



Fantastic Phonics Teaching Guide

Book 20 - 'Tom Sows his Seeds'

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New Words: sow, grow, snow, row, seeds, plants, comes

Extra Words: know, go, bow, mow

Sounds found in these new words:

s, r, c, g, b, m, sn, gr, pl

Highlighted Sound: Vowel Digraph, long 'o': 'ow' in 'sow',
Vowel Digraph, long 'e': 'ee' in seeds.

A Vowel Digraph has two consecutive letters (one or both of these letters are vowels) and together they produce one sound.

Sight Words: the, comes

Punctuation: Explain "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.

- Explain a capital letter is found at the beginning of a name as in: 'Joe'. This is called a proper noun. A proper noun is the name of a place or person. Ask the student if they can think of another example of a proper noun.

STEP 1:

Teacher leads student in oral practice with these consonant sounds:

s, r, c, g, b, m, sn, gr, pl

STEP 2:

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

O-W, O-O-OW

- Explain how ‘sow’, ‘row’, share a common sound of ‘...ow’.
- Explain the onset variation: ‘gr’ as in ‘grow’, ‘sn’ as in ‘snow’, ‘pl’ as in ‘plants’.
- Explain the long ‘ee’ Vowel Digraph: as in ‘seeds’.

STEP 3:

Teacher leads student in oral practice with blending two sounds:

Pronounce each letter separately, and then blend the separate sounds into a continuous word.

(s—o—w, s-o-w, s-o-o-o-w, mow)

- Practice blending the onset (consonants) and the rime (ow), (ee), with all the ‘New Vowel Digraph Words’ for Book 20.
- s-ow, r-ow, gr-ow, sn-ow, b-ow, m-ow

STEP 4: ‘Sight’ Words:

Explain that these must be memorized/recognized as a whole, they are not broken down into sounds.

- Practice the words: ‘the’ and ‘comes’.

STEP 5:

Practice blending the Sight Words with the ‘New Vowel Digraph Words:

A row the row
A seed the seed

Step 6:

Now you are ready to start reading **Fantastic Phonics Story 20 – Tom sows his Seeds**

Explain the Highlighted sound in this book is **Vowel Digraph ‘ow’ Vowel Digraph ‘ee’**. The **long vowel ‘o’ sound and long vowel ‘e’ sound**, are reinforced in the words in Story 20. CVC (consonant-vowel-consonant) found in words for example: r o w, CCVC(.consonant-consonant-vowel-consonant) found in words for example: g r o w.

- **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.
- **If each child has a printed book then slowly progress through the pages ‘reading out loud’ as described in Step 2. The student/students will read the text as the teacher points to each word. 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.

- 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. Ask the student how many “full stops” were in the story and where are they found.

Punctuation:

Explain a “full stop”. Stop, take a breath, then start the next sentence.

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 sounds in the text (Vowel Digraphs ‘ow’, ‘ee’).

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).

row _____ snow _____ grow _____ sow _____ know _____
seed _____ come _____ go _____ up _____ plant _____

STEP 12:

Add 'vc' (vowel consonant) 'ow' to make words:

This reinforces the long 'vowel' sound.

m _____ l _____ s _____ t _____ gr _____

- Teachers can print this story for the student to be used for independent oral reading practice.
- The student may also enjoy adding their own colors to the book by coloring in the pictures.

Teachers Notes: