



Fantastic Phonics

Book 2 - Dan and the Van

PHONEMIC AWARENESS (Identifying sounds in language)

– focus on short vowel sound / a /

Say to your child	Together
<p>The FIRST sound in 'Dan' is / d /</p> <p>Listen, / d / (duh), short and sharp</p>	<ul style="list-style-type: none"> • The first sound of 'Dan' is ... • (say together) / d / "duh" • Now the child repeats for you to hear/check.
<p>The SECOND sound in 'Dan ' is / a /</p> <p>Listen, / a / (short vowel)</p>	<ul style="list-style-type: none"> • The second sound of 'Dan' is ... • (say together) / a / "a", short/sharp • Now the child repeats for you to hear/check.
<p>The END sound in 'Dan' is / n / (nuh)</p> <p>Listen, / n /</p>	<ul style="list-style-type: none"> • The end sound of 'Dan' is ... • (say together) / n / (nuh) • Now the child repeats for you to hear/check.
<p>Let's blend the sounds together.</p> <p>/ d / + / a / + / n / makes "d-a-n"</p>	<ul style="list-style-type: none"> • Now let's blend the sounds together. • / d / + / a / + / n / makes "d-a-n" • And the word is "DAN"
<p>Repeat for additional words - man, van, can, ran, has, hat</p> <p>Explain that 'Dan' is capitalised <u>because it is a person's name</u></p>	

Say to your child	Together
<p>The FIRST sound in 'wet' is / w /</p> <p>Listen, / w / (wuh), short and sharp</p>	<ul style="list-style-type: none"> • The first sound of 'wet' is ... • (say together) / w / "wuh" • Now the child repeats for you to hear/check.
<p>The MIDDLE sound in 'wet' is / e /</p> <p>Listen, / e / (short vowel)</p>	<ul style="list-style-type: none"> • The middle sound of 'wet' is ... • (say together) / e / "e", short/sharp • Now the child repeats for you to hear/check.
<p>The END sound in 'wet' is / t / (tuh)</p> <p>Listen, / t /</p>	<ul style="list-style-type: none"> • The end sound of 'wet' is ... • (say together) / t / "tuh" • Now the child repeats for you to hear/check.
<p>Let's blend the sounds together.</p> <p>/ w / + / e / + / t / makes "w-e-t"</p>	<ul style="list-style-type: none"> • Now let's blend the sounds together. • / w / + / e / + / t / makes "w-e-t" • And the word is "WET"
<p>Repeat for additional words - met</p>	

Say to your child	Together
<p>The FIRST sound in 'his' is / h /</p> <p>Listen, / h / (huh), short and sharp</p>	<ul style="list-style-type: none"> • The first sound of 'his' is ... • (say together) / h / "huh" • Now the child repeats for you to hear/check.
<p>The MIDDLE sound in 'his' is / i /</p> <p>Listen, / i / (short vowel)</p>	<ul style="list-style-type: none"> • The middle sound of 'his' is ... • (say together) / i / "i", short vowel • Now the child repeats for you to hear/check.
<p>The END sound in 'his' is / s / (ss)</p> <p>Listen, / s /</p>	<ul style="list-style-type: none"> • The end sound of 'his' is ... • (say together) / s / (ss) • Now the child repeats for you to hear/check.
<p>Let's blend the sounds together.</p> <p>/ h / + / i / + / s / makes 'h-i-s'</p>	<ul style="list-style-type: none"> • Now let's blend the sounds together. • / h / + / i / + / s / makes 'h-i-s' • And the word is "HIS"
<p>Repeat for additional words - has</p>	

Sight Words

The

Reinforce that this word is not for decoding but is a word to be remembered as a 'whole word', by sight.

and

Reinforce that this word CAN be decoded (demonstrate /a/n/d/) but it occurs so regularly that it's easier to memorise.

For parent/teacher information

Normally, we pronounce "the" with a short **sound** (like "thuh"). But when "the" comes before a vowel **sound**, we pronounce it as a long "thee".

- "The cat" (Thuh cat)
- "The apple" (Thee apple)

PHONOLOGICAL AWARENESS (linking Sounds with Letters)

Here, we introduce the relationship between the sounds (phonemes) and the letters. The **NAME** of the letter is nearly always different to the **SOUND** it makes.

- Make sure you distinguish between the **Name of the Letter** and the **Sound it Makes**

(Parents should watch the **Phonemic Awareness video** for **Book 2** AND print the file "Fantastic-Phonics-Single-Letters.pdf" then cut the letters individually. **Laminate or print onto card** – they are used often.

Linking letters and sounds	Together
Hold up the lowercase letter " d "	Together ...
Say "this letter is called "d" ('dee') and the sound it makes is	The letter is " d " and the sound is / d / (duh)
/ d / "duh" – short & sharp	As in 'Dan'

<p>Hold up the lowercase letter “ w “</p> <p>Say “this letter is called “double-u” and the sound it makes is</p> <p>/ w / “wuh” - short</p>	<p>Together ...</p> <p>The letter is called “ double-u ” and the sound is / w / (wuh)</p> <p>As in ‘wet’</p>
<p>Hold up the lowercase letter “ h “</p> <p>Say “this letter is called “h” (aitch) and the sound it makes is</p> <p>/ h / “huh” – short & sharp</p>	<p>Together ...</p> <p>The letter is called “ aitch” and the sound is / h / (huh)</p> <p>As in ‘hat’</p>
<p>Hold up the lowercase letter “ v “</p> <p>Say “this letter is called “v” (‘vee’) and the sound it makes is</p> <p>/ v / ‘vuh’ – short & sharp</p>	<p>Together ...</p> <p>The letter is called “ vee” and the sound is / v / (vuh)</p> <p>As in ‘van’</p>
<p>Hold up the lowercase letter “ r “</p> <p>Say “this letter is called “r” (‘are’) and the sound it makes is</p> <p>/ r / “ ruh “ - short</p>	<p>Together ...</p> <p>The letter is called “are” and the sound is / r / (ruh)</p> <p>As in ‘ran’</p>
<p>Hold up the lowercase letter “ s “</p> <p>Say “this letter is called “s” (‘ess’) and the sound it makes is</p> <p>/ s / “ ss “ – (hiss)</p>	<p>Together ...</p> <p>The letter is called “ess ” and the sound is / s / (ss)</p> <p>As in ‘his’</p>
<p>Hold up the lowercase letter “ o “</p> <p>Say “this letter is called “o” (‘oh’) and the sound it makes is</p> <p>/ o / (“ oh “ - short)</p>	<p>Together ...</p> <p>The letter is called “o ” and the sound is / o / (oh)</p> <p>As in ‘on’</p>
<p>Hold up the lowercase letter “ n “</p> <p>Say “this letter is called “n” (‘en’) and the sound it makes is</p> <p>/ n / (“nuh” – short & sharp)</p>	<p>Together ...</p> <p>The letter is called“ en ” and the sound is / n / (nuh)</p> <p>As in ‘no ’, as in ‘on’</p>

Identifying sounds in Words

Form the word 'man' using lowercase cards. Point to each letter and make the phonic sounds;

/m/ - /a/ - /n/

Remove the letter 'm' and ask, "what sound have I removed"

Child should respond / m / (sound)

Ask, "what sounds are left – point to the letters and make the sounds"

Child should point and respond, /a/ + /n/

Ask, "what sounds does /a/ + /n/ make together"

Child should point and respond /a/n/

Then put the 'm' letter back into position and ask, "what does the letters make now"

Child should point to each letter, say each sound, and finish with "man"

Repeat by removing the END letter (don't remove the 'a' - if you remove the vowel, you remove the 'sound' of the word)

Continue for words **Dan, ran, van, his, has, wet**

NOTE: at this beginner stage, the phonological awareness skills require some careful attention. The process becomes MUCH faster.

Re-Arrange Letters

Choose the letters v, a, n from your letter cards and arrange them so they DON'T form a word

Say the word **VAN**, and sound it out /v/a/n/

Ask your child to arrange the letters to create the word

Continue for words dan, ran, man, cap, the

Rhyme	Rhyme Detection
1	<p>Read the following words and ask the child to tell you the words that DO rhyme with MAN (e,g, the 'an' sound)</p> <p>The, can, on, off, van, is, Dan, dad, ran, wet, fan</p>
2	<p>Read the list again and ask the child which words DO NOT rhyme with MAN</p>
3	<p>Say the word "DAN" and ask the child to suggest two words that rhyme</p>
4	<p>Select the letters d, a, n, r, f, c, m from your lowercase cards</p> <p>Ask the child to use the letter cards to form the words ...</p> <p>Dan, fan, can, ran, van, man</p>



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Book 2 Worksheets

Dan and the Van – sound is short vowel / a /

Read the Phonemic awareness guide so you can explain.

Sound each letter separately	Then blend, stressing the vowel. Watch the teacher video!!!	Then say as a blended whole word
D a n	D-a-n	Dan
m a n	m-a-n	man
r a n	r-a-n	ran
v a n	v-a-n	van
h i s	h-i-s	his
r e d	r-e-d	red
Sight words		
The	and	a



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Parent says the words (**wet, Dan, van, man, his, had**) and sounds each one out and asks the child to fill in the missing letter.

w _ t

Da _

_ an

m _ n

hi _

_ ad

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**red, has, man, his**)

der

_ _ _

ahs

_ _ _

nam

_ _ _

shi

_ _ _

Read the sentence, and ask your child to write the words in correct order below (**Dan sat on his cap.**)

on sat Dan cap. his

_ _ _ _ _ _ _ _ _ _ _ _ _ _



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EXTRA WORDS

POINT to each letter and "SOUND" them separately	Then blend, stressing the vowel. Watch the teacher video!!!	Then say as a blended whole word
c a n	c-a-n	can
f a n	f-a-n	fan
t a n	t-a-n	tan
n a n	n-a-n	nan
p a n	p-a-n	pan
b e d	b-e-d	bed
f e d	f-e-d	fed
l e d	l-e-d	led



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Create a sentence

Ask your child to create and write a freeform sentence using the words below.

- It can be long or short, and does not have to use all the words.
- It does not have to be a sentence from the story.
- It can use the same word twice
- **You may have to do the handwriting exercises first.**

(Examples: 'Dan sat on a red hat.' - "Dan has a red van and a hat." - "The hat is in the van.")

Dan, ran, the, red, to, is, in, a, and, man, van, sat, hat, on,
his

Sentence 1

Sentence 2

What word does not rhyme

Ask your child to read each line and identify the word that doesn't rhyme

Dan, ran, sat, van, man

man, his, van, can, tan

ran, van hat, man, can



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Complete the sentences

Ask your child to choose a word (below) to complete the sentences.
If your child cannot remember the sentences, they can re-read the story.

(The words below are in the correct order)

red ran sat hat

Dan has a ___ van.

Dan ___ to his van.

Dan ___ in his red van.

Dan sat on his ___ in the van.

Dan Dan Dan Dan

Dan Dan Dan Dan

Dan Dan Dan Dan

man man man man

man man man man

man man man man

ran ran ran ran

ran ran ran ran

ran ran ran ran

van van van van

van van van van

van van van van

cap cap cap cap

cap cap cap cap

cap cap cap cap

Dan is a man.

Dan is a man.

Dan is a man.

Dan has a red van.

Dan has a red van.

Dan has a red van.

Dan is a man and

Dan is a man and

Dan is a man and

he has a van.

he has a van.

he has a van.

Dan ran to his van.

Dan sat in his red

van. Dan sat on his

hat in the van.

Dan ran to his van.

Dan sat in his red

van. Dan sat on his

hat in the van.

Dan ran to his van.

Dan sat in his red

van. Dan sat on his

hat in the van.



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Puzzles

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Book 2 Puzzle – style 1

W	V	H	I	S	R	E	D
V	H	A	T	Z	Q	K	P
A	F	A	N	C	Q	O	W
N	Q	W	M	A	X	H	O
W	E	T	D	N	T	A	H
F	H	Y	R	A	L	D	A
K	C	L	A	I	N	C	S
J	R	Y	N	M	A	N	C

Words used

CAN
DAN
FAN
HAD
HAS
HAT
HIS
MAN
RAN
RED
VAN
WET

Book 2 Puzzle – style 2

W	V	A	N	W	F	K	J
V	H	F	Q	E	H	C	R
H	A	A	W	T	Y	L	Y
I	T	N	M	D	R	A	N
S	Z	C	A	N	A	I	M
R	Q	Q	X	T	L	N	A
E	K	O	H	A	D	C	N
D	P	W	O	H	A	S	C

Words used

CAN
DAN
FAN
HAD
HAS
HAT
HIS
MAN
RAN
RED
VAN
WET

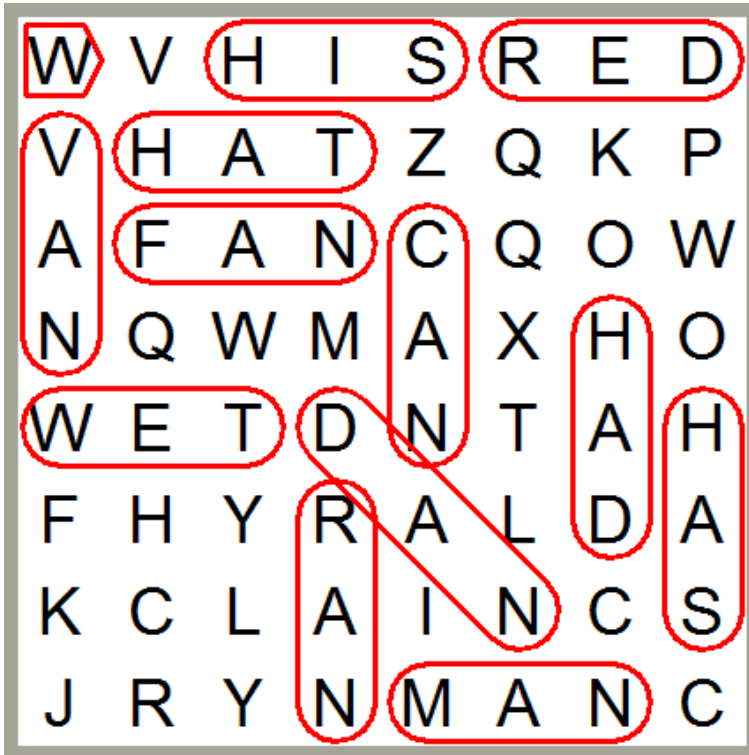


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Puzzles

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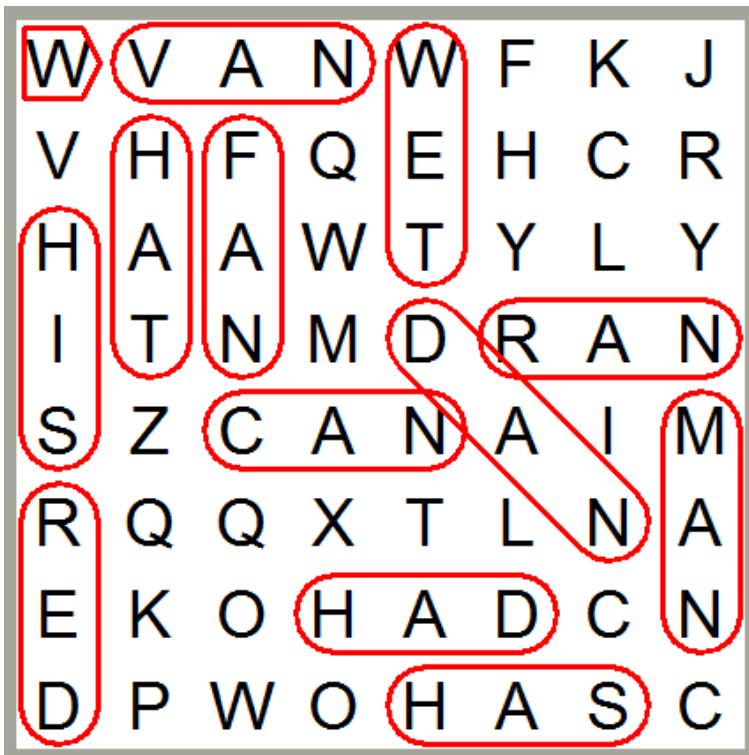
Book 2 Puzzle – Style 1 Solution



Words used

CAN
DAN
FAN
HAD
HAS
HAT
HIS
MAN
RAN
RED
VAN
WET

Book 2 Puzzle – Style 2 Solution



Words used

CAN
DAN
FAN
HAD
HAS
HAT
HIS
MAN
RAN
RED
VAN
WET