



## Fantastic Phonics Teaching Guide

### Book 9 - 'The Tin Bin'

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**New Words:** bin, tin, win, six, hit, big, to, the, in.

**Extra Words:** din, fin, pin, fix, mix.

**Sounds found in these new words:**

**p, x, n, h, s, f, w, g, o, b, t, d**

**short i.**

**Highlighted Sound:** Short Vowel: 'i' as in 'tin'.

**Revise Short Vowel:** 'a' as in 'has'.

**Introduce numbers in written word form for example:** (one), 2(two).

**Sight Words:** the, The

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

**Capital Letters:** Explain 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:

**p, x, n, h, s, f, w, g, b, t, d.**

**STEP 2:**

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

**i-n, i-i-i-n.**

**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—n, i-n, i-i-i-n, in)**

Practice blending the onset (consonants) and the rime (in,) with all the ‘New Short Vowel Words’ for Book 8.

b-in, t-in, w-in, d-in, f-in, p-in.

**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 Short Vowel Word’:

A tin	....	the tin
A bin	....	the bin
A win	....	the win
A fin	....	the fin
A din	....	the din

### **STEP 6:**

Now you are ready to start reading:**Fantastic Phonics Story 9 – ‘The Tin Bin’.**

- **Explain the Highlighted sound in this book is short vowel: ‘i’.**  
The short vowels ‘a’, ‘i’ are reinforced in the words in Story 9.  
CVC (consonant-vowel-consonant) found in words for example: t i n.
- **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.
- **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.
- 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:** Reinforce 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.

### **STEP 8:**

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 sound in the text (short vowel ‘a’, ‘i’).

**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 reinforces the student’s critical reading skills. The sounds and blends found in this story are 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).

in\_\_\_\_ bin\_\_\_\_ tin\_\_\_\_ hit\_\_\_\_ six\_\_\_\_

**STEP 12:**

**Add ‘vc’ (vowel consonant) ‘in’ to make words:**

This reinforces the ‘short vowel’ sound and vc combination.

w\_\_\_\_\_ d\_\_\_\_\_ f\_\_\_\_\_ p\_\_\_\_\_ t\_\_\_\_\_

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**

To revise short vowel ‘i’ read **Book 7 ‘Pip the Pup’** and **Book 8 ‘The Kid and a Pig’** as described in Lesson Plan 7 and 8 respectively.

**Teachers Notes:**