



# Fantastic Phonics

## Book 19 – Joe had to Mow

### PHONEMIC AWARENESS (Identifying sounds in language)

- focus on LONG VOWEL “o” sound as in Joe, toe, show, tow
- focus on silent letters which make long vowel – high, toe

Say the word ‘MOW’	Say the word ‘LOW’
FIRST sound of <b>MOW</b> is ... <ul style="list-style-type: none"> <li>• (say together) / m / “mmm” sound</li> </ul>	FIRST sound of <b>LOW</b> is ... <ul style="list-style-type: none"> <li>• (say together) / l / “ll” sound</li> </ul>
SECOND sound in <b>MOW</b> is <ul style="list-style-type: none"> <li>• /ow/ “oh” long vowel</li> <li>• (say together) / <b>ow</b> / long vowel /o/</li> </ul>	SECOND sound of <b>LOW</b> is <ul style="list-style-type: none"> <li>• /ow/ “oh” long vowel</li> <li>• (say together) / <b>ow</b> / long vowel /o/</li> </ul>
Say the word <b>MOW</b> and show the sounds <ul style="list-style-type: none"> <li>• /m / + /ow/ makes “mow”</li> </ul> <p>Let’s <b>blend</b> the TWO sounds together</p> <ul style="list-style-type: none"> <li>• And the word is <b>MOW</b></li> </ul>	Say the word <b>LOW</b> and indicate the sounds <ul style="list-style-type: none"> <li>• /l / + /ow/ makes “low”</li> </ul> <p>Let’s <b>blend</b> the TWO sounds together.</p> <ul style="list-style-type: none"> <li>• And the word is <b>LOW</b></li> </ul>
Additional words - <b>mow, low, sow, bow</b>	

<b>SILENT LETTERS – Silent ‘e’</b> <b>Demonstrate how SHORT vowel becomes LONG vowel</b>	
The following words are an introduction to “silent e” that changes a short vowel sound into a long vowel sound.	
Say the word <b>JOE</b> <ul style="list-style-type: none"> <li>Indicate that the ‘e’ is silent BUT changes the short vowel / o / sound to a long vowel /oe/</li> </ul>	Say the word <b>TOE</b> <ul style="list-style-type: none"> <li>Indicate that the ‘e’ is silent BUT changes the short vowel / o / sound to a long vowel /oe/</li> </ul>
FIRST sound in <b>JOE</b> is / j / <ul style="list-style-type: none"> <li>(say together) / t / “tuh” sound</li> </ul> Now the child repeats for you to hear/check.	FIRST sound of <b>TOE</b> is ... <ul style="list-style-type: none"> <li>(say together) / t / “tuh” sound</li> </ul> Now the child repeats for you to hear/check.
The <b>END</b> sound in <b>JOE</b> is <ul style="list-style-type: none"> <li>(say together) / oe / long vowel /o/</li> </ul> Now the child repeats for you to hear/check.	The end sound of <b>TOE</b> is ... <ul style="list-style-type: none"> <li>(say together) / oe / long vowel /o/</li> </ul> Now the child repeats for you to hear/check.
Let’s <b>blend</b> the sounds together. <ul style="list-style-type: none"> <li>/j / + /oe/ makes “Joe”</li> </ul> And the word is <b>JOE</b>	Now let’s <b>blend</b> the sounds together. <ul style="list-style-type: none"> <li>/t / + /oe/ makes “toe”</li> </ul> And the word is <b>TOE</b>
Additional words – <b>hoe</b> (garden tool), <b>foe</b> (an enemy), <b>doe</b> (baby deer), <b>woe</b> (unhappiness)	

<b>Silent Letters</b>	<b>Demonstrate SHORT vowel becomes LONG vowel</b>
<b>This book introduces the “silent letters” which change a short vowel into a long vowel</b> <ul style="list-style-type: none"> <li>These words are an introduction to sight, flight, might which will be covered later</li> </ul>	
Say the word <b>HIGH</b> and form it with your letter cards.  Indicate that the ‘ <b>gh</b> ’ blend is silent BUT changes the <b>short vowel / i /</b> sound to a long vowel.	Say the word <b>SIGH</b> and form it with your letter cards.  Indicate that the ‘ <b>gh</b> ’ blend is silent BUT changes the <b>short vowel / i /</b> sound to a long vowel.

## Sight Words

### come, comes

The word "Come" is a sight word; it is sounded as "kum" (short vowel /u/) but written as "kom" (long vowel /o/)

where, here, said, they what, once, was, one, two, the

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## HOMOPHONES

- words that sound the same, but have different meanings

### Homophones

Say the word **SOW**

"To plant a crop"

- Show that the **FIRST** sound is /s/
- Show the **MIDDLE/END** vowel sound /o+/w/

Say **SOW** as 2 sounds - /s/ow/ ('so')

Say the word **SEW**

"use a needle to stitch clothes"

- Show that the **FIRST** sound is /s/
- Show the **MIDDLE/END** vowel sound /o+/w/

Say **SEW** as 2 sounds - /s/ow/ ('so')

Say the word **TOW**

"pull an object behind a car"

- Show that the **FIRST** sound is /t/
- Show the **MIDDLE/END** vowel sound /o+/w/

Say **TOW** as 2 sounds - /t/ow/ ('tow')

Say the word **TOE**

"one of the 'fingers' on your feet"

- Show that the **FIRST** sound is /t/
- Show the **MIDDLE/END** vowel sound /o+/e/

Say **SOW** as 2 sounds - /t/oe/ ('toe')

## PHONOLOGICAL AWARENESS (linking Sounds with Letters)

Linking letters and sounds	Together
Hold up the lowercase letter “ m “ <ul style="list-style-type: none"> <li>• Say “this letter is <b>called</b> “m” (em) and the <b>sound</b> is / m / (“mm”)</li> <li>• As in <b>MOW</b></li> </ul>	Together ... <ul style="list-style-type: none"> <li>• The letter is called “ emm ” and the sound is / m / (mm)</li> <li>• As in <b>MOW</b></li> </ul>
Additional words - <b>Joe, mow, toe, low, Oh No!, by, tree, bee, buzz, went, ran + so, sow, bow</b>	

Identifying sounds in Words
<p>Form the word ‘<b>MOW</b>’ using lowercase cards. Point to each letter and make the phonic sounds; / m /o/w/</p> <p>Remove the letter ‘m’ and ask, “what sound have I removed”</p> <p><b>Child should respond / m / (mmm sound)</b></p> <p>Ask, “what sounds are left – point to the letters and make the sounds”</p> <p><b>Child should point and respond, / o / + / w / = /ow/</b></p> <p>Ask, “what sounds does / o / + / w / make together”</p> <p><b>Child should point and respond / ow /</b></p> <p>Then put the letter back into position and ask, “what does the letters make now”</p> <p><b>Child should point to each letter, say each sound, and finish with MOW</b></p> <p><b>Repeat by removing the MIDDLE and END letters</b></p>
Additional words - <b>Joe, mow, toe, low, Oh No! by, tree, bee, buzz, went, ran + so, sow, bow</b>

Re-Arrange Letters
<p>Choose the letters <b>b, e, e</b> from your letter cards and arrange them so they DON’T form a word</p> <p>Say the word <b>BEE</b>, and sound it out /b/ee/ (2 sounds)</p> <p>Ask your child to arrange the letters to create the word</p>
Continue for words see, tree, knee, Joe, toe, low

Rhyme	Rhyme Detection
1	<p>Read the following words and ask the child to tell you the words that DO rhyme with <b>MOW</b> (e.g, the 'ow sound)</p> <p><b>Joe, by mow, toe, tree low, buzz, Oh No!, bee, sow, bow, foe, own</b></p>
2	<p>Read the list again and ask the child which words DO NOT rhyme with <b>MOW</b></p>
3	<p>Say the word <b>MOW</b> and ask the child to suggest two words that rhyme</p>
4	<p>Select the letters <b>J, m, o, w, t, e, l, w, b, y, l, e, s, f</b> from your upper and lowercase cards.</p> <p>Ask the child to use the letter cards to form the words ...</p> <p><b>Joe, mow, toe, low, Oh No!, by, tree, bee, buzz, went, ran + so, sow, bow, foe, own</b></p>

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## SYLLABLES and TENSE

MOW-ED	TOW-ED
<p>Say the word "mow-ed"</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p>Indicate that the "ed" make the word "mow" into a <b>PAST TENSE</b></p> <p>"Joe had to mow the grass" becomes</p> <p>"Joe mowed the grass"</p>	<p>Say the word "tow-ed"</p> <p>Stress the separate syllables by clapping your hands (with each syllable).</p> <p>Indicate that the "ed" make the word "tow" into a <b>PAST TENSE</b></p> <p>"Joe had to tow the trailer" becomes</p> <p>"Joe towed the trailer"</p>



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## Book 19 Worksheets

Joe had to Mow – silent letters /ow/ and /oe/, plus /igh/

*/oe/ and /ow/ and /igh/ are grouped as a single sound  
/sl/ and /gl/ are blends with a single sound*

Sound each letter separately	Then blend, stressing the vowel.	Then say as a blended whole word
J oe	J-oe	Joe
m ow	m-ow	mow
l ow	l-ow	low
t oe	t-oe	toe
sl ow	sl-ow	slow
gl ow	gl-ow	glow
h igh	h-igh	high

### Sight words

come	comes	some	done
where	were	was	said



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## Silent Letters

Parent says the words (**Joe, mow, low, high, slow, toe**) and sounds each one out and asks the child to fill in the missing letter.

J \_ e

mo \_

l \_ w

h \_ gh

slo \_

to \_

Ask your child to re-arrange the letters to form a word - help them by "saying and sounding" each word (**mow, glow, toe, Joe, high, slow**)

wom

\_\_\_

lgwo

\_\_\_

eot

\_\_\_

oJe

\_\_\_

ihgh

\_\_\_

lsw

\_\_\_

Read the sentence, and ask your child to write the words in correct order below (**Joe had to mow high and low.**)

had Joe and high mow low. to

\_\_\_\_\_



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## EXTRA WORDS

Teach that the consonant blend is a single sound

POINT to each letter and "SOUND" them separately	Then blend, stressing the vowel.	Then say as a blended whole word
l o w	l-ow	low
b o w	b-ow	bow
s h o w	sh-ow	show
b l o w	bl-ow	blow
f l o w	fl-ow	flow
k n o w	kn-ow	know
s l o w	sl-ow	slow
b e l o w	be-low	below
e l b o w	el-bow	elbow
a r r o w	ar-row	arrow



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## Create a sentence

Ask your child to 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

Joe, mow, said, Oh No! tree, bee, went, buzz,  
ran, high, low, by,  
got, is, to, had, on, the, a, and

Sentence 1

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Sentence 2

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## Learning Past, Present and Future Tense

Ask your child to put the correct word in place.

mow, mowing, mowed

Joe will \_\_\_ by a tree.

Joe is \_\_\_\_\_ by a tree.

Joe has \_\_\_\_\_ by a tree.



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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)

mow high Joe tree buzz went high

Joe had to \_\_\_\_\_. Joe had to mow \_\_\_\_\_ and low.

\_\_\_\_\_ had to mow by the \_\_\_\_\_. Joe had to mow  
by a bee.

Buzz, \_\_\_\_\_ went the bee. "Oh no!" said Joe.

Buzz, buzz \_\_\_\_\_ the bee. Oh no! Joe ran \_\_\_\_\_  
and low.



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## Adding an “er” to a basic word

**EXPLAIN** that the ‘er’ changes the meaning of the word  
**And explain the word.**

Point to each syllable,  
sound it out,  
say each syllable.  
Ask your child to copy.

Point to syllable,  
say the syllable,  
merge them together.  
Ask your child to copy.

Say each syllable and  
combine into a word  
Ask your child to copy.  
**Put it in a sentence**

mow er

mow-er

mower

low er

low-er

lower

row er

row-er

rower

slow er

slow-er

slower

grow er

grow-er

grower

blow er

blow-er

blower



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## Advanced – making past tense

All words have the same sound – move across each row and form the word

mow

mow ed

mow-ed

mowed

row

row ed

row-ed

rowed

sow

sow ed

sow-ed

sowed

tow

tow ed

tow-ed

towed

bow

bow ed

bow-ed

bowed

flow

flow ed

flow-ed

flowed

glow

glow ed

glow-ed

glowed

slow

slow ed

slow-ed

slowed

snow

snow ed

snow-ed

snowed

show

show ed

show-ed

showed

crow

crow ed

crow-ed

crowed

el-bow

el bow ed

el-bow-ed

elbowed

fol-low

fol low ed

fol-low-ed

followed

hol-low

hol low ed

hol-low-ed

hollowed

shad-ow

shad ow ed

shad-ow-ed

shadowed



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## Advanced – 2 syllable training

These words are all 2 syllable with a simple first syllable  
and common “-ger” 2<sup>nd</sup> syllable

When you read them, clap your hands to indicate the syllables.

Ask your child to “sound out” the 1<sup>st</sup> syllable and add “ger”

dan ger                      dan-ger                      danger

fin ger                      fin-ger                      finger

hun ger                      hun-ger                      hunger

dag ger                      dag-ger                      dagger

bur ger                      bur-ger                      burger

sin ger                      sin-ger                      singer

bad ger                      bad-ger                      badger

log ger                      log-ger                      logger

hug ger                      hug-ger                      hugger

tug ger                      tug-ger                      tugger

jog ger                      jog-ger                      jogger

run ner                      run-ner                      runner



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trig ger

trig-ger

trigger

slug ger

slug-ger

slugger

stag ger

stag-ger

stagger

stin ger

stin-ger

stinger

plun ger

plun-ger

plunger

snig ger

snig-ger

snigger

whin ger

whin-ger

whinger

stron ger

stron-ger

stronger

stran ger

stran-ger

stranger

lar ger

lar-ger

lar-ger

lon ger

lon-ger

lon-ger

Joe Joe jJoe Joe

Joe Joe jJoe Joe

Joe Joe jJoe Joe

mow mow mow mow

mow mow mow mow

mow mow mow mow

Oh no! Oh no! Oh no!

Oh no! Oh no! Oh no!

Oh no! Oh no! Oh no!

low low low low

low low low low

low low low low

high high high high

high high high high

high high high high

Joe had to mow. Joe had

Joe had to mow. Joe had

Joe had to mow. Joe had

to mow high and low. Joe

to mow high and low. Joe

to mow high and low. Joe

had to mow by the tree.

had to mow by the tree.

had to mow by the tree.

Joe had to mow by a bee.

Joe had to mow by a bee.

Joe had to mow by a bee.

Joe had to mow by a bee.

Joe had to mow by a bee.

Joe had to mow by a bee.

Joe had to mow by a bee.

Buzz, buzz went the  
bee. Oh no! Joe ran  
high and low.

Buzz, buzz went the

bee. Oh no! Joe ran

high and low.

Buzz, buzz went the

bee. Oh no! Joe ran

high and low.

Blank handwriting practice lines for independent practice.



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Puzzles

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## Book 19 Puzzle – Style 1

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

Words used

AND  
BEE  
BUZZ  
FREE  
HAD  
HIGH  
JOE  
LOW  
MOW  
SAID  
SEE  
TREE

## Book 19 Puzzle – style 2

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

Words used

AND  
BEE  
BUZZ  
FREE  
HAD  
HIGH  
JOE  
LOW  
MOW  
SAID  
SEE  
TREE



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Puzzles

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## Book 19 Puzzle – Style 1 Solution



Words used

- AND
- BEE
- BUZZ
- FREE
- HAD
- HIGH
- JOE
- LOW
- MOW
- SAID
- SEE
- TREE

## Book 19 Puzzle – Style 2 Solution



Words used

- AND
- BEE
- BUZZ
- FREE
- HAD
- HIGH
- JOE
- LOW
- MOW
- SAID
- SEE
- TREE



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Puzzles

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