



## Fantastic Phonics Teaching Guide

### Book 34 - 'The Funny Farm'

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**New Words:** camel, kennel, parrot, bonnet, rabbit, bucket, carrot, garden, farm, barn, funny

**Extra Words:** ribbon, lesson, bottom, lion, riot, pilot, seaplane.

**Sounds found in these new words:**

**c, p, b, k, r, b, g, f, l, p, s**

**Highlighted Sound:** Letter combinations:

'R' - Controlled Vowel 'ar' in: 'farm'

Multi-syllable words: cam-el, ken-nel

**Introduce new compound words** (in extra word list). Add two words together, for example: 'sea-plane', seaplane.

**Introduce new double syllable words** – 'cam-el', 'ken-nel', 'par-rot', 'bon-net'.

- Teacher leads student in oral practice with this **new double syllable** word pattern, by covering the last part of the word for example the 'el'.
- Teacher then, leads student in oral practice decoding word into the **onset** phonic component '**cam**' followed by the **rime** 'el'. For example: cam-el.
- Teacher leads student in oral practice by revealing the last syllable, to combine the first and last syllable for example: '**cam-el**', '**camel**'.

**Optional Exercise:** Repeat this exercise and include one clap with each syllable as the word is repeated. For example: 'cam'-(one clap) –'el' (one clap). Then together. This exercise emphasizes the sounds in multi-syllable words.

**Sight Words:** the, a, was, 'were', 'where', walked.

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

**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:

**c, p, b, k, r, b, g, f, l, p, s**

**STEP 2:**

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

**a-rr, a-a-a-rr**

**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—rr, a-a-rr, a-a-a-rr, arr**

Practice blending the onset (consonants) and the rime (p-arr-ot) with all the 'New Letter combination Words' for Book 34.

**p-arr-ot, k-enn-el, b-onn-et, b-uck-et.**

**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 multi-syllable words’:

|                 |      |                   |
|-----------------|------|-------------------|
| <b>A camel</b>  | .... | <b>the camel</b>  |
| <b>A parrot</b> | .... | <b>the parrot</b> |
| <b>A bonnet</b> | .... | <b>the bonnet</b> |
| <b>A bucket</b> | .... | <b>the bucket</b> |

**STEP 6:**

Now you are ready to start reading: **Fantastic Phonics Story 34 – ‘The Funny Farm’**

**Explain the Highlighted sounds in this book are** multi-syllable words: cam-el, ken-nel  
Letter combinations and multi-syllable words are reinforced in the words in Story 34.

**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 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: ‘l’ continue to sound out the rime ‘-ight’, then blend the word together ‘light’.

**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, 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: ‘l’ continue to sound out the rime ‘-ight’, then blend the word together ‘light’.

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 the letter combinations, multi-syllable words and compound words.

**Introduce compound word:** Adding two words together for example: 'seaplane'.

**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 in the text (letter combinations and multi-syllable words).

**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).

**Camel** \_\_\_\_\_ **kennel** \_\_\_\_\_ **parrot** \_\_\_\_\_ **carrot** \_\_\_\_\_ **bonnet** \_\_\_\_\_

**Bucket** \_\_\_\_\_ **garden** \_\_\_\_\_ **rabbit** \_\_\_\_\_ **barn** \_\_\_\_\_ **farm** \_\_\_\_\_

**STEP 12:**

**Add 'vc' (vowel, consonant) 'ot' to make words:**

This introduces new words with an ending of 'ot'.

There is a **silent 'k'** in the extra word: '**k-not**'.

**r**\_\_\_\_\_ **n**\_\_\_\_\_ **kn**\_\_\_\_\_ **tr**\_\_\_\_\_ **sh**\_\_\_\_\_ **l**\_\_\_\_\_ **sp**\_\_\_\_\_

- 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 12 'Pop and his Pot'** then revise **Book 34 'The Funny Farm'** for a second day. Keep working at this level and revise earlier books until you feel the students have mastered the 'decoding' process. When they have mastered the sounds and the decoding to this point they will feel confident and want to move on.