



## Fantastic Phonics Teaching Guide

### Book 25 - 'Make a Mud Cake'

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**New Words:** make, cake, lake, Jake, wake, bake, want, down, today, would

**Extra Words:** fake, rake, sake, snake, flake, stake

**Sounds found in these new words:**

**m, c, l, j, w, b, d, t, f,**

**r, s, sn, fl, st**

**Highlighted Sound:** Long Vowel: 'a' as on 'cake'

**Explain how the silent 'e',** creates the long vowel sound of:

**'a' in the word 'cake'.**

**Explain how 'lake', 'cake' share the sound rime of 'ake.'**

**Double Syllable word: 'today'**

- Teacher leads student in oral practice with this **syllable word** pattern, by covering the last part of the word (today) for example the **'to'**.
- Teacher then, leads student in oral practice decoding word into the **onset** phonic component **'t'** followed by the **'o'**. For example: **t-o**.
- Teacher leads student in oral practice by revealing the last syllable, to combine the first and last syllable for example: **'to-day'**, **'today'**.
- **Optional Exercise:** Repeat this exercise and include one clap with each syllable as the word is repeated. For example: to-(one clap) -day (one clap). Then together. This exercise emphasizes the syllables in words.

**Compound Word:** Introduce compound words: two words connected to make a new word for example: to-day, today.

**CC (consonant, consonant, onset) word blend: 'snake' found in extra words.**

**Sight Words:** the, a, want, said.

**Punctuation:** Explain a 'comma'. Pause, take a breath, and continue reading.

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

Introduce 'speech marks'. Explain speech marks show that 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.

**Introduce a Contraction:** Two words united to produce a shortened word. The apostrophe replaces the missing letters - for example:

'I will' abbreviated to 'I'll'.  
'Let us' abbreviated to: 'Let's'.

**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:

**m, c, l, j, w, b, d, t,**  
**f, r, s, sn, fl, st**

**STEP 2:**

Teacher leads student in oral practice with this vowel pattern, or rime:  
 Remember the 'e' is silent; it changes the short vowel 'a' into a long vowel sound.

**a-ke, a-a-a-ke**

**STEP 3:**

Teacher leads student in oral practice, with blending these sounds:  
 Pronounce each letter separately; blend the separate sounds into a continuous word.  
 Remember the 'e' is silent; it changes the short vowel 'a' into a long vowel sound.

**(a--ke, a-ke, a-a-a-ke, ake)**

- Practice blending the onset (consonants) and the rime (ake) with the 'long vowel 'a' Words' for Book 25.

c-ake, m-ake, l-ake, w-ake, b-ake, J-ake.

**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 'long vowel 'a' sounding words.

A cake .... the cake  
 A lake .... the lake  
 A snake .... the snake  
 A flake .... the flake

**STEP 6:**

Now you are ready to start reading **Fantastic Phonics Story 25 – ‘Make A Mud Cake’**

Explain the highlighted sound in this book is the ‘the ‘long vowel ‘a’ sound.

The **long vowel ‘a’ sound** is reinforced in the words in Story 25.

**Double syllable word – ‘to-day’.**

- 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/sounds, blend the sounds, then read the word again.
- **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/sounds, 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:** 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.

**Explain ‘speech marks’.** Speech marks show a person is speaking, so the reader can change speech tone to suit the character in the story.

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

‘I will’ abbreviated to ‘I’ll.  
‘Let us’ abbreviated to: ‘Let’s’.

**STEP 8:**

At the end of the story read the ‘extra words’. These words reinforce the long vowel ‘a’ sound and look at new CCV blends for example: **sn-ake, fl-ake, st-ake.**

**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 sound in the text (**long vowel ‘a’ sound**)
- And ask the student to point to the (**silent letter ‘e’ in the word ‘cake’**) that changes the short vowel ‘a’ to a long vowel ‘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. 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).

**cake** \_\_\_\_\_ **make** \_\_\_\_\_ **lake** \_\_\_\_\_ **bake** \_\_\_\_\_ **wake** \_\_\_\_\_  
**want** \_\_\_\_\_ **down** \_\_\_\_\_ **today** \_\_\_\_\_ **that** \_\_\_\_\_ **mud** \_\_\_\_\_

**STEP 12:**

**Add 'vcv' (vowel, consonant, vowel) 'ake' to make words:**

This highlights the **long vowel 'a' sound** produced by the silent letter 'e' and reinforces the rime.

l \_\_\_\_\_ m \_\_\_\_\_ c \_\_\_\_\_ J \_\_\_\_\_ w \_\_\_\_\_  
b \_\_\_\_\_ fl \_\_\_\_\_ sn \_\_\_\_\_ r \_\_\_\_\_ f \_\_\_\_\_

- 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 25 'Make a Mud Cake' on the second day.