



## Fantastic Phonics Teaching Guide

### Book 30 - 'I want a Wand'

© Momentum Multimedia 2004

**New Words:** wand, want, wish, what-ever, rainbow, whisper, asleep, polar, bear, lair, bird, high

**Extra Words:** dish, mish-mash, miss, missed, hiss, hissed, kiss, kissed

**Sounds found in these new words:**

**w, r, p, b, l, h, k, d, m,**

**short a, sh, wh,**

**Highlighted Sound: Consonant digraph blends:** 'sh' as in 'wish', 'wh' as in whisper and short vowel sound 'i'.

A **Consonant Digraph** consists of two consecutive letters (usually both letters are consonants) together they produce one sound.

**Phonic Decoding;** explain how the onset variation: 'wh' as in 'whatever', 'wh' as in 'whisper' share a common onset sound.

**Explain the Letter combinations** in the words: 'bear', 'lair' and how they have the same 'air' sound.

**Decode the individual phonemes, then blend; CVCC** (consonant, vowel, consonant, consonant blend) for example: 'w' as in 'wand'/'want'

**Double Syllable words:** 'whisp-er', 'a-sleep', 'pol-ar', 'rain-bow'.

**Three Syllable word:** 'what-ev-er'

- Teacher leads student in oral practice with this **double syllable word** pattern, by covering the last part of the word, show the base word for example '**whisp**'.
- Teacher then, leads student in oral practice decoding the word into the **onset** phonic component '**wh**' followed by the '**isp**'. For example: **wh-isp**.
- Teacher leads student in oral practice by revealing the last syllable, to combine the first and last syllable for example: '**whisp-er**', '**whisper**'.

**Optional Exercise:** Repeat this exercise and include one clap with each syllable as the word is repeated. For example: whisp-(one clap) -er (one clap). Then together. This exercise emphasizes the syllables in words.

**Sight Words:** a, A, The.

**Punctuation:** Explain a 'comma'. Pause, take a breath, and continue reading.  
Explain a "full stop". Stop, take a breath, then start the next sentence.  
Explain 'speech marks'. Speech marks show that a person is speaking, so the reader can change speech tone to suit the character in the story.

**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:

**w, r, p, b, l, h, k, d, m, sh, wh**

**STEP 2:**

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

**i-sh, -i -i-sh**

**STEP 3:**

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

**(i--i, i-i-sh, i-i-i-sh, ish)**

- Practice blending the onset (consonants) and the rime (ish) with the short vowel 'i' and consonant digraph 'sh' Words for Book 30.
- w-ish, d-ish, m-ish-m-ash

**STEP 4: 'Sight' Words:**

Explain that these must be memorized/recognized as a whole; they are not broken down into sounds. Sight words: a, A, the

- 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 'consonant digraph' 'sh' and short vowel 'i' words.

A wish	....	the wish
A dish	....	the dish
A mish-mash	....	the mish-mash

**STEP 6:**

Now you are ready to start reading **Fantastic Phonics Story 30 – 'I want a Wand'**

Explain the highlighted sound in this book is the consonant digraph: '**sh**' as in '**wish**', '**wh**' in '**whisper**' and the short vowel sound 'i'.

The consonant digraph: '**sh**' as in '**wish**' and short vowel sound 'i' are reinforced in the words in Story 30.

**CVCC** (consonant, vowel, consonant, consonant) in words for example: wand.

**Double Syllable words:** 'whisp-er', 'a-sleep', 'pol-ar', 'rain-bow'.

**Three Syllable word:** 'what-ev-er'.

- 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 continues oral practice as the teacher points to each word.
- If the student has difficulty with a word – the teacher points 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 decode the word by sounding 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 continues oral practice as the teacher points to each word.
- If the student has difficulty with a word – the teacher points 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 decode the word by sounding 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 that a person is speaking, so the reader can change speech tone to suit the character in the story.

### **STEP 8:**

At the end of the story read the 'extra words'. These words reinforce the consonant digraph: 'sh' and short vowel sound 'i' for example: 'wish'. The double consonant end 'ss' reinforce the long 's' sound.

### **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 (consonant digraph: 'sh', 'wh' and short vowel sound 'i') as in 'wish'.

**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).

Wish \_\_\_\_\_ want \_\_\_\_\_ wand \_\_\_\_\_ whisper \_\_\_\_\_ whatever \_\_\_\_\_

Polar \_\_\_\_\_ bear \_\_\_\_\_ lair \_\_\_\_\_ bird \_\_\_\_\_ high \_\_\_\_\_

**STEP 12:**

**Add C (consonant – 'w') to make words:**

This highlights the sound 'w'.

\_\_\_\_\_ish, \_\_\_\_\_ant, \_\_\_\_\_and, \_\_\_\_\_ent, \_\_\_\_\_hen

- 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 24 'The Fly and the Bee'** then revise book **30 'I want a Wand'** on the second day.