



# Fantastic Phonics

## Book 3 - The Lad

### PHONEMIC AWARENESS (Identifying sounds in language)

focus on short vowel sound / a /

Say to your child	Together
<p>The FIRST sound in 'dad' is / d /</p> <p>Listen, / d / (duh), short and sharp</p>	<ul style="list-style-type: none"> <li>The first sound of 'dad' is ...</li> <li>(say together) / <b>d</b> / "duh"</li> <li>Now the child repeats for you.</li> </ul>
<p>The MIDDLE sound in 'dad' is / a /</p> <p>Listen, / a / (short vowel)</p>	<ul style="list-style-type: none"> <li>The middle sound of 'dad' is ...</li> <li>(say together) / a / short/sharp</li> <li>Now the child repeats for you.</li> </ul>
<p>The END sound in 'dad' is / d / (duh)</p> <p>Listen, / d /</p>	<ul style="list-style-type: none"> <li>The end sound of '<b>dad</b>' is ...</li> <li>(say together) / <b>d</b> / "duh"</li> <li>Now the child repeats for you.</li> </ul>
<p>Let's <b>blend</b> the sounds together.</p> <p>/ d / + / a / + / d / makes "d-a-d"</p>	<ul style="list-style-type: none"> <li>Now let's <b>blend</b> the sounds together.</li> <li>/ d / + / a / + / d / makes "d-a-d"</li> <li>And the word is "DAD"</li> </ul>
<p><b>Repeat for additional words - lad, mad, bad, sad, has, pad, fad, can</b></p>	

Say to your child	Together
<ul style="list-style-type: none"> <li>The FIRST sound in 'can' is / k /</li> <li>Listen, / k / (kuh), short and sharp</li> </ul>	<ul style="list-style-type: none"> <li>The first sound of 'can' is ...</li> <li>(say together) / <b>k</b> / "kuh"</li> <li>Now the child repeats for you.</li> </ul>
<ul style="list-style-type: none"> <li>The MIDDLE sound in 'can' is / a /</li> <li>Listen, / a / (short vowel)</li> </ul>	<ul style="list-style-type: none"> <li>The middle sound of 'can' is ...</li> <li>(say together) / a / short/sharp</li> <li>Now the child repeats for you.</li> </ul>
<ul style="list-style-type: none"> <li>The END sound in 'can' is / n / (nn)</li> <li>Listen, /n /</li> </ul>	<ul style="list-style-type: none"> <li>The end sound of '<b>can</b>' is ...</li> <li>(say together) / <b>n</b> / "nn"</li> <li>Now the child repeats for you.</li> </ul>
<ul style="list-style-type: none"> <li>Let's <b>blend</b> the sounds together.</li> <li>/ c / + / a / + / n / makes 'c-a-n'</li> </ul>	<ul style="list-style-type: none"> <li>Now let's <b>blend</b> the sounds together.</li> <li>/ c / + / a / + / n / makes 'c-a-n'</li> <li>And the word is "CAN"</li> </ul>

Say to your child	Together
<p>The FIRST sound in 'has' is / h /</p> <p>Listen, / h / (huh), fast</p>	<ul style="list-style-type: none"> <li>The first sound of 'has' is ...</li> <li>(say together) / <b>h</b> / "huh"</li> <li>Now the child repeats for you.</li> </ul>
<p>The MIDDLE sound in 'has' is / a /</p> <p>Listen, /a / (short vowel)</p>	<ul style="list-style-type: none"> <li>The middle sound of 'has' is ...</li> <li>(say together) / a / short/sharp</li> <li>Now the child repeats for you.</li> </ul>
<p>The END sound in 'has' is / s / (ss)</p> <p>Listen, / s /</p>	<ul style="list-style-type: none"> <li>The end sound of '<b>has</b>' is ...</li> <li>(say together) / <b>s</b> / (ss)</li> <li>Now the child repeats for you.</li> </ul>
<p>Let's <b>blend</b> the sounds together.</p> <p>/ h / + / a / + / s / makes "h-a-s"</p>	<ul style="list-style-type: none"> <li>Now let's <b>blend</b> the sounds together.</li> <li>/ h / + / a / + / s / makes "h-a-s"</li> <li>And the word is "HAS"</li> </ul>

SIGHT WORDS
<p><b>The</b></p> <p>Reinforce that this word is not for decoding but is a word to be remembered as a 'whole word', by sight.</p>
<p><b>and</b></p> <p>Reinforce that this word CAN be decoded (demonstrate /a/n/d/ )</p>

**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)**

(Parents should print the file “Fantastic-Phonics-Single-Letters.pdf” then cut the letters individually. **Laminate or print onto card** – they are used often.

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

Linking letters and sounds	Together
Hold up the lowercase letter “ d “  Say “this letter is called “d” (‘dee’) and the sound it makes is  / d / (“duh” – short & sharp)	Together ...  The letter is called “ d ” and the sound is / d / (duh)  As in ‘dad’
Hold up the lowercase letter “ l “  Say “this letter is called “ell” and the sound it makes is  / l / (“luh” - short)	Together ...  The letter is called “ l ” and the sound is / l / (luh)  As in ‘lad’
Hold up the lowercase letter “ b “  Say “this letter is called “b” (bee) and the sound it makes is  / b / (“buh” – short & sharp)	Together ...  The letter is called “ bee ” and the sound is / b / (buh)  As in ‘bad’
Hold up the lowercase letter “ s “  Say “this letter is called “s” (‘ess’) and the sound it makes is  / s / (‘ss’ – short & sharp)	Together ...  The letter is called “ess” and the sound is / s / (ss)  As in ‘sad’
Hold up the lowercase letter “ p “  Say “this letter is called “p” (‘pee’) and the sound it makes is  / p / (“ puh” - short)	Together ...  The letter is called “pee ” and the sound is / p / (puh)  As in ‘pad’

<p>Hold up the lowercase letter “ f “</p> <p>Say “this letter is called “s ” (‘eff) and the sound it makes is</p> <p>/ f / (“ ff “ - long)</p>	<p>Together ...</p> <p>The letter is called “eff ” and the sound is / f / (ff)</p> <p>As in ‘fad’</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)</p>	<p>Together ...</p> <p>The letter is called “aitch ” and the sound is / h / (huh)</p> <p>As in ‘had’</p>
<p>Hold up the lowercase letter “ m “</p> <p>Say “this letter is called “m” (‘em’) and the sound it makes is</p> <p>/ m / (“mm” - long)</p>	<p>Together ...</p> <p>The letter is called “em” and the sound is / m / (mm)</p> <p>As in ‘mad ‘</p>

### Identifying sounds in Words

Form the word ‘**dad**’ using lowercase cards. Point to each letter and make the phonic sounds;

/d/ - /a/ - /d/

Remove the letter ‘d’ and ask, “what sound have I removed”

**Child should respond / d / (sound)**

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

**Child should point and respond, /a/ + /d/**

Ask, “what sounds does /a/ + /d/ make together”

**Child should point and respond /a/d/**

Then put the ‘d’ letter back into position and ask, “what does the letters make now”

**Child should point to each letter, say each sound, and finish with “dad”**

**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 **lad, mad, bad, sad, has, pad, fad, can**

### 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 **MAN**, and sound it out /m/a/n/

Ask your child to arrange the letters to create the word

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

Rhyme	Rhyme Detection
1	Read the following words and ask the child to tell you the words that DO rhyme with <b>DAD</b> (e,g, the 'ad' sound) <b>lad, ran, mad, fan, bad, hat, sad, has, pad, rat, fad, can</b>
2	Read the list again and ask the child which words DO NOT rhyme with <b>DAD</b>
3	Say the word "DAD" and ask the child to suggest two words that rhyme
4	Select the letters <b>l, m, b, s, h, p, f, c, a, d, n</b> from your lowercase cards Ask the child to use the letter cards to form the words ... <b>lad, mad, bad, sad, has, pad, fad, can</b>



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## Book 3 Worksheets

**The Lad** – sound is short vowel / a /

Read the Phonemic awareness guide so you can explain.

Sound each letter separately	Then blend, stressing the vowel. <b>Watch the teacher video!!!</b>	Then say as a blended whole word
d a d	d-a-d	dad
l a d	l-a-d	lad
b a d	b-a-d	bad
m a d	m-a-d	mad
s a d	s-a-d	sad
h a s	h-a-s	has

### Sight words

The

and

on

a



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Parent says the words (**lad, dad, bad, mad, has, sad**) and sounds each one out and asks the child to fill in the missing letter.

l \_ d

da \_

\_ ad

m \_ d

ha \_

\_ ad

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**lad, bad, dad, sad**)

adl

\_ \_ \_

abd

\_ \_ \_

dda

\_ \_ \_

das

\_ \_ \_

Read the sentence, and ask your child to write the words in correct order below  
(**The dad has a sad lad.**)

The sad has dad a lad.

\_ \_ \_ \_ \_



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## EXTRA WORDS

<b>POINT</b> to each letter and “ <b>SOUND</b> ” them separately	Then blend, stressing the vowel. <b>Watch the teacher video!!!</b>	Then say as a blended whole word
c a d	c-a-d	can
f a d	f a d	f a d
p a d	p-a-d	pad
h a d	h-a-d	had
h i d	h-i-d	hid
h i s	h-i-s	his
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: 'The dad is mad.' - "the lad has a bad dad." - "The sad lad has a mad dad.")  
See how many sentences your child can create

The, dad, is, lad, bad, and, sad, his, on, has, mad.

Sentence 1

-----

Sentence 2

-----

## What word does not rhyme

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

dad, sad, lad, mad, ran

lad, bad, mad, has, had

mad, sad, Dan, dad, bad



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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)

dad lad bad mad has

The \_\_\_ has a lad.

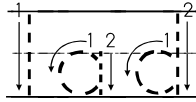
The \_\_\_ has a dad.

The lad is \_\_\_.

The dad is \_\_\_.

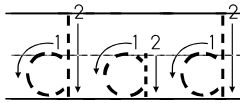
The dad \_\_\_ a sad lad.

lad



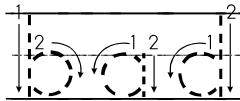
lad

dad



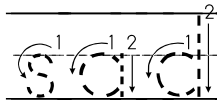
dad

bad



bad

sad



sad

The dad has a lad.

The dad has a lad.

The dad has a lad.

The lad has a dad.

The lad has a dad.

The lad has a dad.

The lad is bad.

The lad is bad.

The lad is bad.

The dad has a sad lad.

The dad has a sad lad.

The dad has a sad lad.

The dad has a sad lad.

The lad has a dad.

The lad is bad. The

dad has a sad lad.

The lad has a dad.

The lad is bad. The

dad has a sad lad.

The lad has a dad.

The lad is bad. The

dad has a sad lad.



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Puzzles

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## Book 03 Puzzle – style 1



Words used

ADD  
ANY  
BAD  
DAD  
FAD  
HAD  
HAS  
LAD  
MAD  
PAD  
SAD  
THE

## Book 03 Puzzle – style 2



Words used

ADD  
ANY  
BAD  
DAD  
FAD  
HAD  
HAS  
LAD  
MAD  
PAD  
SAD  
THE



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Puzzles

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## Book 03 Puzzle – Style 1 Solution



Words used

- ADD
- ANY
- BAD
- DAD
- FAD
- HAD
- HAS
- LAD
- MAD
- PAD
- SAD
- THE

## Book 03 Puzzle – Style 2 Solution



Words used

- ADD
- ANY
- BAD
- DAD
- FAD
- HAD
- HAS
- LAD
- MAD
- PAD
- SAD
- THE



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Puzzles

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