



## Fantastic Phonics Teaching Guide

### Book 17 - 'Dan and the Bee'

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**New Words:** me, bee, see, tree, tea, buzz, went, said

**Extra Words:** free, sea, pea

**Sounds found in these new words:**

m, b, s, tr, t, u, zz, w, e,

n, fr, p, ee, ea.

long e, short u.

Introduce the **Vowel Digraphs 'ee' and 'ea' both with a long vowel sound 'e'**.  
For example: 'bee', 'see', 'tea'.

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

**Highlighted Sound:** Long Vowel sound: 'e' as in 'bee' and 'e' as in 'tea'.

**Onset Variation:** 'tr' as in 'tree'

**Phonic Decoding**– Teacher leads student in oral practice with this vowel pattern, decoding into their phonic components. Explain how 'tree', 'see' share a common sound of '..ee'.

**Sight Words:** the, said.

**Punctuation:** Explain “full stop”. Means stop, take a breath, then start the next sentence.

**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, b, s, tr, t, zz, w, n, fr, p**

**STEP 2:**

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

**e-e, e-e-e, ee**

**STEP 3:**

Teacher leads student in oral practice with blending two sounds. Pronounce first letter separately, and then blend the separate sounds into a continuous word.

(b—ee, b-ee, b-eee, bee)

- Practice this with all the ‘New Vowel Digraph Words’ for Book 17.

**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, ‘said’.

**STEP 5:**

Practice blending the Sight Words with the ‘New Short Vowel Words’:

A bee .... the bee  
A tree .... the tree

**STEP 6:**

Now you are ready to start reading **Fantastic Phonics Story 17 – Dan and the Bee.**

Explain the highlighted sound in this book is **the Vowel Digraph as in ‘bee’.**

The long vowel sound ‘e’ is reinforced in the words in **Story 17.**

CVV(Consonant-vowel-vowel)letter combinations found in: b-e-e.

- **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.

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

- Ask the student how many “full stops” were found in each story. 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 (Vowel Digraph ‘ee’).

**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 students 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 and 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).

bee \_\_\_\_\_ see \_\_\_\_\_ tree \_\_\_\_\_ me \_\_\_\_\_ buzz \_\_\_\_\_  
 said \_\_\_\_\_ big \_\_\_\_\_ go \_\_\_\_\_ tea \_\_\_\_\_ the \_\_\_\_\_

**STEP 12:**

**Add 'ee' to make words:**

This reinforces the 'Vowel Digraph' letter combination.

b \_\_\_\_\_ s \_\_\_\_\_ tr \_\_\_\_\_ fr \_\_\_\_\_ f \_\_\_\_\_

- Teachers can print this story for the student/students 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:**