reinforce Plural: Adding 's' to the base word indicates there are more than one. For example: spots.

Introduce new multi-syllable words – **'chick-en'**, **'hor-rid'**.

- Teacher leads student in oral practice with this **new multi-syllable word** pattern, by covering the last part of the word for example the **'rid'**.
- Teacher then leads student in oral practice, decoding word into the **onset** phonic component **'hor'** followed by the **rime/suffix 'rid'**. For example: 'horrid'.
- Teacher leads student in oral practice by revealing the last syllable, to combine the first and last syllable for example: **'hor-rid'**, **'horrid'**.
- **Optional Exercise:** Repeat this exercise and include one clap with each syllable as the word is repeated. For example: 'hor'-(one clap) –'rid' (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.

Capital Letters are found at the beginning of sentences and at the beginning of proper nouns. **A Proper Noun** is the name of a person, city, town or country.

STEP 1:

Teacher leads student in oral practice with these consonant sounds:

h, d, b, t, w, f,
p, h, c, s, r, g

STEP 2:

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

ea-d, e-e-ea-d.

STEP 3:

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

ea--d, e-e-ea-d, e-e-ea-d, ead

Practice blending the onset (consonant) and the rime (h-ead) with all the 'New letter combinations 'ea' and 'ai' sounds for Book 54.

h-ead, d-ead, br-ead, t-ail, w-ail, n-ail.

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 words' letter combinations 'ea' and 'ai':

A head the head
A bread the bread
A tail the tail
A frail the frail

STEP 6:

Now you are ready to start reading **Fantastic Phonics Story 54 – ‘My Chicken Pox’**.

Explain the highlighted sounds in this book are:

- the letter combinations ‘**ea**’ as in ‘**head**’, the ‘ea’ making the short vowel sound ‘e’
- the letter combinations ‘**ai**’ as in ‘**tail**’, the ‘ai’ making the long vowel sound ‘a’.

The vowel digraph blend and the consonant digraph letter combinations are reinforced in the words in Story 54. Multi-syllable words in this story strengthen knowledge.

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: ‘h’ continue to sound out the rime ‘-ead’, then blend the word together: ‘h-ead’, head.
- **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: ‘h’ continue to sound out the rime ‘-ead’, then blend the word together: ‘h-ead’, ‘head’.
- If the word is a ‘Sight Word’ reinforce the word is to be recognized as a ‘whole’.

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 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 'ea' and give practice short vowel sound 'i' words.**

Ask the student if they can pick out the rhyming words in the text.

Rhyming

The rhyming further supports the sounds, by showing the auditory and visual similarities and also discriminating between the different sounds.

Ask the student to identify the letter combinations ...

- 'ea' as in 'head', the 'ea' making the short vowel sound 'e'
- 'ai' as in 'tail', the 'ai' making the long vowel sound 'a'.

STEP 9:

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 10:

Complete the sentences with these words. This exercise strengthens the student's critical reading skills while 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).

spread _____ **head** _____ **bread** _____ **dead** _____ **got** _____

spots _____ **sick** _____ **chicken** _____ **pox** _____ **white** _____

STEP 12:

Add 'ead' to make words:

h_____ **l**_____ **br**_____ **d**_____ **spr**_____

Add 'ed' to make words:

sh_____ **b**_____ **Fr**_____ **bl**_____ **br**_____

Reinforce the Homonym: 'bread', 'bred'. Ask the students if anyone can find the homonym in the extra word list?

Homonym: is a word pronounced the same but has a different meaning and different spelling for example: there/their, stair/stare, bare/bear.

- 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.